

Skills	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Phonics and	Identify the taught	Apply phonic	Apply phonic	Apply their growing	Apply their growing	Apply their growing	Apply their growing
decoding	GPCs (the sounds	knowledge to	decoding until	knowledge of root	knowledge of root	knowledge of root	knowledge of root
	that the letters	decode words	automatic and	words, prefixes and	words, prefixes and	words, prefixes and	words, prefixes and
	make) including		reading is fluent.	suffixes	suffixes(morphology	suffixes	suffixes
	some digraphs. (LIT)	Read aloud		(morphology and	and etymology),	(morphology and	(morphology and
		phonically-	Read common	etymology), both to	both to read aloud	etymology), both to	etymology), both to
	Blend the taught	decodable texts.	suffixes (-ed, -ing,-	read aloud and to	and to understand	read aloud and to	read aloud and to
	sounds to read CVC,		er, -est, -y, -er, -	understand the	the meaning of new	understand the	understand the
	CVCC and CCVC	Re-read books to	ment, -ful, -ness, -	meaning of new	words they meet.	meaning of new	meaning of new
	words. (LIT)	build fluency and	less, -ly.	words they meet.		words that they	words that they
		confidence.			Read further	meet.	meet.
	Read some taught			Read further	exception words,		
	common exception/	Read simple	Re-read books to	exception words,	noting the unusual		
	high frequency and	sentences and	build up fluency and	noting the unusual	correspondences		
	familiar words. (LIT)	understand the	confidence in word	correspondences	between spelling		
		meaning including	reading.	between spelling	and sound, and		
	Read sentences	what a pronoun is	Note augebuction to	and sound, and where these occur in	where these occur in		
	made up of words with taught sounds	(extra).	Note punctuation to read with	the word.	the word.		
	and common	Speedily read all 40+	appropriate	the word.			
	exception words.	letters /groups for	expression.				
	(LIT)	40+ phonemes	expression.				
		including alternative	Read accurately by				
		sounds for	blending, including				
		graphemes.	alternative sounds				
		Brapheniesi	for graphemes.				
		Read Year 1	101 8.000.000				
		common exception	Read Year 2				
		words noting	common exception				
		unusual	words, noting				
		correspondences	unusual				
		between spelling	correspondences.				
		and sound					
		(identifying where	Read aloud books				
		they appear).	matched to phonic				
			knowledge by				



		Read polysyllabic words containing taught GPCs. Read common suffixes (-s, -es, - ing, -ed, -er and - est). Read contractions and understand that the apostrophe represents the omitted letter(s). Read accurately by blending taught GPCs develop some fluency and expression, pausing at full stops (extra).	sounding out unfamiliar words automatically. Read polysyllabic words containing above graphemes. Read most words quickly & accurately without overt sounding and blending.				
Range of reading	Read sentences made up of words with taught sounds and common exception words. (LIT) Listen to, talk about and respond to stories (rhymes and songs) with actions, relevant comments, questions; recalling key events and innovating. (C&L)	Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.	Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non- fiction at a level beyond that at which they can read independently.	Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Read books that are structured in different ways and reading for a range of purposes.	Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Read books that are structured in different ways and reading for a range of purposes.	Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non- fiction and reference books or textbooks. Read books that are structured in different ways and read for a range of purposes.	Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non- fiction and reference books or textbooks. Read books that are structured in different ways and read for a range of purposes.



	To use non-fiction books to develop new knowledge and vocabulary. (C&L)					Make comparisons within and across books.	Make comparisons within and across books.
Understanding	Understand how to listen carefully. (C&L) Respond to stories (rhymes and songs) with actions, relevant comments, questions; recalling key events. (LIT) Talk about elements of a topic using newly introduced vocabulary and extending sentences using a range of conjunctions to offer extra explanation and detail. (LIT)	Draw on what they already know or on background information and vocabulary provided by the teacher. Be encouraged to link what they read or hear read to their own experiences. Check that the text makes sense to them as they read and correct inaccurate reading. Answer simple retrieval questions about a text and find evidence to support answers (Extra).	Discuss the sequence of events in books and how items of information are related draw on what they already know or on background information and vocabulary provided by the teacher. Make links between a current book and those already read check that the text makes sense to them as they read and correct inaccurate reading,	Check that the text makes sense to them, discuss their understanding and explain the meaning of words in context. Ask questions to improve their understanding of a text. Identify main ideas drawn from more than one paragraph and summarise these. Identify morals and messages in a story.	Check that the text makes sense to them, discuss their understanding and explain the meaning of words in context. Ask questions to improve their understanding of a text. Identify main ideas drawn from more than one paragraph and summarise these. Identify morals and messages in a story.	Check that the book makes sense to them, discuss their understanding and explore the meaning of words in context ask questions to improve their understanding. Summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas.	Check that the book makes sense to them, discuss their understanding and explore the meaning of words in context ask questions to improve their understanding. Summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas.
Inference	To begin to interpret stories, rhymes and poetry; making suggestions for actions and events (images and text).(LIT)	Discuss the significance of the title and events. Make inferences on the basis of what is being said and done.	Make inferences on the basis of what is being said and done answer and ask questions.	Draw inferences such as inferring characters' feelings, thoughts and motives from their actions. Justify inferences with evidence.	Draw inferences such as inferring characters' feelings, thoughts and motives from their actions. Justify inferences with evidence.	Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence.	Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence.



Prediction	To talk about and	Predict what might	Predict what might	Predict what might	Predict what might	Predict what might	Predict what might
	respond to stories,	happen on the basis	happen on the basis	happen from details	happen from details	happen from details	happen from details
	rhymes and poetry;	of what has been	of what has been	stated and implied.	stated and implied.	stated and implied.	stated and implied.
	recalling, sequencing	read so far.	read so far.				
	and anticipating key						
	events some as						
	exact repetition and						
	some in their own						
	words.						
Familiarity with texts	Talk about and	Recognise and join	Become increasingly	Increase their	Increase their	Increase their	Increase their
	respond to stories,	in with predictable	familiar with and	familiarity with a	familiarity with a	familiarity with a	familiarity with a
	rhymes and poetry;	phrases.	retell a wider range	wide range of books,	wide range of books,	wide range of books,	wide range of books,
	recalling, sequencing		of stories, fairy	including fairy	including fairy	including myths,	including myths,
	and anticipating key	Become very	stories and	stories, myths and	stories, myths and	legends and	legends and
	events some as	familiar with key	traditional tales.	legends, and retell	legends, and retell	traditional stories,	traditional stories,
	exact repetition and	stories, fairy stories		some of these orally.	some of these orally.	modern fiction,	modern fiction,
	some in their own	and traditional tales,	Recognise simple			fiction from our	fiction from our
	words. (LIT)	retelling them and	recurring literary	Identify themes and	Identify themes and	literary heritage, and	literary heritage, and
		considering their	language in stories	conventions in a	conventions in a	books from other	books from other
	To begin to interpret	particular	and poetry.	wide range of books.	wide range of books.	cultures and	cultures and
	stories, rhymes and	characteristics.				traditions.	traditions.
	poetry; making						
	suggestions for					Identify and discuss	Identify and discuss
	actions and events					themes and	themes and
	(images and text).					conventions in and	conventions in and
	(LIT)					across a wide range	across a wide range
						of writing.	of writing.
	To talk about and						
	respond with						
	questions to non-						
	fiction books;						
	recalling some facts						
	with increasing						
	explanation and						
	vocabulary in						
	response to						
	questions. (LIT)						



Poetry and	To listen and sing	Learn to appreciate	Continue to build up	Prepare poems and	Prepare poems and	Learn a wider range	Learn a wider range
performance	nursery rhymes and	rhymes and poems,	a repertoire of	play scripts to read	play scripts to read	of poetry by heart,	of poetry by heart,
	songs, recalling	and to recite some	poems learnt by	aloud and to	aloud and to	preparing poems	preparing poems
	whole songs and	by heart.	heart, appreciate	perform, showing	perform, showing	and plays to read	and plays to read
	rhymes singing some		these and recite	understanding	understanding	aloud and to	aloud and to
	independently and		some, with	through intonation,	through intonation,	perform, showing	perform, showing
	performing in		appropriate	tone, volume and	tone, volume and	understanding	understanding
	groups /		intonation to make	action.	action.	through intonation,	through intonation,
	independently for		the meaning clear.			tone and volume so	tone and volume so
	others. (C&L)			Recognise some	Recognise some	that the meaning is	that the meaning is
				different forms of	different forms of	clear to an audience.	clear to an audience.
				poetry.	poetry.		
Non-fiction	Talk about and	Listen to and discuss	Be introduced to	Retrieve and record	Retrieve and record	Distinguish between	Distinguish between
	respond with	a wide range of non-	non-fiction books	information from	information from	statements of fact	statements of fact
	questions to non-	fiction at a level	that are structured	non-fiction texts.	non-fiction texts.	and opinion.	and opinion.
	fiction books;	beyond that at	in different ways.				
	recalling some facts	which they can read				Retrieve, record and	Retrieve, record and
	with increasing	independently.				present information	present information
	explanation and					from non-fiction	from non-fiction
	vocabulary in					texts.	texts.
	response to						
	questions.						
	Know and explain						
	some differences						
	between fiction and						
	non-fiction books.						
Listening to and	Talk about and	Participate in	Participate in	Participate in	Participate in	Recommend books	Recommend books
discussing reading	respond to stories	discussion about	discussion about	discussion about	discussion about	that they have read	that they have read
	(rhymes and songs)	what is read to them	books, poems &	both books that are	both books that are	to their peers and	to their peers and
	with actions,	by taking turns and	other works that are	read to them and	read to them and	giving reasons for	giving reasons for
	relevant comments,	listening to what	read to them &	those they can read	those they can read	their choices.	their choices.
	questions.	others say.	those that they can	for themselves by	for themselves by		
		explain clearly their	read for themselves	taking turns and	taking turns and	Participate in	Participate in
	Talk about and	understanding of	by taking turns and	listening to what	listening to what	discussions about	discussions about
	respond to stories,	what is read to them	listening to what	others say.	others say.	books, building on	books, building on
	rhymes and poetry;		others say.	-	-	their own and	their own and



recalling, sequencing		0	others' ideas and	others' ideas and
and anticipating key	Explain and discuss	c	hallenging views	challenging views
events some as	their understanding	C	ourteously.	courteously.
exact repetition and	of books, poems and			
some in their own	other material, both	E	xplain and discuss	Explain and discuss
words.	those that they	ti	heir understanding	their understanding
	listen to and those	0	of what they have	of what they have
Begin to interpret	that they read for	re	ead, including	read, including
stories, rhymes and	themselves.	ti	hrough formal	through formal
poetry; making		p	presentations and	presentations and
suggestions for		d	lebates.	debates.
actions and events.				
				Provide reasoned
Talk about and		ju	ustifications for	justifications for
respond with		ti	heir views.	their views.
questions to non-				
fiction books;				
recalling some facts				
with increasing				
explanation and				
vocabulary in				
response to				
questions.				