

 **EYFS** **Comprehension Skills**

* Re-read what they have written to check that it makes sense.

***Early Learning Goals:***

* *Demonstrate an understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.*
* *Anticipate (where appropriate) key events in stories.*
* *Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems during role play.*

**Word Reading**

* 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 a few common exception words matched to the school’s phonics programme.
* Read simple phrases and sentences made up of words with known letter-sound correspondences and where necessary a few exception words.
* Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.

*Early Learning Goals:*

* *Say a sound for each letter in the alphabet and at least 10 diagraphs.*
* *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.*

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|  | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Word Reading** | -Apply phonics knowledge and skills to decode words-Say quickly all 40+phonemes and where applicable with alternative sounds for graphemes-Blend sounds accurately in unfamiliar words containing GPCs that have been taughtRead some common exception words and see where the letter sounds are different-Read aloud accurately books that are consistent with developing phonic knowledge and that do not require use of other strategies to work out words | **-**Decode automatically and to read fluently -Read and blend all sounds in words containing graphemes taught so far and recognise alternative sounds for graphemes-Read words of two or more syllables that contain graphemes taught so far-Read aloud books closely matched to his/her improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without long pauses. -Re-read books, sounding out unfamiliar words accurately, to build up fluency and confidence in word reading-Read common exception words and see where the sounds do not match the spelling.  | **-**Read further exception words where the sounds do not match the spelling, and where these occur in the word with reference to Spelling English Appendix 1. -Use knowledge of root words, prefixes and suffixes to read aloud and understand the meaning of new words he/she meets, including dis-, mis-, il-, in- and the suffix-ly | -Read further exception words where the sounds do not match the spelling, and where these occur in the word with reference to spelling English Appendix 1.* Use knowledge of root words, prefixes and suffixes to read aloud and understand the meaning of new words he/she meets, including re-, sub-, inter-, super-, anti-, auto-, -ation, -ous**.**
 | -Read aloud and understand the meaning of new words that he/she meets linked to the expectations of Year 5 spelling. (Read aloud and understand the meaning of at least half of the words on the Year 5/6 list) | **-**Read aloud and understand the meaning of new words that he/she meets linked to the expectations of Year 6 spelling. (Read aloud and understand the meaning of the words on the Year 5/6 list) |
| **Comprehension**  | --Enjoy and understand a wide range of stories, poems and non-fiction texts that he/she cannot yet read themselves by hearing them read and talking about them with others-Enjoy reading key stories, fairy stories and traditional tales because I know them well, can retell them and comment on their special featuresSpot usually if a word has been read wrongly by being able to follow the sense of the textUnderstand the books he/she can read accurately and fluently and those he/she listens to by discussing the significance of the title and the eventsUnderstand both the books he/she can already read accurately and fluently and those he/she listens to by predicting what might happen on the basis of what has been read so far.  | -Enjoy and understand a wide range of stories, contemporary and classic poems and non-fiction texts that he/she cannot yet read themselves by hearing them read and talking about them with others-Enjoy reading by knowing a wider range of stories, fairy stories and traditional tales and I can retell them to others -Enjoy reading and discussing the order of events in books and how items of information are related-Begin to make inferencesSpot if a word has been read wrongly by being able to follow the sense of the textUnderstand the books he/she can read accurately and fluently and those he/she listens to by answering and asking questionsUnderstand both the books he/she can already read accurately and fluently and those he/she listens to by predicting what might happen on the basis of what has been read so far. - Begin to make links between the book they are reading and other books they have read | -Maintain positive attitudes to reading and understanding of what he/she reads by listening to and discussing a wide range of fiction, poetry and non-fiction.-Identify themes in books. -Understand what he/she reads by drawing inferences, such as inferring characters’ feelings, thoughts and motives from their actions and justifying inferences with evidence.  -Understand what he/she reads by predicting what might happen from details stated. -Retrieve and record information from non-fiction-Talk about books and poems and take turns in telling people about them | -Maintain positive attitudes to reading and understanding of what has been read by listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks-Use a dictionary to check the meaning of words that he/she has read. -Understand what he/she has read by checking that the text makes sense to him/her, discussing his/her understanding and explaining the meaning of words in context. -Make inferences, such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence taken clearly from the text.-Predict what might happen from details stated and implied-Identify main ideas drawn from more than one paragraph and summarise them. -Retrieve and record information from non-fiction-Talk about books and poems and take turns in telling people about them | -Maintain positive attitudes to reading and understanding of what has been read by increasing 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-Recommend books that he/she has read to his /her peers, giving reasons for his/her choices. -Understand what he/she has read by checking that the book makes sense to him/her, discussing his/ her understanding and exploring the meaning of words in context-Make inferences, such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence taken clearly from the text.-Predict what might happen from details stated and implied-Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. -Distinguish between statements of fact and opinion-Retrieve and record information from non-fiction | -Maintain positive attitudes to reading and understanding of what he/she reads by reading books that are structured in different ways and reading for a range of purposes. -Maintain positive attitudes to reading and understanding of what has been read by increasing familiarity with a wide range of books, including 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. -Make comparisons within and across books-Read, understand and learn from a wide range of poetry and learn longer poems by heart-Summarise the main ideas drawn from more than one paragraph, and identify key details that support the main ideas.-Identify how language, structure and presentation contribute to the text’s meaning. -Discuss and evaluate how authors use language, structure and presentation contribute to meaning.  -Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. -Fully explain views with reasons and evidence from the text  |