

Reception

<u>D</u>	<u>E</u>	<u>R</u>	<u>I</u>	<u>C</u>	<u>Discussing reading</u>	<u>Poetry and performance</u>	<u>Familiarity with texts</u>	<u>Range of reading</u>	
Identify the taught GPCs (the sounds that the letters make) including some digraphs. (LIT)	Talk about elements of a topic using newly introduced vocabulary (C&L)	Talk about and respond with questions to non-fiction books; recalling some facts with increasing explanation and vocabulary in response to questions.	To begin to interpret stories, rhymes and poetry; making suggestions for actions and events (images and text).(LIT)	N/A	Talk about and respond to stories (rhymes and songs) with actions, relevant comments, questions.	To listen and sing nursery rhymes and songs, recalling whole songs and rhymes singing some independently and performing in groups / independently for others. (C&L)	Talk about and respond to stories, rhymes and poetry; recalling, sequencing and anticipating key events some as exact repetition and some in their own words. (LIT)	Read sentences made up of words with taught sounds and common exception words. (LIT)	
Blend the taught sounds to read CVC, CVCC and CCVC words. (LIT)		To talk about and respond to stories, rhymes and poetry; recalling, sequencing and anticipating key events some as exact repetition and some in their own words.			Can share a favourite book with a peer, retelling the story in their own way repeating known phrases from the text.				Listen to, talk about and respond to stories (rhymes and songs) with actions, relevant comments, questions; recalling key events and innovating. (C&L)
Read some taught common exception/ high frequency and familiar words. (LIT)					Begin to interpret stories, rhymes and poetry; making suggestions for actions and events.				To use non-fiction books to develop new knowledge and vocabulary. (C&L)
Read sentences made up of words with taught sounds and common exception words. (LIT)									To talk about and respond with questions to non-fiction books; recalling some facts with increasing explanation and vocabulary in response to questions. (LIT)

Year 1

<u>D</u>	<u>E</u>	<u>R</u>	<u>I</u>	<u>C</u>	<u>Discussing reading</u>	<u>Poetry and performance</u>	<u>Familiarity with texts</u>	<u>Range of reading</u>
Apply phonic knowledge to decode words.	Discussing word meanings, linking new meanings to those already known.	Drawing on what they already know or on background information and vocabulary provided by the teacher.	Discussing the significance of the title and events.	N/A	Participate in discussion about what is read to them, taking turns and listening to what others say	Learning to appreciate rhymes and poems, and to recite some by heart.	Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.	Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
Speedily read all 40+ letters/groups for 40+ phonemes			Predicting what might happen on the basis of what has been read so far.					
Read common exception words.		Checking that the text makes sense to them as they read and correcting inaccurate reading.	Making inferences on the basis of what is being said and done.		Explain clearly their understanding of what is read to them.			
Read common suffixes (-s, -es, -ing, -ed, etc.)								
Read multisyllable words containing taught GPCs.								
Read aloud phonically-decodable texts.								
Read contractions and understanding use of apostrophe.								
Read accurately by blending taught GPC.								

Year 2

<u>D</u>	<u>E</u>	<u>R</u>	<u>I</u>	<u>C</u>	<u>Discussing reading</u>	<u>Poetry and performance</u>	<u>Familiarity with texts</u>	<u>Range of reading</u>
Secure phonic decoding until reading is fluent.	Discussing and clarifying the meanings of words, linking new meanings to known vocabulary.	Drawing on what they already know or on background information and vocabulary provided by the teacher – asking and answering questions.	Making inferences on the basis of what is being said and done.	N/A	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.	Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear	Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.	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.
Read exception words, noting unusual correspondences								
Read accurately by blending, including alternative sounds for graphemes.	Discussing their favourite words and phrases.	Discussing the sequence of events in books and how items of information are related.	Predicting what might happen on the basis of what has been read so far.		Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.		Recognising simple recurring literary language in stories and poetry	
Read multisyllable words containing these graphemes.		Discussing the sequence of events in books and how items of information are related.					Being introduced to non-fiction books that are structured in different ways	
Read common suffixes.		Checking that the text makes sense to them as they read.						
Read most words quickly & accurately without overt sounding and blending.								

Years 3 and 4

<u>D</u>	<u>E</u>	<u>R</u>	<u>I</u>	<u>C</u>	<u>Discussing reading</u>	<u>Poetry and performance</u>	<u>Familiarity with texts</u>	<u>Range of reading</u>
Apply growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words.	To explain the meaning of words read in context.	Retrieve and record information from non-fiction.	Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions.	To comment on the author's choice of language and its effect on the reader and the images and atmosphere it creates.	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	Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.	Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.	Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.	Using dictionaries to check the meaning of words that they have read.	Identifying main ideas drawn from more than one paragraph and summarising these. Asking questions to improve their understanding of a text.	Justifying inferences with evidence.	Identifying how language, structure, and presentation contribute to meaning. Discussing words and phrases that capture the reader's interest and imagination.		Recognising some different forms of poetry.	Identifying themes and conventions in a wide range of books.	Reading books that are structured in different ways and reading for a range of purposes.

The N.C states: The knowledge and skills that pupils need in order to comprehend are very similar at different ages. This is why the programmes of study for comprehension in years 3 and 4 and years 5 and 6 are similar: the complexity of the writing increases the level of challenge. Please therefore see you year group's reading spine, to ensure progression is present in every year group.

Years 5 and 6

<u>D</u>	<u>E</u>	<u>R</u>	<u>I</u>	<u>C</u>	<u>Discussing reading</u>	<u>Poetry and performance</u>	<u>Familiarity with texts</u>	<u>Range of reading</u>
Apply growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet.	Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.	Retrieve and record information from non-fiction.	Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions.	Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader	Recommending books that they have read to their peers, giving reasons for their choices.	learning a wider range of poetry by heart preparing poems and plays to read aloud and to perform,	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	Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks *
		Summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas			Participate in discussions about books, building on their own and others' ideas and challenging views courteously			
		Distinguish between statements of fact and opinion	Justifying inferences with evidence. Provide reasoned justifications for their views.	Identifying how language, structure, and presentation contribute to meaning.	Explain and discuss their understanding of what they have read, including through formal presentations and debates.	Showing understanding through intonation, tone and volume so that the meaning is clear to an audience	Identifying and discussing themes and conventions in and across a wide range of writing.	Reading books that are structured in different ways and reading for a range of purposes.
Asking questions to improve their understanding	Predicting what might happen from details stated and implied	Discussing words and phrases that capture the reader's interest and imagination.				Making comparisons within and across books.		

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