	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Sort Reading	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. Say a sound for each letter in the alphabet and at least 10 digraphs (Literacy - WR) Read words consistent with phonics knowledge by sound blending (Literacy - WR) Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words (Literacy - WR)	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. Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes. Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught. Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. Read words containing	Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. Read words containing common suffixes. Read accurately words of two or more syllables that contain the same graphemes as above. Read most words [at an instructional level 93 95%] quickly and	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. Begin to read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.	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. Confidently read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.	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.	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.
		taught GPCs and -s, -	accurately, without				

		and the same of					
		es, –ing, –ed, –er and –	overt sounding and				
		est endings.	blending, when they				
			have been frequently				
		Read other words of	encountered.				
		more than one syllable					
		that contain taught	Read aloud books				
		GPCs.	closely matched to their				
			improving phonic				
		Read words with	knowledge, sounding				
		contractions [for	out unfamiliar words				
		example, I'm, I'll, we'll],	accurately,				
		and understand that the	automatically and				
		apostrophe represents	without undue				
		the omitted letter(s).	hesitation.				
		the offlitted fetter(s).	nesitation.				
		Dood aloud accurately	Continue to re-read				
		Read aloud accurately					
		books that are	these books to build up				
		consistent with their	their fluency and				
		developing phonic	confidence in word				
		knowledge and that do	reading.				
		not require them to use					
		other strategies to work					
10cabu/2		out words.					
100000							
CO		Re-read these books to					
		build up their fluency					
		and confidence in word					
		reading.					
	Use and understand	Discussing word	Discuss and clarify the	Begin to use	Become secure in using	Start to check that the	Be secure in checking
	recently introduced	meanings, linking new	meanings of words,	dictionaries to check	dictionaries to check	book makes sense to	that the book makes
	vocabulary during	meanings to those	linking new meanings to	the meaning of words	the meaning of words	them, discussing their	sense to them,
	discussions about	already known.	known vocabulary.	that they have read.	that they have read.	understanding and	discussing their
	stories, non-fiction,	an eady known.	Miowii vocabalary.	that they have read.	that they have read.	exploring the meaning	understanding and
	rhymes and poems and	Begin to draw on what	Securely draw on what	Start to discuss words	Confidently discuss	of words in context.	exploring the meaning
	during role-play	they already know or on	they already know or on	and phrases that	words and phrases that	or words in context.	of words in context.
				-	capture the reader's	Dogin to identify how	or words in context.
	(Literacy – C)	background information	background information	capture the reader's	•	Begin to identify how	Confidently identify
		and vocabulary	and vocabulary	interest and	interest and	language, structure and	Confidently identify
		provided by the	provided by the	imagination.	imagination.	presentation	how language,
		teacher.	teacher.			contribute to meaning.	structure and

			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.
Infer	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.
Predict	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 accuracey what might happen from details stated and implied.	Confidently predict what might happen from details stated and implied.
Explain	Make comments about what they have heard and ask questions to clarify their understanding (C&L – LAU) Offer explanations for why things might	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	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	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	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	Ask increasingly inciteful questions to improve their understanding. Begin to discuss and evaluate how authors use language, including figurative language, considering the impact	Ask inciteful questions to improve their understanding. Confidently discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.
	happen, making use of recently introduced	them, taking turns and	listening to what others say.	turns and listening to what others say.	themselves, taking	on the reader.	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.	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.
						Begin to provide reasoned justifications for their views.	Securely provide reasoned justifications for their views.
Retrieve	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.
cequence	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.				

cummanic				Begin to identify main ideas drawn from more	Confidently identify main ideas drawn from	Begin to summarise the main ideas drawn from	Securely summarise the main ideas drawn
60				than one paragraph and	more than one	more than one	from more than one
				summarising these.	paragraph and	paragraph, identifying	paragraph, identifying
Me S					summarising these.	key details that support	key details that support
					· ·	the main ideas.	the main ideas.
aeading for	Enjoy an increasing	Listen to and discuss a	Listening to, discussing	Begin to listen to and	Confidently listen to	Continue to read and	Confidently read and
Seargho	range of books (EP –	wide range of poems,	and expressing views	discuss a wide range of	and discuss a wide	discuss an	discuss an
	C&L)	stories and non-fiction	about a wide range of	fiction, poetry, plays,	range of fiction, poetry,	increasingly wide	increasingly wide
and the second		at a level beyond that at	contemporary and	non-fiction and	plays, non-fiction and	range of fiction,	range of fiction,
	Express their ideas and	which they can read	classic poetry, stories	reference books or	reference books or	poetry, plays, non-	poetry, plays, non-
Alle	feelings about their	independently.	and non-fiction at a level beyond that at	textbooks.	textbooks.	fiction and reference	fiction and reference
reasur	experiences using full	Recognise and join in	which they can read	Begin to read books	Read books that are	books or textbooks.	books or textbooks.
	sentences, including use	with predictable	independently.	that are structured in	structured in different		
	of past, present and	phrases.	Become increasingly	different ways and	ways and reading for a	Begin to read books	Confidently read
	future tenses and	P 2000.	familiar with a wider	reading for a range of	range of purposes.	that are structured in	books that are
	making use of	Learn to appreciate	range of stories, fairy	purposes.		different ways and	structured in
	conjunctions, with	rhymes and poems and	stories and traditional		Continue to increase	reading for a range	different ways and
	modelling and support from their teacher (EP –	to recite some by heart.	tales.	Begin to increase their	their familiarity with a	of purposes.	reading for a range
	C&L)			familiarity with a wide	wide range of books,	or purposes.	of purposes.
	Call	Participate in discussion	Be introduced to non-	range of books,	including fairy stories,	Begin to increase	or purposes.
		about what is read to	fiction books that are	including fairy stories,	myths and legends, and	_	Cantinua ta inanasa
	Through conversation,	them, taking turns and	structured in different	myths and legends, and	retelling some of these	their familiarity with	Continue to increase
	story-telling and role	listening to what others	ways.	retelling some of these	orally.	a wide range of	their familiarity with
	play, where children	say.	B	orally.	0 61 11 11 116	books, including	a wide range of
	share their ideas with		Be introduced to non-	Danim ta idamtifi.	Confidently identify	myths, legends and	books, including
	support and modelling		fiction books that are structured in different	Begin to identify themes and	themes and conventions in a wide	traditional stories,	myths, legends and
	from their teacher, and sensitive questioning		ways.	conventions in a wide	range of books.	modern fiction,	traditional stories,
	that invites them to		ways.	range of books.	runge or books.	fiction from our	modern fiction,
	elaborate, children		Continue to build up a		Confidently prepare	literary heritage, and	fiction from our
	become comfortable		repertoire of poems	Begin to prepare poems	poems and play scripts	books from other	literary heritage, and
	using a rich range of		learnt by heart,	and play scripts to read	to read aloud and to	cultures and	books from other
	vocabulary and language		appreciating these and	aloud and to perform,	perform, showing	traditions.	cultures and
	structures (EP – C&L)		reciting some, with	showing understanding	understanding through		traditions.
			appropriate intonation	through intonation,	intonation, tone,	Begin to recommend	
			to make the meaning	tone, volume and	volume and action.	books that they have	Confidently
			clear.	action.		read to their peers,	recommend books

	 		- 61	_	
	Participate in discussion	Begin to recognise some	Confidently recognise	giving reasons for	that they have read
	about books, poems	different forms of	some different forms of	their choices.	to their peers, giving
	and other works that	poetry [for example,	poetry [for example,		reasons for their
	are read to them and	free verse, narrative	free verse, narrative	Begin to identify and	choices.
	those that they can	poetry].	poetry].	discuss themes and	
	read for themselves,	5		conventions in and	Identify and discuss
	taking turns and	Begin to check that the	Check that the text	across a wide range	themes and
	listening to what others	text makes sense to	makes sense to them,	of writing.	conventions in and
	say.	them, discussing their understanding and	discussing their understanding and	or writing.	across a wide range
		explaining the meaning	explaining the meaning	Begin to make	of writing.
		of words in context.	of words in context.	_	or writing.
		or words in context.	or words in context.	comparisons within	6 (1 1)
		Begin to participate in	Confidently participate	and across books.	Confidently make
		discussion about both	in discussion about both		comparisons within
		books that are read to	books that are read to	Begin to learn a	and across books.
		them and those they	them and those they	wider range of	Continue to learn a
		can read for	can read for	poetry by heart.	wider range of
		themselves, taking	themselves, taking		poetry by heart.
		turns and listening to	turns and listening to	Begin to prepare	
		what others say.	what others say.	poems and plays to	Continue to prepare
				read aloud and to	poems and plays to
				perform, showing	read aloud and to
				understanding	perform, showing
				through intonation,	understanding
				tone and volume so	through intonation,
				that the meaning is	tone and volume so
				clear to an audience.	that the meaning is
					clear to an audience.
				Begin to distinguish	
				between statements	Distinguish between
				of fact and opinion.	statements of fact
					and opinion.
				Begin to participate	
				in discussions about	Confidently
				books that are read	participate in
				to them and those	discussions about
				they can read for	books that are read
				they call read for	books that are read

			themselves, building	to them and those
			on their own and	they can read for
			others' ideas and	themselves, building
			challenging views	on their own and
			courteously.	others' ideas and
				challenging views
				courteously.