

READING	LETTERS AND SOUNDS					
YEAR GROUP	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
SKILLS	<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; read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings.</p> <p>Read other words of more than one syllable that contain taught GPCs.</p>	<p>All of Year 1 plus:</p> <p>Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes; read accurately words of two or more syllables.</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>	Consolidate and embed previous skills.			

READING	WORD READING					
YEAR GROUP	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
SKILLS	<p>Apply phonic knowledge and skills as the route to decode words.</p> <p>Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught; read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings.</p> <p>Read other words of more than one syllable that contain taught GPCs.</p> <p>Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</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>All of Year 1 plus:</p> <p>Read words containing common suffixes.</p> <p>Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p> <p>Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.</p>	<p>All of the previous skills, plus:</p> <p>Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) to read aloud and to understand the meaning of new words they meet.</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p>		<p>All of the previous skills, plus:</p> <p>Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), to read aloud and to understand the meaning of new words.</p>	

READING	BOOKS AND RANGE OF READING					
YEAR GROUP	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
SKILLS	<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>All of Year 1 plus:</p> <p>Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation; re-read these books to build up their fluency and confidence in word reading.</p>	<p>All of the previous skills, plus:</p> <p>Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Reading books that are structured in different ways for a range of purposes.</p> <p>Increasing their familiarity with a wide range of books, including fairy stories, myths and</p>		<p>All of the previous skills, plus:</p> <p>Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, nonfiction and reference books or textbooks.</p> <p>Reading books that are structured in different ways and for a range of purposes.</p> <p>Increasing their familiarity with a wide range of books, including myths, legends and</p>	

	Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently. Being encouraged to link what they read or hear read to their own experiences Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.	Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.	legends, and retelling some of these orally.	traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions. Recommending books that they have read to their peers, giving reasons for their choices. Making comparisons within and across books.
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READING	VOCABULARY, LANGUAGE AND STRUCTURE					
YEAR GROUP	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
SKILLS	Discussing word meaning, linking new meanings to those already known. Recognising and joining in with predictable phrases	All of Year 1 plus: Discussing and clarifying the meanings of words, linking new meanings to known vocabulary. Discussing their favourite words and phrases. Recognising simple recurring literary language in stories and poetry.	All of the previous skills, plus: Using dictionaries to check the meaning of words that they have read. Discussing words and phrases that capture the reader's interest and imagination. Identifying how language, structure, and presentation contribute to meaning. Identifying themes and conventions in a wide range of books.		All of the previous skills, plus: Identifying how language, structure and presentation contribute to meaning. Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.	

READING	POETRY, PLAYS AND PERFORMANCE					
YEAR GROUP	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
SKILLS	Learning to appreciate rhymes and poems, and to recite some by heart	All of Year 1 plus: Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.	All of the previous skills, plus: Preparing poems and play scripts to read aloud and to perform. Recognising some different forms of poetry [for example, free verse, narrative poetry] showing understanding through intonation, tone, volume and action		All of the previous skills, plus: Learning a wider range of poetry by heart. Preparing 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.	

READING	UNDERSTANDING AND COMPREHENSION					
YEAR GROUP	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
SKILLS	Drawing on what they already know or on background information and vocabulary provided by the teacher. Checking that the text makes sense to them as they read and correcting inaccurate reading. Explain clearly their understanding of what is read to them.	All of Year 1 plus: Drawing on what they already know or on background information and vocabulary provided by the teacher. Checking that the text makes sense to them as they read and correcting inaccurate reading. Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves so far.	All of the previous skills, plus: Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. Asking questions to improve their understanding of a text.		All of the previous skills, plus: Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. Asking questions to improve their understanding.	

READING	INFERENCE, DEDUCTION AND PREDICTION
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YEAR GROUP	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
SKILLS	<p>Making inferences on the basis of what is being said and done.</p> <p>Predicting what might happen on the basis of what has been read so far.</p>	<p>All of Year 1 plus:</p> <p>Making inferences on the basis of what is being said and done.</p> <p>Predicting what might happen on the basis of what has been read.</p>	<p>All of the previous skills, plus:</p> <p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>Predicting what might happen from details stated and implied.</p>		<p>All of the previous skills, plus:</p> <p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>Predicting what might happen from details stated and implied.</p>	

READING	DISCUSSION AND VIEWPOINT					
YEAR GROUP	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
SKILLS	<p>Participate in discussion about what is read to them, taking turns and listening to what others say.</p> <p>Discussing the significance of the title and events.</p>	<p>All of Year 1 plus:</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.</p> <p>Discussing the sequence of events in books and how items of information are related, answering and asking questions.</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>All of the previous skills, plus:</p> <p>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>All of the previous skills, plus:</p> <p>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.</p> <p>Identifying and discussing themes and conventions across a wide range of writing.</p> <p>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.</p> <p>Provide reasoned justifications for their views.</p>	

READING	NON-FICTION BOOKS, SUMMARY AND RETRIEVAL					
YEAR GROUP	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
SKILLS	<p>Being introduced to non-fiction books that are structured in different ways.</p>		<p>All of the previous skills, plus:</p> <p>Identifying main ideas drawn from more than one paragraph and summarising these.</p> <p>Retrieve and record information from non-fiction.</p>		<p>All of the previous skills, plus:</p> <p>Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.</p> <p>Distinguish between statements of fact and opinion.</p> <p>Retrieve, record and present information from non-fiction.</p>	