	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Phonics and decoding	Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. Read some letter groups that each represent one sound and say sounds for them.	To apply phonic knowledge to decode words. To speedily read all 40+ letters/groups for 40+ phonemes. To read accurately by blending taught GPC. To read common suffixes (-s, -es, -ing, -ed, etc.). To read multi-syllable words containing taught GPCs. To read contractions and understanding use of apostrophes. To read aloud phonically-decodable text.	To secure phonic decoding until reading is fluent. To read accurately by blending, including alternative sounds for graphemes. To read multi-syllable words containing these graphemes. To read common suffixes. To read exception words, noting unusual correspondences. To read most words quickly & accurately without overt sounding and blending.	To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words). To apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- to begin to read aloud. To apply their growing knowledge of root words and suffixes/word endings, including -ation,-ly, -ous, -ture, -sure, -sion,-tion, -ssion and -cian, to begin to read aloud.	To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words). To apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- to begin to read aloud. To apply their growing knowledge of root words and suffixes/word endings, including -ation,-ly, -ous, -ture, -sure, -sion,-tion, -ssion and -cian, to begin to read aloud.	To apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet.	To apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet.
Common exception words	Read a few common exception words.	To read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words.	To read Y1 and Y2 common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.	To read Y3/4 common exception words.	To read Y3/4 common exception words.	To read most Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.	To read most Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.
Fluency	Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. Re-read these books to build up confidence in word reading, fluency	To accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words. To reread texts to build up fluency and	To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation. To reread these books to build up fluency and	At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.	At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.	At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.	At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.

	and understanding and enjoyment.	confidence in word reading.	confidence in word reading. To read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts.				
Understanding and correcting inaccuracies	Enjoy listening to longer stories and can remember much of what happens. Pay attention to more than one thing at a time, which can be difficult.	To become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. To recognise and join in with predictable phrases participate in discussion about what is read to them, taking turns and listening to what others say.	To show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher. To check that the text makes sense to them as they read and to correct inaccurate reading. To draw on what they already know or on background information and vocabulary provided by the teacher. To check that the text makes sense to them as they read and correcting inaccurate reading.	To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. To ask questions to improve their understanding of a text. To identify main ideas drawn from more than one paragraph and summarising these,	To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. To ask questions to improve their understanding of a text. To identifying main ideas drawn from more than one paragraph and summarising these.	To check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. To ask questions to improve their understanding. To provide reasoned justifications for their view.	To check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. To ask questions to improve their understanding.
Connecting and becoming familiar with texts	Engage in story-times. Listen to and talk about stories to build familiarity and understanding.	To become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics recognising and joining in with predictable phrases.	To become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales recognising simple recurring literary language in stories and poetry. To participate in discussion about books, poems & other works that are read to them &	To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. To ask questions to improve their understanding of a text. To increase their familiarity with a wide range of books, including fairy stories, myths and	To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. To ask questions to improve their understanding of a text. To increase their familiarity with a wide range of books, including fairy stories, myths and	To continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. To read books that are structured in different ways and reading for a range of purposes. To make comparisons within and across books.	To continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks To read books that are structured in different ways and reading for a range of purposes. To make comparisons within and across books.

			those that they can read for themselves, taking turns and listening to what others say.	legends, and retelling some of these orally. To identify themes and conventions in a wide range of books. To listen to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. To read books that are structured in different ways and reading for a range of purposes. To participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.	legends, and retelling some of these orally. To identify themes and conventions in a wide range of books. To listen to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. To read books that are structured in different ways and reading for a range of purposes. To participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.	To increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions. To identify and discussing themes and conventions in and across a wide range of writing.	To increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions. To identify and discussing themes and conventions in and across a wide range of writing.
Non-Fiction	Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	To discuss features and layout.	To be introduced to non-fiction books that are structured in different ways.	To retrieve and record information from non-fiction.	To retrieve and record information from non-fiction.	To distinguish between statements of fact and opinion. To retrieve, record and present information from nonfiction.	To distinguish between statements of fact and opinion. To retrieve, record and present information from nonfiction.
Poetry and Performance	Listen carefully to rhymes and songs, paying attention to how they sound. Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story.	To learn to appreciate rhymes and poems, and to recite some by heart.	To continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.	To prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. To recognise some different forms of poetry.	To prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. To recognise some different forms of poetry.	To learn a wider range of poetry by heart preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.	To learn a wider range of poetry by heart preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.

Vocabulary	To learn new vocabulary. Use a wider range of vocabulary. Use new vocabulary in different contexts.	To identify simple, recurring literary language. To discuss word meanings, linking new meanings to those already known.	To discuss effective language or layout (non-fiction) choices. To discuss and clarify the meanings of words, linking new meanings to known vocabulary. To discuss their favourite words and phrases.	To identify and discuss new vocabulary. To use dictionaries to check the meaning of words that they have read.	To infer meaning of unfamiliar words. To use dictionaries to check the meaning of words that they have read.	To identify simple, recurring literary language.	To discuss effective language or layout (non-fiction) choices.
Inference		To make links from the text to own experiences. To make simple inferences about characters' actions. To discuss the significance of the title and events. To make inferences on the basis of what is being said and done. To develop inference though use of pictures.	To identify goals/motives of the main character based on what they have said or done. To demonstrate empathy with characters. To justify opinions using evidence from the text. To make inferences on the basis of what is being said and done. To answer and ask questions.	To suggest reasons for actions and events and justifies their views by referring to the text. To infer characters' feelings based on evidence from the text. To identify how settings are used to create atmosphere. To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives.	To reason about characters' feelings by referring to dialogue. To distinguish between fact and opinion. To identify techniques used by the author to make the reader feel sympathy/dislike etc. To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives.	To discuss how characters change over the course of a story and reasons why using evidence from the text. To discuss the impact of time and place (setting) on characters' behaviour and plot. To draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.	To explain the author's intentions using evidence from the text (e.g. to persuade in a non-fiction text; to create an emotional response to a character or setting in a fiction text). To draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. To discuss how characters change and develop through texts by drawing inferences based on indirect clues.
Predict		To predict events and endings. predicting what might happen on the basis of what has been read so far. To review cover to predict book content.	To predict key events in a story using information such as setting and genre. To offer alternative plotlines or endings. To predict what might happen on the basis of what has been read so far.	To make predictions using evidence from the text. To justify predictions using evidence from the text.	To predict characters' behaviours based on mood/atmosphere. To justify predictions using evidence from the text.	To adjust initial predictions based on new evidence and explains why. To predict what might happen from details stated and implied.	To explain whether developments in plot/character met or challenged their expectations. To predict what might happen from details stated and implied.

Explain	Understand "why" questions.	To explain clearly their understanding of what is read to them.	To explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.	To begin to evaluate effectiveness of texts, including effective vocabulary choices. To discuss words and phrases that capture the reader's interest and imagination. To identify how language, structure, and presentation contribute to meaning.	To identify different sentence constructions and their impact on the reader. To discuss words and phrases that capture the reader's interest and imagination. To identify how language, structure, and presentation contribute to meaning.	To identify different perspectives on one issue in a non-fiction text. To identify how language, structure and presentation contribute to meaning. To discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. To explain and discuss their understanding of what they have read, including through formal presentations and debates.	To explain whether they agree or disagree with the point of view expressed in the text, drawing on evidence to support their argument. To explain how their feelings towards a particular character have changed over the course of a story. To identify how language, structure and presentation contribute to meaning. To discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.
Retrieve	Enjoy listening to longer stories and can remember much of what happens.	To recognise patterns in texts (e.g. repetitive language). To recognise the differences between different genres- e.g. fiction and non-fiction. To develop their knowledge of retrieval through images.	To retrieve key information from a text. To understand the layout and organisational features of non-fiction texts. To refer back to the text for evidence. To ask and answer retrieval questions	To use contents page and index to locate information in non-fiction texts. To refer directly to text when responding. To retrieve and record information from a fiction text.	To retrieve information from the text when there is distracting information. To retrieve and record information from a fiction text.	To retrieve information from multiple places within a text. To makes informed decisions regarding the relevance of different sections in non-fiction books when looking for specific information.	To identify how points are linked and sequenced in non-fiction texts. To discuss how text layout and organisational devices impact on the reader in non-fiction texts.
Summarise/ sequence	Enjoy listening to longer stories and can remember much of what happens. Retell the story, once they have developed a deep familiarity with the text,	To identify the beginning, middle and end in stories. Identifies contents and index in non-fiction texts. To retell familiar stories orally.	To identify the sequence of events in a story. To discuss the sequence of events in books and how items of information are related.	To summarise the main idea or theme of the text, including non-fiction. To identify main ideas drawn from more than	To justify their opinion of a whole text using evidence from different parts of the text. To identify main ideas drawn from more than	To analyse the different structures of fiction and non-fiction texts, noting similarities and differences.	To summarises the relationship between characters at different points in the story using evidence from the text, e.g. dialogue.

	some as exact repetition and some in their own words	To sequence the events of a story they are familiar with.		one paragraph and summarising these.	one paragraph and summarising these,	To summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas.	To summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas.