

	Word Reading	Comprehension
5&6 Years	<ul style="list-style-type: none"> Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in <u>English Appendix 1</u>, both to read aloud and to understand the meaning of new words that they meet 	<ul style="list-style-type: none"> 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 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 Recommend books that they have read to their peers, giving reasons for their choices Identify and discuss themes and conventions in and across a wide range of writing Learn a wider range of poetry by heart 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 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 Make comparisons within and across books Ask questions to improve their understanding Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence Predict what might happen from details stated and implied Distinguish between statements of fact and opinion Retrieve, record and present information from non-fiction Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas Identify how language, structure and presentation contribute to meaning Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context Provide reasoned justifications for their views
3&4 Years	<ul style="list-style-type: none"> Apply 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 Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word 	<ul style="list-style-type: none"> Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Use dictionaries to check the meaning of words that they have read Increase familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally Identify themes and conventions in a wide range of books Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action Recognise some different forms of poetry (for example, free verse, narrative poetry) Discuss their understanding and explain the meaning of words in context Identify how language, structure, and presentation contribute to meaning 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 Read books that are structured in different ways and read for a range of purposes Predict what might happen from details stated and implied Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence Identify main ideas drawn from more than one paragraph and summarise these Retrieve and record information from non-fiction Discuss words and phrases that capture the reader's interest and imagination Check that the text makes sense to them Ask questions to improve understanding of a text
Year 2	<ul style="list-style-type: none"> Apply phonic knowledge and skills as the route to decode words Read most words quickly and accurately Read accurately by blending the sounds in words that contain the graphemes taught so far Read accurately words of two or more syllables that contain the same graphemes as above Re-read books to build up their fluency and confidence in word reading Read words containing common suffixes Read further common exception words Read aloud books closely matched to their improving phonic knowledge 	<ul style="list-style-type: none"> 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 Become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales Be introduced to non-fiction books that are structured in different ways Recognise simple recurring literary language in stories and poetry Discuss and clarify the meanings of words, linking new meanings to known vocabulary Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear Check that the text makes sense to them as they read and correct inaccurate reading 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 Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves Discuss the sequence of events in books and how items of information are related Discuss their favourite words and phrases Make inferences on the basis of what is being said and done Answer and ask questions Predict what might happen on the basis of what has been read so far Show an understanding of books by drawing on what they already know or on background information given by the teacher
Year 1	<ul style="list-style-type: none"> Apply phonic knowledge and skills as the route to decode words Respond speedily with the correct sound to graphemes for all 40+ phonemes Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught Read common exception words Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings Read other words of more than one syllable that contain taught GPCs Read words with contractions (for example, I'm, I'll, we'll) and understand that the apostrophe represents the omitted letter(s) Read aloud accurately books that are consistent with their developing phonic knowledge Re-read books to build up their fluency and confidence in word reading 	<ul style="list-style-type: none"> Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently Link what they read or hear read to their own experiences Recognise and join in with predictable phrases Appreciate rhymes and poems, and recite some by heart Discuss word meanings, linking new meanings to those already known Discuss the significance of the title and events Participate in discussion about what is read to them, taking turns and listening to what others say Become familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics Explain their understanding of what is read to them Check that the text makes sense as they read and correct inaccurate reading Make inferences on the basis of what is being said and done Predict what might happen on the basis of what has been read so far Draw on what they already know or on background information and vocabulary provided by the teacher
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