

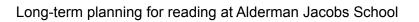




Reading focuses	Pre-School	EY	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Word reading and decoding Phonics and Decoding	To develop children's phonological awareness, so that they can spot and suggest rhymes  To count or clap syllables in a word  To recognise words with the same initial sound, such as money and mother	To read individual letters by saying the sounds for them.  To blend sounds into words, so that they can read short words made up of known letter— sound correspondences.  To read some letter groups that each represent one sound and say sounds for them.  To read simple phrases and sentences made up of words with known letter—sound correspondences and, where necessary, a few exception words.	To apply phonic knowledge and skills as the route to decode words. To blend sounds in unfamiliar words using the GPCs that they have been taught.  To respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes.  To read words containing taught	To continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.  To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.  To accurately	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,inclu ding in-,im-,il-,ir-,d is-, mis-, un-, re-,sub-, inter-,super-, anti-and auto-to begin to read aloud.  To apply	To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill.  To apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.	To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.  To apply their growing knowledge of root words, prefixes and suffixes/ word endings, including-sion, -tion, -cial, -tial, -ant/-ance/-ancy, -ent/ - ence/-ency, -able/-ably and -ible/ibly, to read aloud fluently.	To read fluently with knowledge of all Y5/ Y6 exception words, root words, prefixes, suffixes/word endings and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.  To Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology).



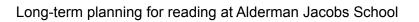
	To explore and notice words that rhyme and sound the same  To play a variety or rhyming games  ELG: To say a sound for each letter in the alphabet and at least 10 digraphs;  ELG: To read words consistent with their phonic knowledge by sound-blending;  ELG: To read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.	GPCs. To read words containing -s, -es, -ing, -ed and -est endings.  To read words with contractions, e.g. I'm, I'll and we'll	read most words of two or more syllables. To read most words containing common suffixes.	their growing knowledge of root words and suffixes/word endings,inclu ding -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian, to begin to read aloud.			
Common Exception	To read a few common	To read Y1 common	To read most Y1 and Y2	To begin to read Y3/Y4	To read all Y3/Y4	To read most Y5/Y6 exception	



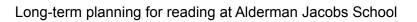
Vvoras	matches school's program  To read phrases sentend up of work known letter—scorresp and, who necessare	s phonic noting unusual corresponder nces between spelling and sound and where these occur in words.	corresponde nce between spelling and sound and	exception words.	exception words, discussing the unusual corresponde nce between spelling and these occur in the word.	words, discussing the unusual correspondence s between spelling and sound and where these occur in the word.	
Fluency	books to their co word re their flu- their underst	ency and consistent with their	words accurately,	To begin to recognise when what they have read does not make sense and to reread for understandin g.  To read fluently in chunks of meaning.  To read with some	To recognise when what they have read does not make sense and to reread for understandin g.  To begin to use the punctuation to guide their fluency by altering their tone, pace, volume and	To recognise when what they have read does not make sense and to reread for understanding.  To read ahead to check for the correct tone, expression and volume to use in accordance with sentence structures and vocabulary choices.	To read ahead to make deliberate and accurate choices with reference to sentence structures, punctuation and connotations associated with the vocabulary.  To read fluently so that they can persevere with more challenging text.



		sentences to build fluency and confidence.	these books to build up fluency and 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-appropri ate texts	alterations to their pace, tone, volume	expression.  To begin to use the connotation of the word to reflect the manner in which they read.  To be able to use text marking to be able to alter the way in which they read the text.	To use punctuation to guide their fluency by altering their tone, pace, volume and expression.	To read with the correct rhyme and pace to allow for the meaning of the text to be revealed.
Self-checking strategies whilst reading	To re-reads books to build up their confidence in word reading, fluency, understanding and enjoyment  To enjoy reading for pleasure and is building up	To check that a text makes sense to them as they read and to self correct.	To show understandin g by drawing on what they already know or on background information and vocabulary provided by the teacher.	To recognise when what they have read does not make sense and to reread for understandin g.	To recognise when what they have read does not make sense and to reread for understandin g  To begin to use skim	To skim read to gain an understanding of a section or across a section of text.	To skim read in order to gain an understanding of the text as a whole.



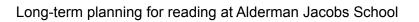
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	confidence, fluency and understanding when reading  To ask questions to find out more and to check they understand what has been said to them		To check that the text makes sense to them as they read and to correct.		reading strategies to gain understandin g		
Listening and responding to texts	To enjoy sharing books with an adult  To engage in story time, building familiarity and understanding  ELG: Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced	To listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independentl y.  To link what they have read or have read to them to their own experiences.	To participate in discussion about books, poems and other works that are read to them (at a level beyond which they can read independently) and those that they can read for themselves, explaining their understanding and	To recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or text books.  To use appropriate terminology when discussing texts (plot, character,	To discuss and compare texts from a wide variety of genres.  To read for a range of purposes,  To identify themes and conventions in a wide range of books.	To read a wide range of genres, identifying the characteristics of text types (such as the use of the first person in writing diaries and autobiographies) and differences between text types.  To participate in discussions about books that are read to them and those they can read for	To read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions.  To recognise more complex themes



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	vocabulary.  ELG: Anticipate – where appropriate – key events in stories;	To retell familiar stories in increasing detail.  To join in with discussions about a text, taking turns and listening to what others say.  To discuss the significance of titles and events.  To recognise simple recurring literary language in stories and poetry. To ask and answer	expressing their views.  To become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales.  To discuss the sequence of events in books and how items of information are related	setting).	style, overall themes (e.g. triumph of good over evil) and features (e.g. greeting in letters, a diary written in the first person or the use of presentation al devices such as numbering and headings)  To identify how language, structure and presentation contribute to meaning.  To identify main ideas drawn from more than one paragraph and	themselves, building on their own and others' ideas and challenging views courteously.  To identify main ideas drawn from more than one paragraph and to summarise these.  To recommend texts to peers based on personal choice.	in what they read (such as loss or heroism).  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.  To listen to guidance and feedback on the quality of their explanations and contributions to discussions and to make improvements when participating in discussions.  To draw out key information and to summarise the main ideas in a text.



		questions about a text.  To make links between the text they are reading and other texts they have read(in text that they can read independently).			summarise these.		To distinguish independently between statements of fact and opinion, providing reasoned justifications for their views.  To compare characters, settings and themes within a text and across more than one text
Word meaning	To listen to longer stories and is beginning to explain what is read to them, answering questions relating to vocabulary  ELG: Use and understand recently introduced vocabulary during	To discuss word meaning and link new meanings to those already known	To discuss and clarify the meanings of words, linking new meanings to known vocabulary.  To discuss their favourite	To check that the text makes sense to them, discussing their understandin g and explaining the meaning of words in context.	Discuss vocabulary used to capture readers' interest and imagination	To discuss vocabulary used by the author to create effect including figurative language.  To evaluate the use of authors' language and explain how it has created an impact on the	To analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology such as metaphor, simile, analogy, imagery, style and effect.



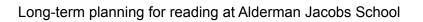
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	discussions about stories, non-fiction, rhymes and poems and during role-play		words and phrases.	authors' choice of words and phrases for effect.  To identify vocabulary that captures the reader's interest.		reader	To identify and evaluate the effectiveness of an author's choice and use of language, explaining the impact on the reader.
Retrieval	To enjoy listening to longer stories and can remember much of what happens  To listen to longer stories and begin to explain what is read to them, answering closed questions involving literal and retrieval	To discuss the sequence of events in books and how items of information are related.  To be introduced to different text type and the features that they contain  To be able to join in to predictable phrases	To identify main points with reference to the text (who, what, where, when, how, why answers)  To begin to identify the text type according to key features.  To read closely/ have read to so to obtain specific	To show understandin g of main points with reference to the text (who, what, where, when, how, why)  To identify the text type according to key features.  To retrieve and record information from non - fiction texts using	To understand and explain the main points from what they have read, with direct reference to the text.  To discuss the text type according to key features.  To use all of the organisation al devices available within a non	To retrieve key details and some quotations from the text to demonstrate understanding of key details/informati on in a text  To discuss the text type according to key features.  To use knowledge of texts and organisation devices to retrieve, record and discuss	To retrieve key details and quotations to demonstrate understanding of character, events and information  To discuss and compare the text type according to key features.  To retrieve, record and present information from non -fiction texts.  To use non -fiction materials for purposeful



			information	contents and glossary to locate it.  To read closely to obtain specific information	- fiction text to retrieve, record and discuss information.	information from fiction and non -fiction texts.  To distinguish between fact and opinion.	intormation retrieval (e.g. in reading history, geography and science textbooks) and in contexts where pupils are genuinely motivated to find out information (e.g. reading information leaflets before a gallery or museum visit or reading a theatre programme or review).  To recognise bias, fact and opinion.
Inference	To understand 'why' and 'how' questions.	To begin to make simple inferences.	To make inferences on the basis of what is being said and done.	To ask and answer questions appropriately , including some simple inference questions based on characters' feelings, thoughts and	To ask and answer questions appropriately , including some simple inference questions based on characters' feelings, thoughts and	To draw inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text	To consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters).  To discuss how characters change and develop



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Prediction	To listen to longer stories and begin to explain what is read to them, answering questions relating to prediction and sequence.	To make some simple predictions on the basis of what they have read so far  To use the appropriate language of prediction with prompting	To predict what might happen on the basis of what has been read so far in a text.  To use the appropriate language of prediction	To predict what might happen on the basis of what has been read so far in a text with some relevant evidence	To justify predictions using evidence from the text with relevant evidence	To justify predictions from details stated and implied.  To be able to adjust predictions when gaining more information	To justify predictions by using information from across the text.  To be able to adjust predictions when gaining more information to either clarify or change.  To make predictions about characters including how their behaviour may/may not change and how they may/may not appeal to the reader, justifying answers with reference to the text.



Poetry and performance		To recite rhymes, poems and songs independently  To share and perform the learning that has taken place	To recite simple poems 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 and perform poems and play scripts that show some awareness of the audience when reading aloud.  To begin to use appropriate intonation and volume when reading aloud.  To begin to recognise different forms of poetry (e.g. free verse or na	To recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry).  To prepare and perform poems and play scripts with appropriate techniques (intonation, tone, volume and action) to show awareness of the audience when reading aloud	To continually show an awareness of the audience when reading out loud using intonation, tone, volume and action.  To learn a wider range of poetry by heart	To contidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect.
Non-fiction Organisational and structure	To know print has meaning  To know print can	To enjoy listening to/reading a wide range of		To recognise that non - fiction books are often	To retrieve and record information from non -	To use all of the organisation al devices	To use knowledge of texts and organisation	To retrieve, record and present information from non -fiction texts



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	have different purposes  To know we read English text from left to right and from top to bottom  To know the names of the different parts of a book  To understand page sequencing	books, fiction and non-fiction and can explain the difference  To explain what the job of an author and illustrator are.  To find the blurb and explain what its purpose is.	structured in different ways.	fiction texts using contents and glossary to locate it.	available within a non - fiction text to retrieve, record and discuss information.  To use dictionaries to check the meaning of words that they have read.	devices to retrieve, record and discuss information from fiction and non-fiction texts.  To distinguish between fact and opinion	To use non - fiction materials for purposeful information retrieval (e.g. in reading history, geography and science textbooks) and in contexts where pupils are genuinely motivated to find out information (e.g. reading information leaflets before a gallery or museum visit or reading a theatre programme or review). To recognise bias, fact and opinion