



Skills	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>Word Reading</b></p> <ul style="list-style-type: none"> <li>- Decoding</li> <li>- Phonics</li> <li>- Common exception words</li> <li>- Fluency</li> </ul> <p><b>children should:</b></p>	<p>Identify the taught GPCs (the sounds that the letters make) including some digraphs.</p> <p>Blend the taught sounds to read CVC, CVCC and CCVC words.</p> <p>Read some taught common exception/ high frequency and familiar words.</p> <p>Read sentences made up of words with taught sounds and common exception words.</p> <p>Appreciate rhyming and rhythmic activities.</p> <p>Show an awareness of rhyme and alliteration.</p> <p>Recognise rhythm in spoken words.</p> <p>Continue a rhyming string.</p> <p>Link sounds to letters, naming and sounding the letters of the alphabet.</p>	<p>Apply phonic knowledge to decode words.</p> <p>Read accurately by blending taught GPCs in unfamiliar words.</p> <p>Accurately read texts that are consistent with their phonic stage, not requiring them to use other strategies to work out words.</p> <p>Read aloud phonically decodable texts.</p> <p>Re-read books to build fluency and confidence.</p> <p>Read simple sentences and understand the meaning.</p> <p>Speedily read all 40+ letters /groups for 40+ phonemes including alternative sounds for graphemes.</p> <p>Read Year 1 common exception words noting unusual correspondences between spelling and</p>	<p>Continue to apply phonic decoding until automatic and reading is fluent.</p> <p>Read accurately by blending the sounds in words that contain the grapheme taught so far, including alternative sounds for graphemes.</p> <p>Read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>Read common suffixes (-ed, -ing,-er, -est, -y, -er, -ment, -ful, -ness, -less, -ly).</p> <p>Re-read books to build up fluency and confidence in word reading.</p> <p>Note punctuation to read with appropriate expression.</p>	<p>Use their phonic knowledge to decode quickly and accurately (support may still be needed to read longer unknown words).</p> <p>Apply their growing knowledge of root words, prefixes (including in-, im-, il-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto-) and suffixes, (including -ly, -ous, -ture, -sure, -sion, -tion, -ssion, --cian (morphology and etymology), both to read aloud and to understand the meaning of new words they meet.</p> <p>Begin to read Year 3/Year 4 exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p>	<p>Read most words fluently and attempt to decode any unfamiliar words with increasing speed and accuracy.</p> <p>Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words they meet.</p> <p>Read all Year 3 /Year 4 exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p>	<p>Read most words fluently and attempt to decode any unfamiliar words with increasing skill and speed. Use contextual clues to recognise meaning.</p> <p>Apply their 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.</p> <p>Read most Year5/ Year6 exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p>	<p>Apply their 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.</p> <p>Read Year5/ Year6 exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p>



	<p>Recognise familiar signs and words, such as own name. Look at and handle books independently (holds book correctly and turns pages).</p>	<p>sound (identifying where they appear).</p> <p>Read polysyllabic words containing taught GPCs.</p> <p>Read common suffixes (-s, -es, -ing, -ed, -er and -est).</p> <p>Read contractions and understand that the apostrophe represents the omitted letter(s), e.g, I'm, I'll and we'll.</p> <p>Develop some fluency and expression, pausing at full stops (extra).</p>	<p>Read most Year 1/Year 2 common exception words, discussing unusual correspondences between spelling and sound, and where these occur in the word.</p> <p>Read aloud books matched to phonic knowledge by sounding out unfamiliar words automatically.</p> <p>Read polysyllabic words containing above graphemes.</p> <p>Read most words quickly and accurately without overt sounding and blending, e.g. at over 90 words per minute, in age appropriate texts.</p>				
<p><b>Comprehension children should:</b></p>	<p>Understand how to listen carefully.</p> <p>Respond to stories (rhymes and songs) with actions, relevant comments, questions; recalling key events.</p> <p>Talk about elements of a topic using newly introduced vocabulary and extending sentences using a range of conjunctions to offer</p>	<p>Draw on what they already know or on background information and vocabulary provided by the teacher.</p> <p>Be encouraged to link what they read or hear read to their own experiences.</p> <p>Check that the text makes sense to them as</p>	<p>Discuss the sequence of events in books and how items of information are related.</p> <p>Draw on what they already know or on background information and vocabulary provided by the teacher.</p> <p>Make links between a current book and those already read.</p>	<p>Check that the text makes sense to them, discuss their understanding and explain the meaning of words in context.</p> <p>Ask questions to improve their understanding of a text.</p> <p>Identify main ideas drawn from more than one paragraph and summarise these.</p>	<p>Check that the text makes sense to them, discuss their understanding and explain the meaning of words in context.</p> <p>Ask questions to improve their understanding of a text.</p> <p>Identify main ideas drawn from more than one paragraph and summarise these.</p>	<p>Check that the book makes sense to them, discuss their understanding and explore the meaning of words in context.</p> <p>Ask questions to improve their understanding.</p> <p>Summarise the main ideas drawn from more than one paragraph, identifying</p>	<p>Check that the book makes sense to them, discuss their understanding and explore the meaning of words in context.</p> <p>Ask questions to improve their understanding.</p> <p>Summarise the main ideas drawn from more than one paragraph, identifying</p>



	extra explanation and detail.	they read and correct inaccurate reading.  Answer simple retrieval questions about a text and find evidence to support answers (Extra).	Check that the text makes sense to them as they read and correct inaccurate reading.	Identify morals and messages in a story.  Use appropriate terminology when discussing texts (plot, character, setting).	Identify morals and messages in a story.	key details to support the main ideas.	key details to support the main ideas.
<b>Inference children should:</b>	To begin to <b>interpret</b> stories, rhymes and poetry; making suggestions for actions and events (images and text).  Suggest how a story might end.  Begin to understand 'how' and 'why' questions.	Discuss the significance of the title and events.  Make simple inferences on the basis of what is being said and done.	Make inferences on the basis of what is being said and done.  Answer and ask questions.	Draw inferences such as inferring characters' feelings, thoughts and motives from their actions.  Justify inferences with evidence.	Draw inferences such as inferring characters' feelings, thoughts and motives from their actions.  Justify inferences with evidence.	Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence.	Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence.  Consider different accounts of the same event. Discuss viewpoint (both of the author and of the fictional characters).
<b>Prediction children should:</b>	To talk about and respond to stories, rhymes and poetry; recalling, sequencing and <b>anticipating key events</b> some as exact repetition and some in their own words.	Predict what might happen on the basis of what has been read so far.	Predict what might happen on the basis of what has been read so far.	Predict what might happen from details stated and implied.  Justify predictions using evidence based from the text.	Predict what might happen from details stated and implied.  Justify predictions from details stated and implied.	Predict what might happen from details stated and implied, justify in detail with evidence from the text.	Predict what might happen from details stated and implied.  Discuss how characters change and develop through texts by drawing inferences based on indirect clues.
<b>Authorial intent children should:</b>				Discuss words and phrases that capture the reader's interest and imagination.  Identify how language, structure, and presentation contribute to meaning.	Discuss words and phrases that capture the reader's interest and imagination.  Identify how language, structure, and presentation contribute to meaning.	Identify how language, structure and presentation contribute to meaning.  Discuss and evaluate how authors use language, including figurative language and	Identify how language, structure and presentation contribute to meaning.  Discuss and evaluate how authors use language, including figurative language and



						consider the impact on the reader.	consider the impact on the reader.
<p><b>Poetry and performance children should:</b></p>	<p>To listen and sing nursery rhymes and songs, recalling whole songs and rhymes singing some independently and performing in groups / <b>independently</b> for others.</p> <p>Listen to and join in with stories and poems, one-to-one and in small groups. Join in with repeated refrains in rhymes and stories.</p> <p>Use intonation, rhythm and phrasing to make the meaning clear to others.</p> <p>Play cooperatively as part of a group to act out.</p> <p>Express themselves effectively, showing awareness of listeners' needs.</p>	<p>Learn to appreciate rhymes and poems.</p> <p>Recite some simple poems by heart.</p>	<p>Continue to build up a repertoire of poems learnt by heart, appreciate these and recite some, with appropriate intonation to make the meaning clear.</p>	<p>Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.</p> <p>Show awareness to audience when reading aloud.</p> <p>Begin to recognise and discuss some different forms of poetry.</p>	<p>Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.</p> <p>Show awareness to audience when reading aloud.</p> <p>Recognise some different forms of poetry, (e.g, free verse or narrative poem).</p>	<p>Learn 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.</p>	<p>Learn 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.</p> <p>Use the above devices for effect and to engage the audience.</p>
<p><b>Word meanings children should:</b></p>	<p>Talk about elements of a topic using <b>newly introduced vocabulary</b>.</p>	<p>Discuss word meanings and link new meanings to words already known.</p>	<p>Discuss and clarify the meanings of words and link new meanings to known vocabulary.</p> <p>Discuss their favourite words and phrases.</p>	<p>Use dictionaries to check the meaning of words that they have read.</p>	<p>Use dictionaries to check the meaning of words that they have read.</p>	<p>Use dictionaries to check the meaning of words that they have read.</p>	<p>Use dictionaries to check the meaning of words that they have read.</p>



<p><b>Non-fiction children should:</b></p>	<p>Talk about and respond with questions to non-fiction books; recalling some facts with <b>increasing explanation</b> and vocabulary in response to questions.</p> <p>Know and explain some differences between fiction and non-fiction books.</p>	<p>Listen to and discuss a wide range of non-fiction at a level beyond that at which they can read independently.</p>	<p>Be introduced to non-fiction books that are structured in different ways.</p>	<p>Retrieve and record information from non-fiction text.</p>	<p>Retrieve, record and discuss information from non-fiction texts, using all the organisational devices available within them.</p>	<p>Distinguish between statements of fact and opinion.</p> <p>Retrieve, record and present information from non-fiction text.</p>	<p>Distinguish between statements of fact and opinion.</p> <p>Retrieve, record and present information from non-fiction texts.</p>
<p><b>Range of reading children should:</b></p>	<p>Read sentences made up of words with taught sounds and common exception words.</p> <p>Listen to, talk about and respond to stories (rhymes and songs) with actions, relevant comments, questions; recalling key events and innovating.</p> <p>To use non-fiction books to develop new knowledge and vocabulary.</p>	<p>Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.</p>	<p>Listen to, discuss and express 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.</p>	<p>Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Read books that are structured in different ways and reading for a range of purposes.</p>	<p>Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Read books that are structured in different ways and reading for a range of purposes.</p>	<p>Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Read books that are structured in different ways and read for a range of purposes.</p> <p>Make comparisons within and across books.</p>	<p>Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Read books that are structured in different ways and read for a range of purposes.</p> <p>Make comparisons within and across books.</p>
<p><b>Familiarity with texts children should:</b></p>	<p>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.</p>	<p>Recognise and join in with predictable phrases.</p> <p>Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their</p>	<p>Become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales.</p> <p>Recognise simple recurring literary</p>	<p>Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally.</p>	<p>Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally.</p>	<p>Increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books</p>	<p>Increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books</p>



	<p>To begin to <b>interpret</b> stories, rhymes and poetry; making suggestions for actions and events (images and text).</p> <p>To talk about and respond with questions to non-fiction books; recalling some facts with increasing explanation and vocabulary in response to questions.</p>	particular characteristics.	language in stories and poetry.	Identify themes and conventions in a wide range of books.	Identify themes and conventions in a wide range of books.	from other cultures and traditions.  Identify and discuss themes and conventions in and across a wide range of writing.	from other cultures and traditions.  Identify and discuss themes and conventions in and across a wide range of writing.
<p><b>Discussing reading children should:</b></p>	<p>Talk about and respond to stories (rhymes and songs) with actions, relevant comments, questions.</p> <p>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.</p> <p>Begin to <b>interpret</b> stories, rhymes and poetry; making suggestions for actions and events.</p> <p>Talk about and respond with questions to non-fiction books; recalling some facts with <b>increasing explanation</b></p>	<p>Participate in discussion about what is read to them by taking turns and listening to what others say.</p> <p>Explain clearly their understanding of what is read to them.</p>	<p>Participate in discussion about books, poems &amp; other works that are read to them &amp; those that they can read for themselves by taking turns and listening to what others say.</p> <p>Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</p>	<p>Participate in discussion about both books that are read to them and those they can read for themselves by taking turns and listening to what others say.</p>	<p>Participate in discussion about both books that are read to them and those they can read for themselves by taking turns and listening to what others say.</p>	<p>Recommend books that they have read to their peers and giving reasons for their choices.</p> <p>Participate in discussions about books, building on their own and others' ideas and challenging views courteously.</p> <p>Explain and discuss their understanding of what they have read, including through formal presentations and debates.</p> <p>Provide reasoned justifications for their views.</p>	<p>Recommend books that they have read to their peers and giving reasons for their choices.</p> <p>Participate in discussions about books, building on their own and others' ideas and challenging views courteously.</p> <p>Explain and discuss their understanding of what they have read, including through formal presentations and debates.</p> <p>Provide reasoned justifications for their views.</p>



	and vocabulary in response to questions.						
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