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|  | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Phonics and Decoding** | * apply phonic knowledge to decode words.
* blend sounds in unfamiliar words using the GPCs that they have been taught.
* speedily read all of the 40+ phonemes.
* read words containing taught GPCs.
* read common suffixes ( -s, -es, -ing, -ed and -est, etc.)
* read words with contractions, e.g. I’m, I’ll and we’ll.
* read aloud phonically decodable texts.
 | * apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.
* read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.
* accurately read most words of two or more syllables.
* read most words containing common suffixes.
 | * apply phonic knowledge to decode quickly and accurately.
* apply their growing knowledge of root words, prefixes and suffixes to begin to read aloud.
 | * read most words fluently and attempt to decode any unfamiliar words with increasing speed and accuracy.
* apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.
 | * read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.
* apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.
 | * 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.
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| **Common Exception Words** | * read Y1 common exception words.
 | * read most Y1 and Y2 common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.
 | * begin to read Y3/Y4 exception words.
 | * read all Y3/Y4 exception words.
 | * read most Y5/Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.
 | * read most Y5/Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.
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| **Fluency** | * accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words.
* reread texts to build up fluency and confidence in word reading.
 | * read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation.
* reread these books to build up fluency and confidence in word reading.
* read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts.
 | * read a variety of books with fluency, confidence and expression.
 | *At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.*Read a variety of books with fluency: * accuracy
* automaticity
* prosody - Intonation – rise and fall in tone. Stress – prominence given to particular syllables, words or phrases. Rhythm.
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| **Comparing, Contrasting and Commenting** | * check that a text makes sense to them as they read and to self- correct.
* drawing on what they already know or on background information and vocabulary provided by the teacher
 | * show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher.
* check that the text makes sense to them as they read and to correct inaccurate reading.
 | * recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
* use appropriate terminology when discussing texts (plot, character, setting).
* read books that are structured in different ways and read for a range of purposes.
 | * discuss and compare texts from a wide variety of genres and writers.
* read for a range of purposes.
* identify themes and conventions.
* refer to authorial 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 presentational devices such as numbering and headings).
* identify how language, structure and presentation contribute to meaning.
* identify main ideas drawn from more than one paragraph and summarise these.
 | * 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.
* participate in discussions about books that are read to them and those they can read for themselves, building on their own and others’ ideas.
* identify main ideas drawn from more than one paragraph and summarise these.
* recommend texts to peers v based on personal choice.
 | * 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.
* recognise more complex themes in what they read (such as loss or heroism).
* explain and discuss their understanding of what they have read, including formal presentations and debates.
* listen to guidance and feedback to improve the quality of their explanations and contributions to discussions.
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| **Words in Context and Authorial Choice** | * listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently.
* link what they have read or have read to them to their own experiences.
* retell familiar stories in increasing detail.
* join in with discussions about a text, taking turns and listening to what others say.
* discuss the significance of titles and events.
 | * participate in discussion about books, poems and other works that are read to them (at a level beyond at which they can read independently) and those that they can read for themselves, explaining their understanding and expressing their views.
* become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales.
* discuss the sequence of events in books and how items of information are related.
* recognise simple recurring literary language in stories and poetry.
* ask and answer questions about a text.
* make links between the text they are reading and other texts they have read (in texts that they can read independently
 | * check that the text makes sense, discussing their understanding and explaining the meaning of words in context.
* discuss authors’ choice of words and phrases for effect.
 | * Discuss vocabulary used to capture readers’ interest and imagination.
 | * discuss vocabulary used by the author to create effect including figurative language.
* evaluate the use of authors’ language and explain how it has created an impact on the reader.
 | * 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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| **Inference and Prediction** | * discuss word meaning and link new meanings to those already known.
 | * discuss and clarify the meanings of words, linking new meanings to known vocabulary.
* discuss their favourite words and phrases.
 | * begin to make simple inferences.
* predict what might happen on the basis of what has been read so far.
 | * 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 in a text.
 | * ask and answer questions appropriately, including some simple inference questions based on characters’ feelings, thoughts and motives.
* justify predictions using evidence from the text.
 | * consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters).
* discuss how characters change and develop through texts by drawing inferences based on indirect clues.
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| **Poetry and Performance** | * begin to make simple inferences and predictions on the basis of what has been read so far.
 | * 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 in a text.
 | * prepare and perform poems and play scripts that show some awareness of the audience when reading aloud.
* begin to use appropriate intonation and volume when reading aloud.
 | * recognise and discuss different forms of poetry (e.g. free verse or narrative poetry).
* prepare and perform poems and play scripts with appropriate techniques (intonation, tone, volume and action).
 | * continually show an awareness of audience when reading out loud using intonation, tone, volume and action.
 | * confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect.
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| **Non-Fiction** | * appreciate rhymes and poems
* recite simple poems by heart.
 | * continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear.
 | * retrieve and record [information from non-fiction texts.](https://www.twinkl.co.uk/resource/deep-dive-into-reading-self-review-and-resource-pack-t-e-2548595)
* use dictionaries to check the meaning of words read.
 | * use all organisational [devices available within a non- fiction text to retrieve, record and discuss information.](https://www.twinkl.co.uk/resource/deep-dive-into-reading-self-review-and-resource-pack-t-e-2548595)
* use dictionaries to check the meaning of words read.
 | * use knowledge of texts and [organisation devices to retrieve, record and discuss information from fiction and non-fiction texts.](https://www.twinkl.co.uk/resource/deep-dive-into-reading-self-review-and-resource-pack-t-e-2548595)
 | * retrieve, record and present [information from non-fiction texts.](https://www.twinkl.co.uk/resource/deep-dive-into-reading-self-review-and-resource-pack-t-e-2548595)
* [use non-fiction materials for](https://www.twinkl.co.uk/resource/deep-dive-into-reading-self-review-and-resource-pack-t-e-2548595) 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).
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