

Foundation Reading	Phonics, decoding and fluency	Understanding and discussion	Vocabulary	Inference and prediction	Range of text and familiarity	Poetry and performance	Non-fiction
Autumn	Develop their phonological awareness, so that they can - spot and suggest rhymes- count or clap syllables in a word- recognise words with the same initial sound, such as money and mother	Understand the five key concepts about print- print has meaning - the names of the different parts of a book- print can have different purposes - page sequencing- we read English text from left to right and from top to bottom Engage in extended conversations about stories, learning new vocabulary.	Engage in extended conversations about stories, learning new vocabulary. Develop their phonological awareness, so that they can: - spot and suggest rhymes- count or clap syllables in a word- recognise words with the same initial sound, such as money and mother	Engage in extended conversations about stories, learning new vocabulary.	Understand the five key concepts about print: - print has meaning - the names of the different parts of a book- print can have different purposes - page sequencing- we read English text from left to right and from top to bottom	Develop their phonological awareness, so that they can: - spot and suggest rhymes- count or clap syllables in a word- recognise words with the same initial sound, such as money and mother	Understand the five key concepts about print: - print has meaning - the names of the different parts of a book- print can have different purposes - page sequencing- we read English text from left to right and from top to bottom
Spring	Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the school's phonic programme. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.	Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.	Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.	Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.	Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.		
Summer	Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending.	Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.	Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.	Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.	Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.	Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.	Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

	<p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>	<p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p>	<p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p>	<p>Anticipate (where appropriate) key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p>	<p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p>	<p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p>	
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Year 1 Reading	Phonics, decoding and fluency	Understanding and discussion	Vocabulary	Inference and prediction	Range of text and familiarity	Poetry and performance	Non-fiction
Autumn	<ul style="list-style-type: none"> To apply phonic knowledge to decode words (RWI). To blend sounds in unfamiliar words using sounds they have been taught. To read aloud phonetically decodable texts (stage 4/ Pink RWI). To read some Y1 common exception words. To accurately read age appropriate texts that are consistent with their developing phonic knowledge. To read for pleasure. 	<ul style="list-style-type: none"> To check that a text makes sense to them as they read and to begin to self-correct. To listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently. To explain what has been read to them. 	<ul style="list-style-type: none"> To discuss the meaning of words. 	<ul style="list-style-type: none"> To begin to make simple inferences. To ask and answer simple questions on the text. To explain what has been read to them. 			<ul style="list-style-type: none"> To listen to non-fiction texts beyond what they can read independently.
Spring	<ul style="list-style-type: none"> To apply phonic knowledge to decode words (RWI). To blend sounds in unfamiliar words using sounds they have been taught. To read aloud phonetically decodable texts (stage 6/ Orange RWI) To read most Y1 common exception words. To accurately read age appropriate texts that are consistent with their developing phonic knowledge. To read with some awareness of basic punctuation. To read for pleasure. 	<ul style="list-style-type: none"> To listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently. To retell familiar stories with some detail. To join in with discussions about a text. To ask and answer simple questions about a text. To explain what has been read to them. 	<ul style="list-style-type: none"> To discuss the meaning of words. 	<ul style="list-style-type: none"> To ask and answer simple questions on the text. To explain what has been read to them. 			<ul style="list-style-type: none"> To listen to non-fiction texts beyond what they can read independently.
Summer	<ul style="list-style-type: none"> To apply phonic knowledge to decode words. To blend sounds in unfamiliar words using sounds they have been taught. To read words with contractions. To read aloud phonetically decodable texts (stage 8/ Blue RWI) To read Y1 common exception words. To accurately read age appropriate texts that are consistent with their developing phonic knowledge. To read for pleasure. 	<ul style="list-style-type: none"> To listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently. To join in with discussions about a text. To discuss the titles and events of a text. To ask and answer simple questions about a text. 	<ul style="list-style-type: none"> To discuss the meaning of words. 	<ul style="list-style-type: none"> To predict what might happen on the basis of what has been read so far. To discuss the significance of the title and events. To explain what has been read to them. 			<ul style="list-style-type: none"> To listen to non-fiction texts beyond what they can read independently.

Greater Depth	<ul style="list-style-type: none"> To read words containing simple suffixes. To read aloud phonetically decodable texts. To accurately read age appropriate texts that are consistent with their developing phonic knowledge. To begin to self-correct if it does not make sense. 	<ul style="list-style-type: none"> To retell familiar stories with some detail. 	<ul style="list-style-type: none"> To discuss the meaning of words. 		<ul style="list-style-type: none"> To become familiar with some key stories, fairy stories, poems and traditional tales, retelling them and considering their characteristics. To recognise and join in with predictable phrases 	<ul style="list-style-type: none"> To recite simple poems by heart. 	
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Year 2 Reading	Phonics, decoding and fluency	Understanding and discussion	Vocabulary	Inference and prediction	Range of text and familiarity	Poetry and performance	Non-fiction
Autumn	<ul style="list-style-type: none"> To continue to apply phonic knowledge and skills to decode words. To read accurately age appropriate texts by blending the sounds in words taught so far (stage 9/ grey RWI). To begin to read most words of two or more syllables. To begin to read words containing common suffixes/ prefixes. To read the Y1 and some Y2 common exception words. To read words accurately at over 80 words per minute, in age-appropriate texts. To read for pleasure. 	<ul style="list-style-type: none"> To check that a text makes sense to them as they read and to self-correct. To participate in discussion about books, poems and other texts. To retell a wide range of stories, fairy stories and traditional tales. To discuss the sequence of events in books and summarise the story. To ask and answer questions about a text. 		<ul style="list-style-type: none"> To ask and answer questions based on the text. 	<ul style="list-style-type: none"> To become increasingly familiar with, and retell, a wider range of stories, poems, fairy stories and traditional tales. 	<ul style="list-style-type: none"> To continue to build up a repertoire of poems learnt by heart, appreciating these. 	<ul style="list-style-type: none"> To recognise that nonfiction books are often structured in different ways and explain these. To experience texts that are beyond what they can read independently.
Spring	<ul style="list-style-type: none"> To continue to apply phonic knowledge and skills to decode words. To read accurately age appropriate texts by blending the sounds in words taught so far (Stage 10/ RWI comprehension). To read most words of two or more syllables. To more accurately read words containing common suffixes/ prefixes. 	<ul style="list-style-type: none"> To explain their understanding and express their views on a text. To ask and answer questions about a text. 		<ul style="list-style-type: none"> To predict what might happen on the basis of what has been read so far in a text. 			<ul style="list-style-type: none"> To experience texts that are beyond what they can read independently.

	<ul style="list-style-type: none"> To read the Y1 and most Y2 common exception words. To read words accurately at over 90 words per minute, in age-appropriate texts. To self-correct if it does not make sense. To read for pleasure. 						
Summer	<ul style="list-style-type: none"> To continue to apply phonic knowledge and skills to decode words. To read accurately age appropriate texts by blending the sounds in words taught so far (Stage 11/ Off RWI). To accurately read most words of two or more syllables. To accurately read words containing common suffixes/ prefixes. To read the Y1 and Y2 common exception words. To read words accurately at over 90 words plus per minute, in age-appropriate texts. To read with awareness of . ? ! To read most frequently encountered words quickly and accurately without overt sounding out and blending. To read for pleasure. 	<ul style="list-style-type: none"> To recognise simple recurring language in stories and poetry. To ask and answer questions about a text. To locate simple information on a page to answer a question. 	<ul style="list-style-type: none"> To discuss and clarify the meanings of words, linking new meanings to known vocabulary. To discuss their favourite words and phrases. To explain the meaning of words within the text. To identify effective word choices in a text 	<ul style="list-style-type: none"> To make inferences on the basis of what is being said and done. 	<ul style="list-style-type: none"> To recognise simple recurring language in stories and poetry. 	<ul style="list-style-type: none"> To recite some poems with some appropriate intonation to make the meaning clear. 	<ul style="list-style-type: none"> To experience texts that are beyond what they can read independently.
Greater Depth	<ul style="list-style-type: none"> To read accurately age appropriate texts by blending the sounds in words taught so far (Stage 12). 	<ul style="list-style-type: none"> To make links between the text they are reading and other texts they have read. 				<ul style="list-style-type: none"> To continue to build up a repertoire of poems learnt by heart, appreciating these. 	

Year 3 Reading	Phonics, decoding and fluency	Understanding and discussion	Vocabulary	Inference and prediction	Range of text and familiarity	Poetry and performance	Non-fiction
Autumn	<ul style="list-style-type: none"> To read with expression and meaning. To read age appropriate texts (stage 12). To use their phonic knowledge to decode accurately. To begin to apply their growing knowledge of suffixes/ prefixes when reading. To begin to apply their growing knowledge of root words when reading. To read some of the Y3 exception words. To self-correct with confidence. To read for pleasure. 		<ul style="list-style-type: none"> To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. 				<ul style="list-style-type: none"> To retrieve and record information from nonfiction texts using organisational features to navigate.
Spring	<ul style="list-style-type: none"> To read with expression and meaning. To read age appropriate texts (stage 12). To use their phonic knowledge to decode accurately. To more accurately apply their growing knowledge of suffixes/ prefixes when reading. To more accurately to apply their growing knowledge of root words when reading. To read most of the Y3 exception words. To read for pleasure. 	<ul style="list-style-type: none"> To recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. To begin to read for a range of purposes. 	<ul style="list-style-type: none"> To discuss authors' choice of words and phrases for effect. To identify how language contributes to meaning. To begin to use a dictionary to check the meaning of words they have read. 	<ul style="list-style-type: none"> To justify predictions using evidence from the text. 			<ul style="list-style-type: none"> To begin to use dictionaries to check the meaning of words that they have read.
Summer	<ul style="list-style-type: none"> To read with expression and meaning. To read age appropriate texts (stage 13). To use their phonic knowledge to decode accurately. To accurately apply their growing knowledge of suffixes/ prefixes when reading. To apply accurately their growing knowledge of root words when reading. 	<ul style="list-style-type: none"> To identify main ideas drawn from more than one paragraph and to simply summarise these. To begin to skim and scan texts to locate answers. 		<ul style="list-style-type: none"> To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives. 	<ul style="list-style-type: none"> To increase their familiarity with a wide range of books, including stories, myths and legends, poetry and retelling some of these orally. To identify themes and conventions in a wide range of books 	<ul style="list-style-type: none"> To prepare and perform poems and play scripts that show some awareness of the audience when reading aloud. To use appropriate intonation and volume when reading aloud. 	

	<ul style="list-style-type: none"> To read the Y3 exception words. To read with awareness of , ? ! " " and ' . To begin to read for a range of purposes, including pleasure. 						
Greater Depth	<ul style="list-style-type: none"> To read age appropriate texts (stage 14+). To read the Y3 and some Y4 exception words. 	<ul style="list-style-type: none"> To use and understand appropriate terminology when discussing texts (plot, character, setting). To ask questions to improve understanding of a text. 					

Year 4 Reading	Phonics, decoding and fluency	Understanding and discussion	Vocabulary	Inference and prediction	Range of text and familiarity	Poetry and performance	Non-fiction
Autumn	<ul style="list-style-type: none"> To read clearly with expression and meaning, reading age appropriate texts (stage 14). To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill. To begin to apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently and to understand the meaning of new words they meet. To read the Y3 and some Y4 common exception words. To read for pleasure. 	<ul style="list-style-type: none"> To read for a range of purposes. To identify main ideas drawn from more than one paragraph and to simply summarise these. To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. To ask questions to improve their understanding of a text. 	<ul style="list-style-type: none"> To use a dictionary to check the meaning of words they have read. 			<ul style="list-style-type: none"> To recognise and discuss some different forms of poetry. 	<ul style="list-style-type: none"> To use all of the organisational devices available within a non-fiction text to retrieve, record and discuss information with confidence. To use dictionaries to check the meaning of words that they have read.
Spring	<ul style="list-style-type: none"> To read clearly with expression and meaning, reading age appropriate texts (Stage 15). To read most words fluently and decode any unfamiliar words with increasing speed and skill. To apply their knowledge most of the time of root words, prefixes and suffixes/word endings to read aloud fluently and to understand the meaning of new words they meet. To read the Y3 and most Y4 common exception words. To read for pleasure. 		<ul style="list-style-type: none"> To link language choices to the effect on the reader. 				

<p>Summer</p>	<ul style="list-style-type: none"> To read clearly with expression and meaning, reading age appropriate texts (Stage 16). Can read most words fluently with pace and expression taking note of authors intent. To apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently and to understand the meaning of new words they meet. To read the Y3 and Y4 common exception words. To read for a range of purposes, including pleasure. 	<ul style="list-style-type: none"> To discuss and compare texts from a wide variety of genres and writers. To locate information from a range of sources. To skim and scan texts to locate answers. 	<ul style="list-style-type: none"> Discuss vocabulary used to capture readers' interest and imagination. 	<ul style="list-style-type: none"> To draw inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text. To justify predictions from details stated and implied. 	<ul style="list-style-type: none"> To increase their familiarity with a wide range of books, including stories, myths and legends, poetry and retelling some of these orally. 	<ul style="list-style-type: none"> To prepare and perform poems and show awareness of the audience when reading aloud. 	
<p>Greater Depth</p>	<ul style="list-style-type: none"> To read age appropriate texts (Stage 17+). 	<ul style="list-style-type: none"> To identify themes in a wide range of books. 			<ul style="list-style-type: none"> To identify themes and conventions in a wide range of books 		

Year 5 Reading	Phonics, decoding and fluency	Understanding and discussion	Vocabulary	Inference and prediction	Range of text and familiarity	Poetry and performance	Non-fiction
Autumn	<ul style="list-style-type: none"> To read most words fluently and attempt to decode any unfamiliar words with speed and skill. To apply their growing knowledge of root words, prefixes and suffixes to read aloud fluently and understand the meaning of new words they meet. To read aloud a range of text types accurately (stage 17). To read some of the Y5 exception words. To read for pleasure. 	<ul style="list-style-type: none"> To recommend texts to peers based on personal choice. 			<ul style="list-style-type: none"> To identify and discuss themes and conventions in and across a wide range of texts. 		<ul style="list-style-type: none"> To use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts.
Spring	<ul style="list-style-type: none"> To read aloud a range of text types accurately (stage 18). To read most words fluently and attempt to decode any unfamiliar words with speed and skill. To apply their growing knowledge of root words, prefixes and suffixes to read aloud fluently and understand the meaning of new words they meet. To read most of the Y5 exception words. To read for pleasure. 	<ul style="list-style-type: none"> To identify main ideas drawn from more than one paragraph and to summarise these. To check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. To consider different characters' feelings of the same event. To find answers in a text with increasing speed. 	<ul style="list-style-type: none"> To discuss vocabulary used by the author to create effect including figurative language. To evaluate the use of authors' language and explain how it has created an impact on the reader. 	<ul style="list-style-type: none"> To draw inferences from characters' feelings, thoughts and motives. To participate in discussions about books with increasing reasons for their thoughts. 			
Summer	<ul style="list-style-type: none"> To read aloud a range of text types accurately (stage 19). To read most words fluently and attempt to decode any unfamiliar words with speed and skill. 	<ul style="list-style-type: none"> To read a wide range of genres. 	<ul style="list-style-type: none"> To work out the meaning of unknown words from the way they are used in context. 	<ul style="list-style-type: none"> To participate in discussions about books with increasing reasons for their thoughts. To make predictions based on details stated and implied, justifying them in detail with evidence from the text. 	<ul style="list-style-type: none"> To increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our 	<ul style="list-style-type: none"> To continually show an awareness of audience when reading out loud using intonation, tone, volume and action. 	

	<ul style="list-style-type: none"> To apply their growing knowledge of root words, prefixes and suffixes to read aloud fluently and understand the meaning of new words they meet. To read the Y5 exception words. To read silently showing good understanding. To read for pleasure. 				literary heritage, and books from other cultures and traditions		
Greater Depth	<ul style="list-style-type: none"> To read aloud a range of text types accurately (stage 20). 	<ul style="list-style-type: none"> To participate in discussions about books with increasing reasons for their thoughts. To ask deepening questions to improve their understanding of a text. 					

Year 6 Reading	Phonics, decoding and fluency	Understanding and discussion	Vocabulary	Inference and prediction	Range of text and familiarity	Poetry and performance	Non-fiction
Autumn	<ul style="list-style-type: none"> To read aloud an increasingly wide range of text types fluently and accurately (Stage 20) To read some words without effort. To read the Y5 and some Y6 exception words. To read for pleasure. 	<ul style="list-style-type: none"> To draw out key information and to summarise the main ideas in a text. 	<ul style="list-style-type: none"> To 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. 				<ul style="list-style-type: none"> To retrieve, record and present information from non-fiction texts. To use non-fiction materials for purposeful information retrieval.
Spring	<ul style="list-style-type: none"> To read aloud an increasingly wide range of text types fluently and accurately (Free reader) To read fluently with exception words, root 	<ul style="list-style-type: none"> To identify a section of text to support a given viewpoint. To read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres. 			<ul style="list-style-type: none"> To identify and discuss themes and conventions in and across a wide range of texts. 		

	<p>words, prefixes, suffixes and to decode any unfamiliar words with speed and skill, recognising their meaning through contextual cues</p> <ul style="list-style-type: none"> • To read most words without effort. • To read for pleasure • To read the Y5 and most Y6 exception words 						
Summer	<ul style="list-style-type: none"> • To read aloud an increasingly wide range of text types fluently and accurately (Free reader) • To read words without effort. • To read for pleasure with fluency and accuracy. • To read the Y5 and Y6 exception words • To read silently showing good understanding. 	<ul style="list-style-type: none"> • To compare characters, settings and themes within a text and across more than one text. 	•	<ul style="list-style-type: none"> • To discuss how characters' change and develop through texts by drawing inferences based on indirect clues. • To consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters). 	<ul style="list-style-type: none"> • To increase 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 	<ul style="list-style-type: none"> • To confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect. 	
Greater Depth	<ul style="list-style-type: none"> • To read aloud an increasingly wide range of text types fluently and accurately (Free reader) 	<ul style="list-style-type: none"> • To recognise more complex themes in what they read. • To explain and discuss their understanding of what they have read with detail and clarity. 	•	•	•	•	