

Nursery

Phonics and decoding	<ul style="list-style-type: none">• to discriminate and produce the sounds for speech• develop good listening skills• recognising alliteration.• the ability to identify a rhyming word.• explore the sounds in words• link sounds to letters in the order in which they occur• blend the component sounds all through the words.• segment sounds into their component words• develop a curiosity into letters and words
Fluency, expression and pace	<ul style="list-style-type: none">• join in with familiar nursery rhymes and books• retell key stories, fairy stories and traditional tales• recognise and join in with predictable phrases• use talk to pretend objects stand for something else• build stories around toys
Vocabulary	<ul style="list-style-type: none">• develop a curiosity into letters and words• use different types of everyday words
Literal understanding, Deduction and Inference	<ul style="list-style-type: none">• begin to understand how and why questions in response to stories and nursery rhymes
Evaluation	<ul style="list-style-type: none">• enjoy and share books with adults• access and peruse books freely• join in with familiar nursery rhymes and books• become very familiar with key stories, fairy stories and traditional tales and consider their particular characteristics

Reception

Phonics and decoding	<ul style="list-style-type: none">• distinguish between speech sounds• orally blend and segment sounds in words.• phase 2 recognise and identify 19 letters• blend and segment with letters to begin to read• read Phase 2 tricky words and vc and cvc words• recognise Phase 3 (25) graphemes including digraphs and trigraphs• read phase 3 and 4 tricky words• read Polysyllabic words and words with adjacent consonants• gain an awareness of reading two syllable words.
Fluency, expression and pace	<ul style="list-style-type: none">• retelling key stories, fairy stories and traditional tales• recognise and join in with predictable phrases• represent their own ideas, thoughts and feelings through dance, music and stories• develop their own narratives through play
Vocabulary	<ul style="list-style-type: none">• discuss and spot new vocabulary as it occurs
Literal understanding, Deduction and Inference	<ul style="list-style-type: none">• listen attentively in a range of situations• listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions• able to follow a story without pictures or prompts• answer how and why questions in response to stories
Evaluation	<ul style="list-style-type: none">• become very familiar with key stories, fairy stories and traditional tales and consider their particular characteristics

Phonics and decoding	<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 multi-syllable words containing taught GPCs• read contractions and understanding use of apostrophe
Fluency, expression and pace	<ul style="list-style-type: none">• accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words• reread texts to build up fluency and confidence in word reading• retell key stories, fairy stories and traditional tales• learn to appreciate rhymes and poems, and to recite some by heart• correct inaccurate reading• recognise and join in with predictable phrases
Vocabulary	<ul style="list-style-type: none">• discuss word meanings• link new meanings to those already known• draw on vocabulary provided by the teacher to help understanding
Literal understanding, Deduction and Inference	<ul style="list-style-type: none">• begin to identify key words in questions• be introduced to vocabulary of 'scanning'• be encouraged to link what they read or hear read to their own experiences• draw on what they already know or on background information to help understanding• check that the text makes sense to them as they read• make inferences on the basis of what is being said and done (clues, evidence and proof)• predict what might happen on the basis of what has been read so far• explain clearly their understanding of what is read to them
Evaluation	<ul style="list-style-type: none">• listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently• become very familiar with key stories, fairy stories and traditional tales and consider their particular characteristics• discuss the significance of the title and events• participate in discussion about what is read to them, taking turns and listening to what others say

Phonics and decoding	<ul style="list-style-type: none">• secure phonic decoding until reading is fluent• read accurately by blending, including alternative sounds for graphemes• read multi-syllable words containing these graphemes• read common suffixes• read exception words, noting unusual correspondences• read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation
Fluency, expression and pace	<ul style="list-style-type: none">• reread these books to build up fluency and confidence in word reading• read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts• retell a wider range of stories, fairy stories and traditional tales• continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear• correct inaccurate reading
Vocabulary	<ul style="list-style-type: none">• discuss and clarify the meanings of words• link new meanings to known vocabulary• discuss their favourite words and phrases• use vocabulary provided by the teacher to help understanding
Literal understanding, Deduction and Inference	<ul style="list-style-type: none">• identify key words in questions• skim texts to get a general idea of the text• scan text for key details• discuss the sequence of events in books and how items of information are related• draw on what they already know or on background check that the text makes sense to them as they read• make inferences on the basis of what is being said and done• answer and ask questions• predict 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

Evaluation

- 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
- become increasingly familiar with a wider range of stories, fairy stories and traditional tales
- recognise simple recurring literary language in stories and poetry
- read and listen to non-fiction books that are structured in different ways
- 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

Year 3

Phonics and decoding	<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
Fluency, expression and pace	<ul style="list-style-type: none">• listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks• retell a range of stories, including fairy stories, myths and legends orally• prepare poems and play scripts to read aloud and to perform• show understanding through intonation, tone, volume and action
Vocabulary	<ul style="list-style-type: none">• use dictionaries to check the meaning of words that they have read• discuss their understanding• explain the meaning of words in context• discuss words and phrases that capture the reader's interest and imagination
Literal understanding, Deduction and Inference	<ul style="list-style-type: none">• identify key words in questions• skim texts to get a general idea of the text• scan text for key details• ask questions to improve their understanding• check that the text makes sense to them• ask questions to improve their understanding of a text• identify main ideas drawn from more than one paragraph and summarise these• retrieve and record information from non-fiction• draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with clues, evidence and proof• predict what might happen from details stated and implied

Year 3

Evaluation

- read for a range of purposes
- read books that are structured in different ways
- increase their familiarity with a wide range of books, including fairy stories, myths and legends,
- identify themes and conventions in a wide range of books
- recognise some different forms of poetry
- 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
- identify how language, structure, and presentation contribute to meaning

Year 4

Phonics and decoding	<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
Fluency, expression and pace	<ul style="list-style-type: none">• listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks• retell a range of stories, including fairy stories, myths and legends orally• prepare poems and play scripts to read aloud and to perform• show understanding through intonation, tone, volume and action
Vocabulary	<ul style="list-style-type: none">• use dictionaries to check the meaning of words that they have read• discuss their understanding• explain the meaning of words in context• discuss words and phrases that capture the reader's interest and imagination
Literal understanding, Deduction and Inference	<ul style="list-style-type: none">• identify key words in questions• skim texts to get a general idea of the text• scan text for key details• ask questions to improve their understanding• check that the text makes sense to them• ask questions to improve their understanding of a text• identify main ideas drawn from more than one paragraph and summarise these• retrieve and record information from non-fiction• draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with clues, evidence and proof• predict what might happen from details stated and implied

Year 4

Evaluation

- read for a range of purposes
- read books that are structured in different ways
- increase their familiarity with a wide range of books, including fairy stories, myths and legends,
- identify themes and conventions in a wide range of books
- recognise some different forms of poetry
- 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
- identify how language, structure, and presentation contribute to meaning

Year 5

Phonics and decoding	<ul style="list-style-type: none">• 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
Fluency, expression and pace	<ul style="list-style-type: none">• *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• continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks• learn a wider range of poetry by heart• prepare poems and plays to read aloud and to perform• show understanding through intonation, tone and volume so that the meaning is clear to an audience
Vocabulary	<ul style="list-style-type: none">• discuss their understanding and exploring the meaning of words in context
Literal understanding, Deduction and Inference	<ul style="list-style-type: none">• identify key words in questions• skim texts to get a general idea of the text• scan text for key details• ask questions to improve their understanding• check that the book makes sense to them• identify and discuss themes and conventions in and across a wide range of writing• provide reasoned justifications for their views• ask questions to improve their understanding• summarise the main ideas drawn from more than one paragraph,• identify key details to support the main ideas• distinguish between statements of fact and opinion• retrieve, record and present information from non- fiction• draw inferences such as inferring characters' feelings, thoughts and motives from their action• justify deductions and inferences with clues, evidence and proof from the text• predict what might happen from details stated and implied

Year 5

Evaluation

- read books that are structured in different ways and reading for a range of purposes
- make comparisons within and across books
- recommend 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
- identify how language, structure and presentation contribute to meaning
- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader

Year 6

Phonics and decoding	<ul style="list-style-type: none"> • 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
Fluency, expression and pace	<ul style="list-style-type: none"> • *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 • continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • learn a wider range of poetry by heart • prepare poems and plays to read aloud and to perform • show understanding through intonation, tone and volume so that the meaning is clear to an audience
Vocabulary	<ul style="list-style-type: none"> • discuss their understanding and exploring the meaning of words in context
Literal understanding, Deduction and Inference	<ul style="list-style-type: none"> • identify key words in questions • skim texts to get a general idea of the text • scan text for key details • ask questions to improve their understanding • check that the book makes sense to them • identify and discuss themes and conventions in and across a wide range of writing • provide reasoned justifications for their views • ask questions to improve their understanding • summarise the main ideas drawn from more than one paragraph, • identify key details to support the main ideas • distinguish between statements of fact and opinion • retrieve, record and present information from non- fiction • draw inferences such as inferring characters' feelings, thoughts and motives from their action • justify deductions and inferences with clues, evidence and proof from the text • predict what might happen from details stated and implied

Year 6

Evaluation

- read books that are structured in different ways and reading for a range of purposes
- make comparisons within and across books
- recommend 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
- identify how language, structure and presentation contribute to meaning
- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader