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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. | |
| **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. | |
| **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. | | | | |
| **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. |
| **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. |
| **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. |
| **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. |
| **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). |