



Word Reading

| Progression in subject knowledge | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| Print | 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 | | | | | | |
| Phonics: Decoding *GPC-Grapheme Phoneme Correspondence | Develop their phonological awareness to: <ul style="list-style-type: none"> • Spot and suggest rhymes • Count or clap syllables in a word • Recognise words with the same initial sound | Apply phonic knowledge to decode words. | Apply phonic knowledge and skills consistently to decode quickly and accurately. | Know the full range of GPCs, and use phonic skills consistently and automatically to address unfamiliar or challenging words. | Know the full range of GPCs, and use phonic skills consistently and automatically to address unfamiliar or challenging words. | | |
| Phonics: Grapheme Sounds | Read individual letters by saying the sounds for them. Read some letter groups that each represent one sounds and say sounds for them. | Respond with the correct sound to graphemes for all 40+ phonemes, including alternative sounds. | Decode alternative sounds for graphemes. | | | | |
| Phonics: Blending | Blend sounds into words. | Read accurately by blending sounds in unfamiliar words containing GPCs taught. | Read most words without overtly segmenting and blending, once they are familiar. | | | | |
| Affixes | | Read words with the endings -s, -es, -ing, -ed and -est. | Read words containing common suffixes such as: -ment, -less, -ness, -ful and -ly. | Determine the meaning of new words by sometimes applying knowledge of root words and their affixes e.g. <i>disagree, misbehave, incorrect.</i> | Determine the meaning of new words by sometimes applying knowledge of root words and their affixes e.g. <i>information, invasion, enclosure, mountainous.</i> | Determine the meaning of new words by applying morphological knowledge of root words and affixes e.g. <i>suspect/suspicious, change/changeable, receive/reception.</i> | Determine the meaning of new words by applying morphological knowledge of root words and affixes e.g. <i>ambitious, infectious, observation, innocence.</i> |
| Word Meaning (Vocabulary) | | | | | | Know securely the different pronunciations of words with the same letter-string e.g. <i>bought, rough, cough, though, plough.</i> | |
| Contractions | | Read contractions e.g. <i>I'm, can't, we'll.</i> Know that apostrophes represent omitted letters. | | | | | |

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| Pseudo Words | | Read pseudo (alien) words with accuracy, including vowel digraphs and trigraphs. | | | | | |
| Common Exception Words * See list of words on English Writing Map. | Read a few common exception words matched to the school's phonic programme. Read simple phrases and sentence made up of words with known letter- sound correspondences and where necessary a few exception words. | Read a range of simple common exception words e.g. <i>the, said, they, once, she, friend, school.</i> | Read a wider range of common exception words which have been taught, including most words from the YR 2 spelling appendix e.g. <i>because, beautiful, everybody, should, whole, parents, money.</i> | Read most common exception words by sight, (including all those in the YR 2 spelling appendix) noting unusual correspondence between spelling and sound. | Read most common exception words effortlessly, noting unusual correspondence between spelling and sound. | | |
| Fluency | Read simple phrases and sentence 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. | Read some phonically-decodable books, closely matched to phonic knowledge. Read words of more than one syllable which contain GPCs known. | Read some phonically-decodable books with fluency, sound out unfamiliar words automatically. | Read with fluency a range of age-appropriate text types from those specified for YRs 3 and 4 (which may include fairy stories, myths and legends, poetry, plays and non-fiction books). Read at a speed sufficient for them to focus on understanding. | Read with fluency a range of age-appropriate text types from those specified for YRs 3 and 4 (including fairy stories, myths and legends, poetry, plays and non-fiction books). Read at a speed sufficient for them to focus on understanding. | Fluently and automatically read a range of age-appropriate texts from the following: modern fiction and those from our literary heritage; books from other cultures; myths, legends and traditional stories; poetry; plays; non-fiction and reference or text books. | Fluently and effortlessly read the full range of age-appropriate texts: modern fiction and those from our literary heritage; books from other cultures; myths, legends and traditional stories; poetry; plays; non-fiction and reference or text books. |
| Performance Reading | | | | Prepare poems and play scripts to read aloud and perform. Show appropriate intonation and volume when reciting or reading aloud. | Prepare poems and play scripts to read aloud and perform. Demonstrate understanding by using appropriate intonation and volume when reciting or reading aloud. | Use appropriate intonation, tone and volume when reciting or reading aloud to an audience, to make the meaning clear. | Use appropriate intonation, tone and volume when reciting or reading aloud to an audience, to make the meaning clear. |

| | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| Phonics/Spelling *From English Writing Map | s a t p l n m d g o c k ck e u r h b f ff l ll ss j v w x y z zz qu ch sh th th ng long oo ar short oo ow ee ur ai or oa er igh air oi ear ure CCVC CVCC Two syllable words Compound words | ff ss zz ll ck nk tch ve ai oi ay oy Suffix: s, es (Singular/Plural) a-e e-e i-e o-e u-e ar ee Suffix: ing, ed ea ea er ir ur oa oo (u) oo Suffix: er, est oe ou ow ow ue ue ew ew i before ie ie igh or ore aw au air Prefix: un ear ear (air) are y ph wh e o Two syllable words Compound words | dge g c kn gn wr le el il al homophones (near) Suffix: drop e, double letter, y to i y al (or) o (u) ey w-a (o) w- or (er) w-ar (or) s (zsh) ti i Suffix: ment, ness, ful, less, ly, tion Contractions Singular possession | ei eigh ey l as y ch que que ch ou Suffix: ly, er, ed, ing, en, ation (form nouns), sure, tion, sion, ssion Prefix: dis, mis, bi, re, de, super, anti, in Homophones (near) Contractions Singular/plural possession (regular) | se de d sc sure ture Prefix: in, il, im, ir, sub, super, anti, auto, inter, ex, non, re Suffix: ly, ation (form nouns), tion, sion, ssion, ous, cian Homophones (near) Singular/plural possession (regular and irregular) | cious tious ious cial tial ant ance/ancy ent ence/ency able ably ible ibly al ial ough Prefixes: pre, re Suffix: ate, ise, ify, en (form verbs) Complex homophones (near) Singular/plural possession (regular and irregular) Silent letters Words containing hyphens | cious tious ious cial tial ant ance/ancy ent ence/ency able ably ible ibly al ial ough Prefixes: pre, re Suffix: words ending in 'fer' Complex homophones (near) including nouns ending in ce/cy or verbs ending in se/sy Singular/plural possession (regular and irregular) Silent letters Words containing hyphens |

Comprehension

| | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| Read for Pleasure <ul style="list-style-type: none"> • Social Reading Environment • Reading Aloud • Independent Reading • Informal Book Talk | Engage in extended conversations about stories, learning new vocabulary. | Fully engage with reading and take pleasure from books and texts. | Fully engage with reading and take pleasure from books and texts. | Fully engage with and enjoy reading a range of texts, making choices and explaining preferences; begin to know preferred authors and text types; talk about books enjoyed both in and out of school. | Fully engage with and enjoy reading a range of texts, making choices and explaining preferences; know some text types; talk about books enjoyed both in and out of school, making textual references. | Read and enjoy a growing repertoire of texts, both fiction and non-fiction. Be familiar with some of the text types specified in the YR 5-6 programme of study, which include modern fiction and fiction from our literary heritage; books from other cultures; myths, legends and traditional stories; poetry, plays and a range of non-fiction texts. | Demonstrate a positive attitude by frequently reading a wide range of texts for pleasure, both fiction and non-fiction. Show familiarity with different text types specified in the YR 5-6 programme of study, which include modern fiction and fiction from our literary heritage; books from other cultures; myths, legends and traditional stories; poetry, plays and a range of non-fiction texts. |
| Fiction | <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</p> | <p>Become familiar with key stories, fairy stories and traditional tales; retell them; know their characteristics.</p> <p>Recognise and join in with predictable phrases in stories.</p> | <p>Know and retell a wide range of stories, fairy stories and traditional tales.</p> <p>Recognise simple recurring literary language in stories.</p> | <p>Identify themes and conventions in a range of books e.g. <i>identify a theme of 'journeys' or 'invasion'</i>; <i>recognise the conventions of a fairy story or play</i></p> | <p>Identify themes and conventions in a range of books e.g. <i>identify a theme of 'recycling' or 'changes in leisure activities'</i>; <i>recognise the conventions of a myth or play script</i>; <i>know how information is signposted in reference books.</i></p> | | |
| Non-Fiction | Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. | Draw on what they already know, and on background information and vocabulary provided by the teacher. | Discuss a range of non-fiction texts which are structured in different ways. | <p>Discuss a range of non-fiction reference or text books that are structured in different ways; identify their particular characteristics; recognise typical presentational features.</p> <p>Recognise how a non-fiction book is often organised and presented.</p> <p>Retrieve and record information from non-fiction texts.</p> | <p>Discuss a range of non-fiction reference or text books that are structured in different ways; identify their particular characteristics; recognise typical presentational features.</p> <p>Retrieve and record information from non-fiction texts.</p> | Retrieve, record and present information from non-fiction texts. | Retrieve, record and present information from non-fiction texts. |
| Poetry | <p>Learn rhymes, poems and songs.</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> | <p>Appreciate some rhymes and poems; recite some by heart.</p> <p>Recognise and join in with predictable phrases in poems.</p> | <p>Listen to, discuss and express views about a wide range of contemporary and classic poetry, some of which they can read independently.</p> <p>Recite a repertoire of poems learnt by heart, using appropriate intonation.</p> <p>Recognise simple recurring literary language in poetry.</p> | Recognise and explain differences of several different forms of poetry e.g. <i>free verse, rhyming, shape, narrative, humorous</i> | Recognise and explain differences of several different forms of poetry e.g. <i>free verse, rhyming, shape, narrative, humorous</i> | Read and recite age-appropriate poetry which has been learned by heart. | Demonstrate that they have learned a wide range of poetry by heart. |

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| Listen Discuss Explain | Listen to and talk about stories to build familiarity and understanding. | Listen to, discuss and enjoy a wide range of stories, non-fiction texts and poems at a level beyond that which they can read independently. | Listen to, discuss and express views about a wide range of stories, non-fiction texts and poems at a level beyond that which they can read independently. | Listen to, discuss and express views about a wide range of fiction (inc. fairy tales, myths and legends), non-fiction reference/text books, poetry and plays - sometimes at a level beyond that which they can read independently. | Listen to, discuss and express views about a wide range of fiction (inc. fairy tales, myths and legends), non-fiction reference/text books, poetry and plays - begin to justify comments. | Recommend books they have read to their peers, giving reasons. | Recommend books to others, giving reasons for their choices; state preferences. |
| | Talk about the plot and the main problem in the story. | Participate in discussion about what is read to them, taking turns and listening to others. | Takes account of what others say. | Take turns and listen to what others have to say. | Take turns and build on what others have to say. | Discuss and comment on themes and conventions in a variety of genres. | Accurately identify and comment on the features, themes and conventions across a range of writing, and understand their use. |
| | Identify the main characters in the story, and talk about their feelings, actions and motives. Practise possible conversations between characters. | | | | | Explain what they know or have read, including through formal presentation and debates, using notes where necessary. | Participate in discussion about books, expressing and justifying opinions, building on ideas, and challenging others' views courteously. Explain their understanding of what they have read, including through formal presentation and debates, maintaining a focus on the topic. |
| Predict | Anticipate, where appropriate, key events in stories. | Predict what might happen on the basis of what has been read so far e.g. <i>the boy will be in trouble for stealing the buns.</i> | | Predict what might happen from details stated and implied. | Predict what might credibly happen from details stated and implied. | | |
| Ask Questions | | | | During discussion about texts, ask questions to improve their understanding. | During discussion about texts, ask relevant questions to improve their understanding. | Readily ask questions to enhance understanding. | During discussion, ask pertinent questions to enhance understanding. |
| Understand | Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. | Check that texts make sense when reading; self-correct and re-read inaccurate reading. Explain clearly their understanding of what is read to them. | Show understanding of texts read independently; self-correct. | Check the text makes sense, reading to the punctuation and usually re-reading or self-checking. Explain and discuss their understanding of the text e.g. <i>explain events; describe a character's actions.</i> | Check the text makes sense, reading to the punctuation and habitually re-reading. Explain and discuss their understanding of the text e.g. <i>describe a sequence of events; the way a character changes through the story; the reason why Lucy is upset when Edmund lies; the different ways to make a cake.</i> | | |
| Infer Deduce | | Talk about the significance of the title and events. Infer on the basis of what is said and done e.g. <i>know that Jack is scared of the giant because he is hiding; the princess is sad because she has lost her ring</i> | Discuss the sequence of events in books, and how items of information are related. Make inferences on the basis of what is said and done; predict according to what has been read so far. | Draw inferences and justify with evidence e.g. <i>characters' feelings, thoughts and motives, from their actions or words.</i> | Draw inferences and justify with evidence e.g. <i>characters' feelings, thoughts and motives, from their actions or words.</i> Draw comparisons. | Draw inferences and justify these with evidence from the text e.g. <i>explain how a character's feelings changed and how they know this; make predictions.</i> Distinguish fact from opinion with some success. | Make developed inferences e.g. <i>characters' thoughts and motives, or identify an inferred atmosphere; explain and justify with textual evidence to support reasoning; make predictions which are securely rooted in the text.</i> Distinguish between fact and opinion. |
| Summarise | | | | | Identify and summarise main ideas drawn from more than one paragraph e.g. <i>a poem about funny relatives; a persuasive message to recycle rubbish.</i> | Summarise main ideas from more than one paragraph, identifying key details which support these. | Identify key details which support main ideas; summarise content drawn from more than one paragraph. |
| Make Links Compare | Link events in a story to their own stories. | Link what they read to their own experiences. | | | | Make comparisons within and across texts e.g. <i>compare two ghost stories.</i> | Make accurate and appropriate comparisons within and across different texts. |

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| Word Meaning (Vocabulary) | Learn new vocabulary, discuss which category the word is in e.g. 'a cabbage is a kind of vegetable,' | Discuss the meanings of new words, linking them to words already known. | Discuss and clarify the meaning of new words; discuss favourite words and phrases. | Explain the meaning of words in context. Use dictionaries to check meanings. Discuss words and phrases that capture the reader's interest and imagination. | Explain the meaning of words in context. Use dictionaries to check meanings. Discuss words and phrases that capture the reader's interest and imagination. | Discuss their understanding of the meaning of words in context, finding other words which are similar. | Use contextual evidence to make sense of the text; explore finer meanings of words; show, discuss and explore their understanding of the meaning of vocabulary in context. |
| Language Structure Presentation | | | | Identify how language, structure and presentation contribute to meaning e.g. <i>that the use of the word 'trembling' indicates that the kitten is scared; that the text box provides a list of quick facts.</i> | Identify how language, structure and presentation contribute to meaning e.g. <i>that the word 'threatening' means that the storm is close and could be dangerous; the introduction leads you into the text; each paragraph tells you about a different character.</i> | Provide straightforward explanations for the purpose of the language, structure and presentation of texts e.g. <i>bullet points, tables; how a letter is set out; introductory paragraphs.</i> | Identify language, structural and presentational features in texts (e.g. <i>columns, bullet points, tables</i>) and explain how they contribute to meaning. |
| Author Intent | | | | | | Discuss and evaluate how authors use language, including figurative language (e.g. <i>simile, imagery</i>) and its effect on the reader. | Identify the effect of language, including figurative; explain and evaluate its effect e.g. <i>impact of a word or phrase on the reader; the suitability of a chosen simile; personification.</i> |

Home Reading Bands

| | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---|---|--------------------------------------|---------------------------------|-----------------|-----------------|----------|------------------|
|  | Lilac Pink A Pink B Red A Red B Yellow | Blue Green Orange Turquoise | Purple Gold White Lime | Copper Topaz | Ruby Emerald | Sapphire | Diamond Pearl |