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|  | **EYFS** | **KS1** | | | **KS2** | | | |
| **Reading - Word Reading** | **Pre-school**  **Reception**  **Early Learning Goals** | **Year 1** | | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Phonics and Decoding** | To be aware of sounds made by musical instruments, environmental sounds.  To show an awareness of rhyme and alliteration.  To tune into sounds during listening games.  To tune into sounds in words and show an understanding.  To spot words with the same initial sounds.  To have a good phonological awareness, including oral blending, rhyme, alliteration, and syllables.    To continue a rhyming string.  To hear and say the initial sounds in words.  To segment the sounds in simple words and blend them together and know which letter represents some of them.  Say a sound for each letter in the alphabet and at least 10 digraphs.  Read words consistent with their phonic knowledge by sound-blending.  Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. | To apply phonic knowledge and skills as the route to decode words.  To blend sounds in unfamiliar words using the GPCs that they have been taught.  To respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes.  To read words containing taught GPCs.  To read words containing -s, -es, -ing,  -ed and -est endings.  To read words with contractions, e.g. I’m, I’ll and we’ll. | | To continue to apply  phonic knowledge  and skills as the route to decode words until automatic.  decoding has become.  embedded and reading is fluent.  To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.  To accurately read most words of two or more syllables.  To read most words containing common suffixes. | To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words).  To apply their 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.  To apply their 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. | To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill.  To apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently | To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skills, recognising their meaning through contextual clues.  To apply their 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. |  |
| **Common Exception Words** | To read some common exception words. | To read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words. | | To read most Y1 and Y2 common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. | To begin to read Y3/4 exception words. | To read all Y3/4 exception words, discussing the unusual correspondences between spelling and sound where these occur in the word. | To read most Y5/6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word. | To read Y5/6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word. |
| **Fluency** | To notice print e.g. familiar logos, bus numbers, my name.  To understand print has meaning.  To identify the different parts to a book.  To begin to read words and simple sentences.  Read aloud simple sentences and books that are consistent with their phonic knowledge. | To accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words.  To re-read texts to build up fluency and confidence in word reading. | To read aloud (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation.  To re-read these books to build up fluency and confidence in word reading.  To read words accurately and fluently without overt sounding and blending. e.g. at over 90 words per minute, in age-appropriate texts. | | 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. It is a non-negotiable at Church Lane, that children will read in every lesson and fluency strategies will be applied across school. | | | |

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|  | | **EYFS** | **KS1** | | **KS2** | | | |
| **Reading - Comprehension** | | **Pre-School**  **Reception**  **Early Learning Goals** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Literal Comprehension** | **Literal Comprehension** | Engage in extended conversations about stories, learning new vocabulary.  Retell key events in story and listen carefully.  Demonstrate understanding of what has been read to them by retelling stories  and narratives using their own words and recently introduced vocabulary. | Answer questions about information on a selected page.  Answer 'how' and 'why' questions or other straightforward questions based on one point in a text they have read, where answer is clear in the book.  Identify and links two significant events in a story they have listened to or read.  Find a specific piece of information in answer to a literal question when looking at a double-page spread.  Find a specific piece of information in answer to a literal question on a double page spread that includes more text or a mixture of different types of information.  Explain their understanding clearly when referring to a book that has been read to them. | Demonstrate understanding of simple cause and effect in fiction and non-fiction texts they have read where the link between cause and effect is stated in the text and supported by a picture.  Answer literal or deductive questions about books they have listened to or read, drawing on what they already know, or on background information and vocabulary provided by teacher.  Participate in discussions about books they have listened to or read, answering literal questions and making reference to significant events and characters.  Answer literal questions about books they have listened to or read, using new vocabulary they have met in the text. | With support, explain the main idea of a paragraph or page they have just read.  Explain the main idea of a paragraph or page they have just read.  Answer literal or deductive questions about a range of different kinds of books and texts, using clues and information from different parts of the text where these are clearly signposted. | With support, identify main ideas drawn from more than one paragraph.  With support, concisely sum up main ideas drawn from more than one paragraph.  Discussing a book with others, ask questions to improve understanding of the text.  Identify main ideas drawn from more than one paragraph and summarise these**.** | Summarise main ideas drawn from more than one paragraph, and with minimal support identify one or more key details that support the main ideas.  Pay close attention to the meanings of words when reading. | Summarise main ideas drawn from more than one paragraph, and with minimal prompting identify some key details that support the main ideas.  Ask questions to improve understanding of a text.  Use knowledge of idiom and figurative language to help understand meaning of a text.  Summarise main ideas drawn from across a chapter or section, identifying key details that support main ideas. |
| **Sequencing** | Use some story language or new vocabulary in my play.  To sequence and retell with some prompts.  Demonstrate understanding of what has been read to them by retelling stories  and narratives using their own words and recently introduced vocabulary. | Retell, with prompting, some key points of a simple story in the correct sequence.  Retell familiar stories which have been read to them and discussed with them. | Refer to the book to retell main points in the correct sequence.  Retell, without visual prompts, recently read stories in correct sequence, in response to questions and including approximately four events.  Become increasingly familiar with wider range of stories, fairy stories and traditional tales and can retell these.  Demonstrate understanding of simple cause and effect in fiction and non-fiction texts, discussing sequence of events and explaining how items of information are related. | Able, with support, to retell stories in correct sequence with different degrees of detail, depending on the purpose of the retelling.  Retell longer familiar stories they have read, e.g. myths and legends | Retell stories with support, and relay main points of sequentially ordered non-fiction texts in correct sequence, usually with different degrees of detail and at a different length, depending on purpose. | Retell stories and relay main points of sequentially ordered non-fiction texts in correct sequence with different degrees of detail, depending on purpose. | Track and retell sequence of events in a longer and more complex novel or sequentially organised non-fiction text. |
| **Information Retrieval** | To notice and understand print.  Point to title of book on front cover.  Retrieve information from pictures in a book that has been read to them, in response to a simple question.  Demonstrate understanding of what has been read to them by retelling stories  and narratives using their own words and recently introduced vocabulary. | Point to author's name on a book cover where name is easily identifiable, and explain what an author does. | With support, find specific information on a page of non-fiction text, often using features such as key words, headings, captions, etc. appropriately. | Know a dictionary is arranged in alphabetical order and that it can be used to find out meaning of words**.**  Know information can be found in non-fiction features such as diagrams, photos, captions, labels and charts, as well as in main text, and often use these features with minimal prompting to find answers to questions.  Retrieve specified information from a range of fiction and non-fiction texts.  . | Retrieve information from fiction or non-fiction and record this information.  Use range of different non-fiction text features to help retrieve information from a text, and with support choose a simple way to record the information they have discovered.  Ask a question they would like to find the answers to in a fiction or non-fiction book. | Retrieve information from fiction or non-fiction, identifying key ideas and, with support, record and present it.  Answers questions about similarities and differences between two chapters of a book.  Select and sort information from a range of sources and, with minimal support, record this information. | Retrieve, record and present straightforward information from fiction and non-fiction for a clear purpose.  Start to select information independently from more than one source and often summarise it (in speech or note form). |
| **Accuracy** | To know that print carries meaning and, in English, is read from left to right and top to bottom.  Re-read what they have written to check that it makes sense.  Say a sound for each letter in the alphabet and at least 10 digraphs.  Read words consistent with their phonic knowledge by sound-blending.  Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. | With prompting as necessary, begin to check text makes sense during reading, and correct inaccurate reading. | With support, check the text makes sense as they read and correct inaccurate reading.  With occasional support, check text makes sense as they read, and able to correct mistakes.  Usually checks for themself that text makes sense as they read, and correct inaccurate reading.  Independently check text makes sense as they read, and correct inaccurate reading. | Automatically track meaning of text during reading, pausing to self-correct where necessary. With some support or prompting, can explain meaning of what has been read, in response to a question. | Automatically track meaning of text during reading, self-correcting as part of the reading process (often without this being apparent to listener). With occasional support, make a good estimate of meaning of an unfamiliar word in context.  Check that text makes sense, discussing their understanding and explaining meaning of words in context. | Accurately track meaning of the text during reading, self-correcting automatically where necessary as part of the reading process. Often understands and explains meaning of an unfamiliar word in context. | Check that text makes sense, discussing their understanding and explaining the meaning of words in context. |
| **Inference** | **Making Inferences** | Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?”  Begin to understand ‘who’, ‘what’ and ‘where’ questions.  Make simple inferences to answer yes/no questions about characters' emotions in a familiar picture book read aloud to them, with prompts.  Make inferences to answer a question about a character's emotions in a familiar picture book read aloud to them, where answer is heavily cued.  Make inferences to answer a simple question related directly to characters' emotions in a familiar picture book read aloud to them, where answer is signposted in book but question is quite open.  Make inferences to answer a question beginning 'Why do you think…?' in a picture book that has been read to them, where answer is clearly signposted.  Make inferences to answer a question beginning 'Why do you think…?' in a book they have read, where answer is clearly signposted.  Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to. | Interpret a character's motivations in a story or make simple inferences in a non-fiction text they have listened to, based on what is said and done.  Interpret a character's motivations or make simple inferences in a text they have read, based on what is said and done.  Link events in a book they have read, in order to answer questions about why or how events take place.  With prompts, answer questions about books they have listened to drawing on what they already know, or on background information and vocabulary provided by teacher. | Participate in discussions about books they have listened to or read, making inferences about reasons for events.  Participate in discussions about books they have listened to or read, making inferences about how characters feel and what they can do.  Demonstrate understanding of simple cause and effect in fiction and non-fiction texts where the link between cause and effect is strongly implied.  Discuss why some events in a story are important and make simple links between items of information. | Distinguish between simple statements of fact and opinion where opinions are clearly signposted with 'I think'.  With support, make inferences, such as inferring characters’ feelings and motives from their actions. | Draw inferences such as characters’ feelings, thoughts and motives from their actions, and can justify inferences with evidence. | Draw inferences such as characters’ feelings, thoughts and motives from their actions, and with support, can justify inferences, including some that are less clearly suggested by the text.  Distinguish between statements of fact and opinion when both are included in a text.  Identify some similarities and differences between two versions of a traditional tale.  Use information from a text to draw straightforward inferences about how ideas are related. | Draw inferences such as characters’ feelings, thoughts and motives from their actions, and with minimal support can justify inferences which may sometimes be based on implied details.  Answer questions about similarities and differences between two books on a similar topic.  Make comparisons within and across books.  Distinguish between statements of fact and opinion in fiction and non-fiction and explain the difference. |
| **Prediction** | Suggest how a story might end.  Make a simple prediction based on the pictures or text of a straightforward story that is read aloud to them.  Complete a repeated refrain in a familiar rhyme, story or poem being read aloud.  Suggest how an unfamiliar story read aloud to them might end.  Make simple, plausible suggestions about what will happen next in a book they are reading.  Anticipate – where appropriate – key events in stories. | Use title to make sensible prediction about the content of a book they are going to read.  Explain a prediction about what might happen next in a book based on personal opinions and experience.  Predict what might happen on the basis of what has been read so far.  Recognise and joins in with predictable phrases in a book they have listened to or read. | Make a sensible prediction of what might happen in a text they have not encountered before and, with support, can justify the prediction on the basis of what has happened so far in the story. | Make a sensible prediction of what might happen and can justify the prediction on the basis of what has happened so far in the story.  Predict what will happen from what is clearly stated and straightforwardly implied in a text, sometimes drawing on knowledge of similar texts. | Predict what might happen in a story and, when directed to a relevant page, can find stated and clearly implied evidence to justify the prediction.  Make a plausible prediction about what might happen next in a story, and when prompted can explain reasons. | Make more detailed predictions drawing on details from the text, with some prompting if necessary.  Predict what might happen to a character using evidence implied by other characters' reactions and viewpoints.  Predict what might happen next in a story, sometimes using complex clues drawing on more than one aspect of the plot or of character. | Predict what might happen from details based on character and/or setting, identifying the evidence in the text.  Predict what might happen next in a range of texts, including those which are less predictably structured, based on stated and implied details from the text and their wider reading. |
| **Responding to the Text** | **Personal Response and Evaluating of Text** | Respond to what they have heard, expressing their thoughts and feelings.  Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.  Express a preference for a book, song or rhyme, from a limited selection.  Give a simple opinion on a book they have read, when prompted.  When prompted, say whether they liked or disliked a book, and give a simple justification or make a relevant comment.  Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. | Select a favourite book and talk about why book is their favourite giving clear reasons.  Select favourite part of a book and talk about why that part is their favourite, giving reasons linked to their own experiences where appropriate.  Participate in discussion about what is read to them, taking turns and listening to what others say. | Give a personal opinion about an event or character and give a simple justification in a discussion about a story.  Explain how a story, poem or non-fiction topic makes them feel.  With support, form a simple question they would like to ask a character about events from the story.  With some support, explain and discuss their understanding of books, poems and other material in simple terms.  With support, use empathy to help them understand characters and their motivation.  Explain and discuss their understanding of books, poems and other material they have listened to or read, sometimes giving a more detailed account of their opinions. | Give an opinion on a moral dilemma presented in a story and give a simple reason for this. | Participate in discussion about books by giving a personal response to questions, taking turns and listening to what others say. | With support, review a book they have read, explaining why they would or would not recommend the book to others.  Recommend books to peers, usually giving clear reasons for their choices.  With support where necessary, provide justifications for their views.  Participate in discussions about books, and with support can build on their own and others' ideas. | Begin to be able to compare two different treatments of the same non-fiction topic and give reasoned opinions about which is better and why.  Participate in discussions about books, asking and answering questions, building on their own and others' ideas and challenging views courteously.  Recommend books to peers, giving reasons for their choices and comparing it to other books on the same theme or by the same author. |
| **Performance** | Sing a large repertoire of songs.  Learn rhymes, poems and songs.  Sing a range of well-known nursery rhymes and songs.  Perform songs, rhymes, poems and stories with others. | Recite a simple rhyme or poem they have learnt by heart. | Recite at least three to five poems by heart, adding appropriate intonation to make the meaning clear. | Copy a modelled reading of a poem with varying expression and volume or follows stage directions for how to read lines of a play. | Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. | Work in a teacher-led group to prepare poems and play scripts to read aloud, planning appropriate intonation, tone and volume so that the meaning is clear to an audience.  Discuss and present their understanding of what they have read, including through formal presentations, maintaining a focus on the topic, and with support can use simple notes. | Learn a variety of poems by heart and perform them in a way that conveys the meaning to the audience.  Explain and discuss their understanding of what they have read through formal presentations and debates, maintaining a focus on the topic, using notes appropriately and answering some questions about it. |
| **Language for Effect** | **Literary Language** | Learn new vocabulary that has been read.  Recognise repetition of words or phrases in a short passage of text.  Able to identify the repeated sound, having heard a phrase with clear alliteration.  Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. | When prompted, sometimes recall interesting and effective word choices in books they have listened to or read. | Recognise repetition of words or phrases in a short passage of text, even when that repetition is relatively subtle.  Recognise rhymes or alliteration in poems they have listened to or read.  Recognise interesting vocabulary in a text they have listened to or read. | Discuss interesting vocabulary on a page of text and, with support, can explain in simple terms the effect the word has on the reader. | Discuss words and phrases from a page they have read and, with prompts if necessary, can explain how they capture the reader's interest and imagination. | With support, discuss how authors use language, including similes, considering the impact on the reader.  With support, discuss how the author's style affects the reader's understanding of the text, in cases where this is signalled straightforwardly in the text. | Discuss and, with support, evaluate how authors use some common types of literary or subject-specific language, considering the impact on the reader.  When prompted, identify uses of language in a non-fiction text that are intended to cause a response in the reader.  Discuss and evaluate how authors use figurative language, considering the impact on the reader. |
| **Vocabulary Development** | Use a wider range of vocabulary.  Use vocabulary in play from books that have been read.  Show understanding of some words and phrases in a story that is read aloud to them.  With prompting, show understanding of many common words and phrases in a story that is read aloud to them.  With prompting, sometimes show understanding of some less familiar words and phrases in a story that is read aloud to them.  Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.  Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. | With prompting, often show understanding of a range of familiar and less familiar words and phrases in a story that is read aloud to them.  Sometimes reuse interesting words and phrases from books they have listened to or read, in their own speech or writing.  Discuss word meanings, linking new meanings to those already known. | Able to find a word in a sentence that has the same meaning as a given word or phrase.  Able to find a word in a page of text that has the same meaning as a given word.  Discuss their favourite words and phrases.  Discuss and clarify the meanings of words, linking new meanings to known vocabulary. | With prompting, identify an interesting word or phrase in a passage and express preferences for particular words.  Use knowledge of how a dictionary is structured to find out the meaning of words. | Usually recognise, when reading, an unfamiliar word, and can use a dictionary to find the meaning of the word. | Independently use a dictionary to quickly check the meaning of a word that is unfamiliar to them, and can then explain the word's meaning to someone else. | Independently use a dictionary to quickly check the meaning of a word that is unfamiliar to them, and find an alternative word or phrase with a similar meaning (using a thesaurus if necessary).  Take part in discussion to explore words with different or similar meanings, based on their reading. |
| **Thems and Conventions** | **Range of Texts** | To enjoy an increasing range of books.  Experience and respond to different types of books, e.g. story books, factual/real-world books, rhyming and non-rhyming stories, realistic and fantasy stories. | Understand that some books are stories and other books contain facts about the world (non-fiction).  Know some key stories, fairy stories and traditional tales, and can identify key characteristics of these stories.  'Contribute to discussions about poems, stories and non-fiction texts they have listened to or read. | Contribute appropriately to discussion about a wide range of different types of texts they have listened to or read, including stories, traditional tales, poems and non-fiction. | Has read or heard a variety of myths and legends and can explain some of the key features of these.  Has read or listened to a range of texts, including some myths, legends, fiction, poetry, plays, non-fiction and reference books, and can answer questions about the texts. | Begin to recognise some themes and conventions in a range of books e.g. fairy stories and traditional tales.  Read books that are structured in different ways and for a range of purposes.  Has increasing familiarity with a wide range of books, including fairy stories, myths, legends, fiction, poetry, plays, non-fiction and reference books and is able to retell stories and discuss texts. | Familiar with and can discuss a wide range of fiction, poetry, plays, non-fiction and reference books, including myths, legends and traditional stories, modern fiction and books from other cultures and traditions.  With support, identify and discuss themes and conventions in and across selected texts.  Read for a range of purposes.  With support, identify how language, structure and presentation contribute to meaning in a range of straightforward texts. | Identify and discuss themes and conventions in and across two related books they have read.  Read for a range of purposes, including some more sophisticated or formal texts not primarily intended for children.  Familiar with and can discuss a wide range of fiction, poetry, plays, non-fiction and reference books or text books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.  Identify and discuss themes and conventions in and across a wide range of writing. |
| **Text Structure** | To begin to be aware of the way stories are structured.  Know that a book has a beginning and an end and can hold the book the right way up and turn some pages appropriately.  Know that a book has a beginning and end and can turn accurately to the beginning or end when prompted.  Know that a book has a beginning and end and turns all the pages between them accurately. | Demonstrate a structure or pattern when retelling a story to a teacher or peer using familiar phrases.  Answer questions using words relating to book structure, such as title, page, line, word, letter, beginning, end, cover.  Talk about the significance of the title and how it relates to events in a book. | Beginning to recognise that some non-fiction books have features that are different from the main text.  Able to read non-fiction texts that include one or more common non-fiction features and can tell you what some features are called.  With support, can sometimes comment on the appropriateness of the author's choice of title for a poem or story.  . | Identify some ways in which structure and presentation contribute to meaning  Beginning to use familiar non-fiction features independently to help them navigate through a text.  With support, identify some of the ways in which language and structure contribute to meaning in different types of texts. | Recognise some different forms of poetry.  Identify how language, structure and presentation contribute to meaning.  Identify some of the ways in which fiction texts are structured, e.g. through use of chapters. | With minimal support, identify some of the ways in which fiction and non-fiction texts are structured and sometimes identify why the author might have chosen this structure.  Identify some of the ways in which fiction texts are structured, e.g. through use of chapters, and can say why this is effective. | Identify how structure and presentation contribute to meaning in an increasing range of text types.  Read books that are structured in different ways, and read for a range of purposes. |