



## Word Reading

	Nursery	Reception	Year 1	Year 2	Year 3/4	Year 5/6
Phonics and decoding	<p>Develop their phonological awareness, so that they can: spot and suggest rhymes, count or clap syllables in a word.</p> <p>Recognise words with the same initial sound, such as money and mother</p>	<p>Read individual letters by saying the sounds for them.</p> <p>Blend sounds into words, so that they can read short words made up of known letter–sound correspondences.</p> <p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.</p> <p>Read a few common exception words matched to the ReadWriteInc phonics programme</p>	<p>Apply phonic knowledge and skills as the route to decode words.</p> <p>Blend sounds in unfamiliar words using the GPCs that they have been taught.</p> <p>Respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes.</p> <p>Read words containing taught GPCs.</p> <p>Read words containing -s, -es, -ing, -ed and -est endings.</p> <p>Read words with contractions, e.g. I’m, I’ll and we’ll</p> <p>Read Y1 common exception words (see NC English: Appendix 1: spelling), noting unusual</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>Accurately read most words of two or more syllables.</p> <p>Read most words containing common suffixes.</p> <p>Read most Y1 and Y2 common exception words (see NC English: Appendix 1: spelling) , noting unusual correspondences between spelling and</p>	<p>Apply growing knowledge of root words and prefixes, including in-,im-,il-,ir-,dis-, mis-, un-, re-,sub-, inter-,super-, anti-and auto- to begin to read aloud and understand their meaning.</p> <p>Apply growing knowledge of root words and suffixes/word endings,including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian, to begin to read aloud and understand their meaning.</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</p>	<p>Apply 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 and understand their meaning.</p> <p>Work out unfamiliar words by focusing on all the letters in a word.</p>



			correspondences between spelling and sound and where these occur in words .	sound and where these occur in the word.		
Fluency		Re-read decodable books to build up confidence in word reading, fluency and understanding and enjoyment.	<p>Accurately read texts that are consistent with developing phonic knowledge, that do not require other strategies to work out words.</p> <p>Reread texts to build up fluency and confidence in word reading.</p>	<p>Read aloud books (closely matched to improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>Reread these books to build up fluency and confidence in word reading.</p> <p>Read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts.</p>	<p>Continue to embed the fluent decoding of words without overt sounding.</p> <p>Introduced to prosody - begin to understand the link between decoding at a word level and comprehension at a sentence level</p>	Further prosody to include active choices about use of pace, intonation, pause, voice for character so that meaning is conveyed when reading aloud.



## Comprehension

	Nursery	Reception	Year 1	Year 2	Year 3/4	Year 5/6
Range of texts		<p>Engage in storytimes that include traditional and modern stories.</p> <p>Engage in non-fiction texts to help develop new knowledge and vocabulary.</p>	<p>Listening to and discussing a wide range of poems, stories and nonfiction at a level beyond that at which they can read independently.</p>	<p>Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and nonfiction at a level beyond that at which they can read independently.</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 and reading for a range of purposes</p> <p>Recognising some different forms of poetry (for example, free verse, narrative poetry).</p>	<p>Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Reading books that are structured in different ways and reading for a range of purposes.</p> <p>Increasing 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>
Book talk	<p>Know many rhymes and talk about familiar books.</p> <p>Be able to tell a long story</p>	<p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Articulate ideas in well formed sentences.</p>	<p>Take part in a discussion about what is read to them, taking turns and listening to what others say.</p> <p>Explain their understanding of what is being read to them.</p>	<p>Take part in a 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</p>	<p>Take part in a discussion about both books that are read to them and those they can read themselves, taking turns and listening to what others say.</p>	<p>Recommending books that they have read to their peers, giving reasons for their choices.</p> <p>Participate in discussions about books that are read to</p>



				others say.  Explain their understanding of a range of texts that they have listened to and those that they have read themselves.		them and those they can read for themselves, building on their own and others ideas and challenging views courteously.  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.  Provide reasoned justifications for their views.
Performance	Sing a wide of songs and know many rhymes	Listen carefully to a range of rhymes and songs, paying attention to how they sound.  Learn a range of rhymes, poems and songs.	Recognising and joining in with predictable phrases  Learn to appreciate rhymes and poems and to recite some by heart.	Build up a range of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.	Preparing poems and playscripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.	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 meaning is clear to an audience.
Prediction			Predicting what might happen on the basis of what has been read so	Predicting what might happen on the basis of what has been read so	Predicting what might happen from details stated and implied.	Predicting what might happen from details stated and implied



			far.	far.		with justifications
Questioning	Understand 'why' questions.	Ask questions to find out more.		Answering and asking questions.	Asking questions to improve their understanding of a text.	Asking questions to improve their understanding of a text.
Clarifying			<p>Discussing word meanings and linking new meanings to those already known.</p> <p>Checking that the text makes sense to them as they read and correcting inaccurate reading.</p>	<p>Discussing and clarifying the meanings of words, linking new meanings to known vocabulary.</p> <p>Checking that the text makes sense to them as they read and correcting inaccurate reading</p>	<p>Using dictionaries to check the meaning of words that they have read.</p> <p>Discussing words and phrases that capture the reader's interest and imagination.</p> <p>Checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context.</p>	<p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p> <p>Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.</p>
Summarising	Remember much of what happens in a story.	Retell a story, some as exact repetition, some in their own words.	<p>Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.</p> <p>Discussing the significance of the title and events.</p>	<p>Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tale.</p> <p>Discussing the sequence of events in books and how information is related.</p>	<p>Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.</p> <p>Identifying the main ideas from more than 1 paragraph and summarising these.</p>	Summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas.
Prior knowledge		Link events in the story	Being encouraged to	Recognising simple	Identifying how	Making comparisons



		to real life.	link what they read or hear to their own experiences.  Drawing on what they already know or background information and vocabulary provided by the teacher.	recurring literary language in stories and poetry.  Drawing on what they already know or background information and vocabulary provided by the teacher.	language, structure and presentation contribute to meaning.	within and across books.
Inference			Making inferences on the basis of what is being said and done.	Making inferences on the basis of what is being said and done.	Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence.	Identifying how language, structure and presentation contribute to meaning.  Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence.
Themes					Identifying themes and conventions in a range of books.	Identifying and discussing themes and conventions in and across a wide range of writing.
Non fiction				Being introduced to non-fiction books that are structured in different ways.	Retrieve and record information from non-fiction.	Distinguish between fact and opinion.  Retrieve, record and present information from non-fiction.