

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Reception and Year 1 follow the Little Wandle phonics scheme, which sets out which graphemes are to be taught each day and provides assessment for progressing through book band levels.</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs (Literacy - WR)</p> <p>Read words consistent with phonics knowledge by sound blending (Literacy - WR)</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words (Literacy - WR)</p>	<p>Reception and Year 1 follow the Little Wandle phonics scheme, which sets out which graphemes are to be taught each day and provides assessment for progressing through book band levels.</p> <p>Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.</p> <p>Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.</p> <p>Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p> <p>Read words containing taught GPCs and –s, –</p>	<p>Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.</p> <p>Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</p> <p>Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p> <p>Read words containing common suffixes.</p> <p>Read accurately words of two or more syllables that contain the same graphemes as above.</p> <p>Read most words [at an instructional level 93 95%] quickly and accurately, without</p>	<p>Begin to apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet.</p> <p>Begin to read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p>	<p>Continue to apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet.</p> <p>Confidently read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p>	<p>Further their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet.</p>	<p>Confidently apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet.</p>

		<p>es, -ing, -ed, -er and -est endings.</p> <p>Read other words of more than one syllable that contain taught GPCs.</p> <p>Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s).</p> <p>Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.</p> <p>Re-read these books to build up their fluency and confidence in word reading.</p>	<p>overt sounding and blending, when they have been frequently encountered.</p> <p>Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>Continue to re-read these books to build up their fluency and confidence in word reading.</p>				
	<p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play (Literacy – C)</p>	<p>Discussing word meanings, linking new meanings to those already known.</p> <p>Begin to draw on what they already know or on background information and vocabulary provided by the teacher.</p>	<p>Discuss and clarify the meanings of words, linking new meanings to known vocabulary.</p> <p>Securely draw on what they already know or on background information and vocabulary provided by the teacher.</p>	<p>Begin to use dictionaries to check the meaning of words that they have read.</p> <p>Start to discuss words and phrases that capture the reader's interest and imagination.</p>	<p>Become secure in using dictionaries to check the meaning of words that they have read.</p> <p>Confidently discuss words and phrases that capture the reader's interest and imagination.</p>	<p>Start to check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.</p> <p>Begin to identify how language, structure and presentation contribute to meaning.</p>	<p>Be secure in checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.</p> <p>Confidently identify how language, structure and</p>

			Discuss their favourite words and phrases.	Begin to check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. Begin to Identify how language, structure, and presentation contribute to meaning.	Confidently check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. Identify how language, structure, and presentation contribute to meaning.	Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.	presentation contribute to meaning.
	Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions (C&L – LAU)	Begin to make inferences on the basis of what is being said and done.	Make inferences on the basis of what is being said and done.	Begin to draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.	Continue to draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.	Further draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.	Confidently draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
	Anticipate – where appropriate – key events in stories (Literacy – C)	Begin to predict what might happen on the basis of what has been read so far.	Predict what might happen on the basis of what has been read so far.	Begin to predict what might happen from details stated and implied.	Continue to predict what might happen from details stated and implied.	Predict with greater accuracy what might happen from details stated and implied.	Confidently predict what might happen from details stated and implied.
	Make comments about what they have heard and ask questions to clarify their understanding (C&L – LAU) Offer explanations for why things might happen, making use of recently introduced	Be encouraged to link what they read or hear read to their own experiences. Discuss the significance of the title and events. Participate in discussion about what is read to them, taking turns and	Answer and ask questions. Begin to participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say.	Begin to ask questions to improve their understanding of a text. Further 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.	Continue to ask questions to improve their understanding of a text. Confidently participate in discussion about both books that are read to them and those they can read for themselves, taking	Ask increasingly inciteful questions to improve their understanding. Begin to discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.	Ask inciteful questions to improve their understanding. Confidently discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.

	vocabulary from stories, non-fiction, rhymes and poems when appropriate (C&L – S)	listening to what others say. Explain clearly their understanding of what is read to them.	Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.		turns and listening to what others say.	Begin to explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary. Begin to provide reasoned justifications for their views.	Confidently explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary. Securely provide reasoned justifications for their views.
	Make comments about what they have heard and ask questions to clarify their understanding (C&L – LAU)	Begin to answer and ask questions.	Answer and ask questions confidently.	Begin to retrieve and record information from non-fiction.	Confidently retrieve and record information from non-fiction.	Begin to retrieve, record and present information from non-fiction.	Retrieve, record and present information from non-fiction.
	Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary (Literacy – C)	Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.	Discuss the sequence of events in books and how items of information are related.				

				<p>Begin to identify main ideas drawn from more than one paragraph and summarising these.</p>	<p>Confidently identify main ideas drawn from more than one paragraph and summarising these.</p>	<p>Begin to summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.</p>	<p>Securely summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.</p>
	<p>Enjoy an increasing range of books (EP – C&L)</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher (EP – C&L)</p> <p>Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures (EP – C&L)</p>	<p>Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.</p> <p>Recognise and join in with predictable phrases.</p> <p>Learn to appreciate rhymes and poems and to recite some by heart.</p> <p>Participate in discussion about what is read to them, taking turns and listening to what others say.</p>	<p>Listening to, discussing and expressing 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. Become increasingly familiar with a wider range of stories, fairy stories and traditional tales.</p> <p>Be introduced to non-fiction books that are structured in different ways.</p> <p>Be introduced to non-fiction books that are structured in different ways.</p> <p>Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.</p>	<p>Begin to listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Begin to read books that are structured in different ways and reading for a range of purposes.</p> <p>Begin to increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.</p> <p>Begin to identify themes and conventions in a wide range of books.</p> <p>Begin to prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.</p>	<p>Confidently listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Read books that are structured in different ways and reading for a range of purposes.</p> <p>Continue to increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.</p> <p>Confidently identify themes and conventions in a wide range of books.</p> <p>Confidently prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.</p>	<p>Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Begin to read books that are structured in different ways and reading for a range of purposes.</p> <p>Begin 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.</p> <p>Begin to recommend books that they have read to their peers,</p>	<p>Confidently read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Confidently read books that are structured in different ways and reading for a range of purposes.</p> <p>Continue 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.</p> <p>Confidently recommend books</p>

			<p>Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say.</p>	<p>Begin to recognise some different forms of poetry [for example, free verse, narrative poetry].</p> <p>Begin to check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p> <p>Begin 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.</p>	<p>Confidently recognise some different forms of poetry [for example, free verse, narrative poetry].</p> <p>Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p> <p>Confidently 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.</p>	<p>giving reasons for their choices.</p> <p>Begin to identify and discuss themes and conventions in and across a wide range of writing.</p> <p>Begin to make comparisons within and across books.</p> <p>Begin to learn a wider range of poetry by heart.</p> <p>Begin to prepare 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.</p> <p>Begin to distinguish between statements of fact and opinion.</p> <p>Begin to participate in discussions about books that are read to them and those they can read for</p>	<p>that they have read to their peers, giving reasons for their choices.</p> <p>Identify and discuss themes and conventions in and across a wide range of writing.</p> <p>Confidently make comparisons within and across books. Continue to learn a wider range of poetry by heart.</p> <p>Continue to prepare 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.</p> <p>Distinguish between statements of fact and opinion.</p> <p>Confidently participate in discussions about books that are read</p>
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