



English - Reading

Word Reading

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Use phonic knowledge to decode regular words and read them aloud accurately.	Apply phonic knowledge and skills as the route to decode words	Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent	Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) to read aloud	Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) to read aloud	Read aloud and understand the meaning of new words that they meets linked to the expectations of year 5 spelling	Read aloud and understand the meaning of new words that they meets linked to the expectations of year 6 spelling
Hear and say the initial sound in a word.	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 the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes				
Segment the sounds in simple words and blend together	Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught	Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered				
Read some common irregular words.	Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the	Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the	Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the	Read and decode further exception words accurately, noting the unusual correspondences between spelling and sound, and where		



English - Reading

	word	word	word (linked to spelling English Appendix 1)	these occur in the word (linked to spelling English Appendix 1)		
Link sounds to letters, naming and sounding the letters of the alphabet.	Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings	Read words containing common suffixes	Understand the meaning of new words they meets, to include: dis-, mis-, in-, il-, im-, ir-, -ly; English Appendix 1	Understand the meaning of new words they meets, to include re-, sub-, inter-, super-, anti-, auto-, -ation, -ous; English Appendix 1		
	Read other words of more than one syllable that contain taught GPCs	Read accurately words of two or more syllables that contain graphemes taught so far				
	Read words with contractions e.g. I'm, I'll, we'll, and understand that the apostrophe represents the omitted letter(s)					
	Read aloud accurately books that are consistent with developing phonic knowledge and that do not require use of other strategies to work out words	Read aloud books closely matched to his/her improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation				



English - Reading

	Re-read phonically decodable books to build up fluency and confidence in word reading	Re-read books, sounding out unfamiliar words accurately, to build up fluency and confidence in word reading				
--	---	---	--	--	--	--

Comprehension

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Develop pleasure in reading, motivation to read, vocabulary and understanding by:		Maintain positive attitudes to reading and understanding of what they read by:			
Enjoy an increasing range of books.	Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently	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	Listen to and discuss a wide range of fiction, poetry, plays and non-fiction	Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks	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 reading for a range of purposes
Read and understand simple sentences.	Link what is read or heard read to own experiences	Discuss the sequence of events in books and how items of information are related	Read books that are structured in different ways	Read for a range of purposes	Increase familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction,	Increase own familiarity with a wide range of books, including from our literary heritage and books from other



English - Reading

					fiction from our literary heritage, and books from other cultures and traditions	cultures and traditions
Demonstrate understanding when talking with others about what they have	Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics	Become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales	Increase familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally	Use dictionaries to check the meaning of words that they have read	Recommend books that they have read to peers, giving reasons for their choices	Identify and discuss themes and conventions in and across a wide range of writing
Know that information can be retrieved from books.	Learn to appreciate rhymes and poems, and to recite some by heart	Recognise simple recurring literary language in stories and poetry	Identify themes in books	Read a wide range of books, including fairy stories, myths and legends, and retell some of these orally	Identify and discuss themes and conventions in writing	Make comparisons within and across books
	Discuss word meanings, linking new meanings to those already known	Clarify the meanings of words, linking new meanings to known vocabulary	Read aloud poems and perform play scripts	Discuss words and phrases that capture the reader's interest and imagination	Make comparisons within a book	Learn a wider range of poetry by heart
	Understand both the books they can already read accurately and fluently and those they listen to by drawing on what is already known or on background information and vocabulary provided by the teacher	Discuss their favourite words and phrases	Discuss words that capture the reader's interest and imagination	Recognise some different forms of poetry e.g. free verse, narrative poetry	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	Understand what they read by summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas



English - Reading

	Understand both the books they can already read accurately and fluently and those they listen to by checking that the text makes sense as they reads and correcting inaccurate reading	Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear	Understand what they read by checking that the text makes sense, discussing own understanding of words	Understand what they read by checking that the text makes sense, discussing own understanding and explaining the meaning of words in context	Understand what they read by checking that the book makes sense, discussing own understanding and exploring the meaning of words in context	Understand what they read by identifying how language, structure and presentation contribute to meaning
	Understand both the books they can already read accurately and fluently and those they listen to by discussing the significance of the title and events	Understand both the books that they can already read accurately and fluently and those that they listen to by drawing on what they already knows or on background information and vocabulary provided by the teacher	Understand what they read by asking questions to improve understanding of a text	Understand what they read by asking questions to improve understanding of text with increasing complexity	Understand what they read by asking questions to improve understanding of complex texts	Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
	Understand both the books they can already read accurately and fluently and those they listen to by making inferences on the basis of what is being said and done	Understand both the books that they can already read accurately and fluently and those that they listen to by checking that the text makes sense to them as they read and correct inaccurate reading	Understand what they read by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	Understand what they read by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence clearly taken from the text	Understand what they read by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	Explain and discuss understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary



English - Reading

	Understand both the books they can already read accurately and fluently and those they listen to by predicting what might happen on the basis of what has been read so far	Understand both the books that they can already read accurately and fluently and those that they listen to by making inferences on the basis of what is being said and done	Understand what they read by predicting what might happen from details stated	Understand what they read by predicting what might happen from details stated and implied	Understand what they read in increasingly complex texts by predicting what might happen from details stated and implied	Provide reasoned justifications for own views
	Participate in discussion about what is read to them, taking turns and listening to what others say	Understand both the books that they can already read accurately and fluently and those that they listen to by answering and asking questions	Understand what they read by identifying main ideas drawn from within one paragraph and summarise these	Understand what they read by identifying main ideas drawn from more than one paragraph and summarise these	Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader	
	Explain clearly own understanding of what is read to them	Understand both the books that they can already read accurately and fluently and those that they listen to by predicting what might happen on the basis of what has been read so far	Understand what they read by identifying how language, structure, and presentation contribute to meaning to include paragraphs, headings, sub-headings, inverted commas to punctuate speech	Understand what they read by identifying how language, structure, and presentation contribute to meaning, to include: paragraphs, use of pronouns for cohesion, inverted commas for speech, apostrophes to mark possession, fronted adverbials	Distinguish between statements of fact and opinion	
		Participate in discussion about	Retrieve and record information from	Retrieve and record information from	Retrieve, record and present information	



English - Reading

		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	non-fiction	non-fiction over a wide range of subjects	from non-fiction	
		Explain and discuss understanding of books, poems and other material, both those that they listens to and those that they read for themselves.	Participate in reasoned discussion about books, poems and other material that are read to them and those they can read for themselves,, taking turns and listening to what others say	Participate in clear reasoned discussion about books, poems and other material that are read to them and those they can read for themselves, taking turns and listening to what others say		