

Reading	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Phonics	<p>Phase One - 7 aspects (Aspect 1: General sound discrimination – environmental sounds Aspect 2: General sound discrimination – instrumental sounds Aspect 3: General sound discrimination – body percussion Aspect 4: Rhythm and rhyme Aspect 5: Alliteration Aspect 6: Voice sounds Aspect 7: Oral blending and segmenting) Each aspect is divided into three strands. 1) Tuning into sounds (auditory discrimination) 2) Listening and remembering sounds (auditory memory and sequencing) 3) Talking about sounds (developing vocabulary and language comprehension).</p>	<p>Phase Two, Three (Four): Phase 2 - s, a, t, p, l, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, ff, l, ll, ss tricky words - l, g, no, to, the, into HFW - a, had, an, back, as, and, at, get, if, big, in, him, is, his, it, not, of, got, off, up, on, mum, can, but, dad, put (north) Phase Three - j, v, w, x, y, z, zz, qu, ch, ai, sh, or, th, ur, ng, ow, ai, oi, ee, ear, igh, air, oa, ure, oo, er tricky words - he, she, we, me, be, was, my, you, her, they, all, are HFW - will, see, you, that, for, they, this, now, then, down, them, look, with, too.</p>	<p>Phase Four, Five: Phase Four - To blend and read words containing adjacent consonants; To segment and spell words containing adjacent consonants; tricky words some, one, said, come, do, so, were, when, have, there, out, like, little, what HFW - went, were, it's, have, from, like, little, children, one, just, help Phase Five - ay, oy, wh, a-e, ou, ir, ph, e-e, ie, ue, ew, new, i-e, ea, oa, oe, au, o-e, u-e tricky words - oh, their, people, Mr, Mrs, looked, called, asked, could HFW - don't, day, old, made, I'm, came, by, make, time, here, saw, house, very, about, put (south), your.</p>					
Decoding	<p>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</p>	<p>Read individual letters by saying sounds for them. Say a sound for each letter in the alphabet and at least 10 digraphs. 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.</p>	<ul style="list-style-type: none"> • apply phonic knowledge to decode words • speedily read all 40+ letters/groups for 40+ phonemes • read accurately by blending taught GPC • read common exception words • read common suffixes (-s, -es, -ing, -ed, etc.) • read multisyllable words containing taught GPCs • read contractions and understanding use of apostrophe • read aloud phonically-decodable texts 	<ul style="list-style-type: none"> • secure phonic decoding until reading is fluent • read accurately by blending, including alternative sounds for graphemes • read multisyllable words containing these graphemes • read common suffixes • read exception words, noting unusual correspondences • read most words quickly & accurately without overt sounding and blending 	<ul style="list-style-type: none"> • Can read aloud with intonation and expression taking into account a higher standard punctuation including ... () - • apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet. 	<ul style="list-style-type: none"> • apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet • read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word 	<ul style="list-style-type: none"> • Demonstrates appropriate intonation, tone and volume when reading aloud to make the meaning clear to the audience. • Determines the meaning of new words by applying knowledge of root words, prefixes and suffixes 	<ul style="list-style-type: none"> • Determines the meaning of new words by applying knowledge of root words, prefixes and suffixes
Range of Reading	<ul style="list-style-type: none"> • Shows interest in illustrations and print in books and print in the environment. • Recognises familiar words and signs such as own name and advertising logos. • Looks at books independently. • Handles books carefully. • Understand the five key concepts about print: <ul style="list-style-type: none"> • print has meaning • print can have different purposes • We read English text from left to right and from top to bottom • the names of the different parts of a book • page sequencing 	<ul style="list-style-type: none"> • Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. • Read words consistent with their phonic knowledge by sound-blending • Enjoys an increasing range of books. • Read some common irregular words. 	<ul style="list-style-type: none"> • listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently • being encouraged to link what they read or hear read to their own experiences 	<ul style="list-style-type: none"> • listening to, discussing and expressing 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 	<ul style="list-style-type: none"> • listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • reading books that are structured in different ways and reading for a range of purposes 	<ul style="list-style-type: none"> • listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • reading books that are structured in different ways and reading for a range of purposes 	<ul style="list-style-type: none"> • continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • reading books that are structured in different ways and reading for a range of purposes • making comparisons within and across books 	<ul style="list-style-type: none"> • continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • reading books that are structured in different ways and reading for a range of purposes • making comparisons within and across books
Familiarity with texts	<ul style="list-style-type: none"> • Listens to and joins in with stories and poems, one-to-one and also in small groups. • Engage in extended conversations about stories, learning new vocabulary. • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. 	<p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p>	<ul style="list-style-type: none"> • becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics • recognising and joining in with predictable phrases 	<ul style="list-style-type: none"> • becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales • recognising simple recurring literary language in stories and poetry 	<ul style="list-style-type: none"> • increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • identifying themes and conventions in a wide range of books 	<ul style="list-style-type: none"> • Identify how language, structure, and presentation contribute to meaning. • Can compare how the structure of different stories to discover how they differ in pace, build up, sequence, conflict and resolution • Can compare and talk about the structures and features of a range of non-fiction texts. 	<ul style="list-style-type: none"> • increasing 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 • identifying and discussing themes and conventions in and across a wide range of writing 	<ul style="list-style-type: none"> • Identifies themes and conventions demonstrating, through discussion and comment, understanding of their use in and across a wide range of writing.
Poetry & Performance	<ul style="list-style-type: none"> • Enjoys rhyming and rhythmic activities. • Shows awareness of rhyme and alliteration. • Recognises rhythm in spoken words. 	<ul style="list-style-type: none"> • Continues a rhyming string. 	<ul style="list-style-type: none"> • learning to appreciate rhymes and poems, and to recite some by heart 	<ul style="list-style-type: none"> • continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear 	<ul style="list-style-type: none"> • preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action • recognising some different forms of poetry 	<ul style="list-style-type: none"> • preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action • recognising some different forms of poetry 	<ul style="list-style-type: none"> • learning a wider range of poetry by heart • preparing 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 	<ul style="list-style-type: none"> • Confidently performs given texts, including poems, using a wide range of devices to engage the audience and for effect.
Word meanings	<p>Learn new vocabulary.</p>	<ul style="list-style-type: none"> • Use semantic (relating the word to its meaning) and syntactic knowledge (rules and patterns in words) to understand unfamiliar vocabulary. 	<ul style="list-style-type: none"> • discussing word meanings, linking new meanings to those already known 	<ul style="list-style-type: none"> • discussing and clarifying the meanings of words, linking new meanings to known vocabulary • discussing their favourite words and phrases 	<ul style="list-style-type: none"> • using dictionaries to check the meaning of words that they have read 	<ul style="list-style-type: none"> • Can identify how language, structure, and presentation contributes to meaning and uses dictionaries to check the meaning of words that they have read 	<ul style="list-style-type: none"> • Can infer messages, moods, feelings and attitudes across a text (e.g. a message that can be inferred by referencing different points in the story). 	<ul style="list-style-type: none"> • Draws on contextual evidence to make sense of what is read, and participates in discussion to explore words with different meanings
Understanding	<p>Enjoy listening to longer stories and can remember much of what happens.</p>	<ul style="list-style-type: none"> • Read and understand simple sentences. Engage in extended conversations about stories understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. 	<ul style="list-style-type: none"> • drawing on what they already know or on background information and vocabulary provided by the teacher • checking that the text makes sense to them as they read and correcting inaccurate reading vocabulary. 	<ul style="list-style-type: none"> • discussing the sequence of events in books and how items of information are related • drawing on what they already know or on background information and vocabulary provided by the teacher • checking that the text makes sense to them as they read and correcting inaccurate reading 	<ul style="list-style-type: none"> • checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • asking questions to improve their understanding of a text • identifying main ideas drawn from more than one paragraph and summarising these 	<ul style="list-style-type: none"> • Check that the text makes sense to them, discuss their understanding and explain the meaning of words in context. • Ask questions to improve their understanding of a text. 	<ul style="list-style-type: none"> • Can infer messages, moods, feelings and attitudes across a text (e.g. a message that can be inferred by referencing different points in the story). • Can comment on the success of texts in provoking particular responses e.g crying, laughter, sadness, anger 	<ul style="list-style-type: none"> • Identifies themes and conventions demonstrating, through discussion and comment, understanding of their use in and across a wide range of writing.
Inference	<p>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</p>	<p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play</p>	<ul style="list-style-type: none"> • discussing the significance of the title and events • making inferences on the basis of what is being said and done 	<ul style="list-style-type: none"> • making inferences on the basis of what is being said and done • answering and asking questions 	<ul style="list-style-type: none"> • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence 	<ul style="list-style-type: none"> • Can use inference and deduction skills to discuss messages, moods, feelings and attitudes using clues from the texts 	<ul style="list-style-type: none"> • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence 	<ul style="list-style-type: none"> • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

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Prediction	<ul style="list-style-type: none"> Suggests how the story might end. 	Predict what might happen next in a new story. Anticipate (where appropriate) key events in stories	<ul style="list-style-type: none"> Predict what might happen on the basis of what has been read so far (about the plot and/or characters of an unknown story, using the text and other book features) 	<ul style="list-style-type: none"> Offers and explains plausible predictions based on what has been read so far. 	<ul style="list-style-type: none"> predicting what might happen from details stated and implied 	<ul style="list-style-type: none"> Can refer to the text to support opinions and predictions (e.g. summing up what has been found, state thoughts, find evidence to support views) 	<ul style="list-style-type: none"> Can explore texts to support and justify predictions and opinions 	<ul style="list-style-type: none"> Makes predictions based on details rooted in the text (stated and implied) and can use quotations and text references to support ideas and arguments
Authorial Intent	<ul style="list-style-type: none"> Beginning to be aware of the way stories are structured. Be able to talk about familiar books 	Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.			<ul style="list-style-type: none"> Read texts that are structured in different ways for a range of purposes. Understand that different kinds of sentences can affect the meaning (short sentences for impact or to create pace) 	<ul style="list-style-type: none"> Can discuss words and phrases that capture the reader's interest and imagination identifying how language, structure, and presentation contribute to meaning 	<ul style="list-style-type: none"> Can identify the purpose, audience and organisation of different fiction/non-fiction texts and evaluate the success of each of these elements. 	<ul style="list-style-type: none"> identifying how language, structure and presentation contribute to meaning discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
Non-fiction	<ul style="list-style-type: none"> Knows information can be relayed in the form of print. 	<ul style="list-style-type: none"> Knows that information can be retrieved from books and computers. Engage in non-fiction books. 		<ul style="list-style-type: none"> being introduced to non-fiction books that are structured in different ways 	<ul style="list-style-type: none"> Can use text marking to support retrieval of information or ideas from non-fiction (highlighting, underlining or making notes). 	<ul style="list-style-type: none"> retrieve and record information from non-fiction 	<ul style="list-style-type: none"> distinguish between statements of fact and opinion retrieve, record and present information from non-fiction 	<ul style="list-style-type: none"> Navigates and efficiently retrieves a variety of information from a range of fiction and non-fiction sources.
Discussing reading	<ul style="list-style-type: none"> Listens to stories with increasing attention and recall. Describes main story settings, events and principal characters. 	<ul style="list-style-type: none"> Demonstrate understanding when talking with others about what they have read. Engage in storytimes Describe the main events in the simple stories they have read. 	<ul style="list-style-type: none"> participate in discussion about what is read to them, taking turns and listening to what others say explain clearly their understanding of what is read to them 	<ul style="list-style-type: none"> participate in discussion about books, poems & other works that are read to them & those that they can read for themselves, taking turns and listening to what others say explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves 	<ul style="list-style-type: none"> Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Demonstrates experience of a broader range of genres, authors and texts from different periods in time. Has developed preferences within a wider range of texts, genres and writers and can justify their preferences. 	<ul style="list-style-type: none"> Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say. Can identify and discuss the various features of fiction genres 	<ul style="list-style-type: none"> recommending books that they have read to their peers, giving reasons for their choices participate in discussions about books, building on their own and others' ideas and challenging views courteously explain and discuss their understanding of what they have read, including through formal presentations and debates, provide reasoned justifications for their views 	<ul style="list-style-type: none"> Actively engages with a wide variety of genres. Can identify the characteristics of text types and differences between genres, providing examples from their wider reading experiences. Can comment on the quality and usefulness of a range of texts and explain clearly to others Can comment on the success of texts in provoking particular responses e.g crying, laughter, sadness, anger.