	Reading - Word Reading		
	Phonics and Decoding	Common Exception Words	Fluency
YR	• Read individual letters by saying the sounds for them. • Blend sounds into words, so that they can read short words made up of letter-sound correspondences. • Read some letter groups that each represent one sound and say sounds for them. • Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. *ELGs (LIT):* • *Say a sound for each letter in the alphabet and at least 10 digraphs. 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.*	• Read a few common exception words matched to the school's phonic programme. *ELGs (LIT):* • *To read some common irregular words.*	• Blend sounds into words, so that they can read short words made up of letter-sound correspondences. • 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. *ELGs (LIT):* • *Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.*
Y1	• To apply phonic knowledge and skills as the route to decode words. • To blend sounds in unfamiliar words using the GPCs that they have been taught. • To respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes. • Read other words of more than one syllable that contain taught GPCs. • To read words containing taught GPCs. • To read words containing -s, -es, -ing, -ed and -est endings. • To read words with contractions	• To read Y1 common exception words.	• To read accurately texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words. • To reread texts to build up fluency and confidence in word reading.
Y2	• To continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. • To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. • To accurately read most words of two or more syllables. • To read most words containing common suffixes.	• To read most Y1 and Y2 common exception words.	• To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation. • To reread these books to build up fluency and confidence in word reading.
Y3	• To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words). • To apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- • To apply their growing knowledge of root words and suffixes/word endings, including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian, to begin to read aloud.	• To begin to read Y3/Y4 exception words.	• Begin to read aloud with expression and intonation. • Read independently using a range of strategies to decode unfamiliar words and to establish meaning, e.g. self-correcting, re-reading, pictures, context.
Y4	• To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill. • To apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.	• To read all Y3/Y4 exception words.	• Read aloud with intonation and expression.
Y5	• To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues. • To apply their growing knowledge of root words, prefixes and suffixes/word endings, including -sion, -tion, -cial, -tial, -ant/-ance/-ancy, -ent/-ence/-ency, -able/-ably and -ible/ibly, to read aloud fluently.	• To read most Y5/Y6 exception words.	• Read aloud with pace, fluency and expression, taking into account a wide range of presentational devices and punctuation.
Y6	• Apply knowledge of root words, prefixes and suffixes to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.	• To read all Y5/Y6 exception words.	• To read age-appropriate books with confidence and fluency (including whole novels). • Read aloud with pace, fluency and expression, taking punctuation, presentation and author's intent into account.

				Reading – Comprehension				
	Range of Reading	Familiarity with Texts	Word Meanings	Understanding	Inference	Prediction	Author Intent	Non Fiction
YR	• Engage in a wide range of poems, stories and non fiction.	• Listen to and talk about stories to build familiarity and understanding. (C&L) • Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. (C&L) • *Early Learning Goals: Retelling stories and narratives using their own words. (LIT)*	• Use new vocabulary in different contexts. (C&L) • Make use of recently introduced vocabulary • *Early Learning Goals: Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. (LIT)*	• Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. (LIT) • *Early Learning Goals: Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. (LIT)*		• *Early Learning Goals: Anticipate (where appropriate) key events in stories. (LIT)*		• Engage in non-fiction books. (C&L) Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. (C&L)
Y1	• Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.	• Recognise and join in with predictable phrases • become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.	• Discuss word meanings and link new meanings to words already known.	• Draw on what they already know or on background information and vocabulary provided by the teacher. • Be encouraged to link what they read or hear read to their own experiences. • Check that the text makes sense to them as they read and correct inaccurate reading. • Answer simple retrieval questions about a text and find evidence to support answers.	• Discuss the significance of the title and events. • Make inferences based on what is being said and done.	• Predict what might happen based on what has been read so far.		• Listen to and discuss a wide range of non-fiction at a level beyond that at which they can read independently.
Y2	• 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 and retell a wider range of stories, fairy stories and traditional tales • Recognise simple recurring literary language in stories and poetry.	• Discuss and clarify the meanings of words and link new meanings to known vocabulary. • Discuss their favourite words and phrases.	• Discuss the sequence of events in books and how items of information are related. • Draw on what they already know or on background information and vocabulary provided by the teacher. • Make links between a current book and those already read. • Check that the text makes sense to them as they read and correct inaccurate reading. • Answer simple retrieval questions about a text and find evidence to support answers	• Make inferences on the basis of what is being said and done. • Answer and ask questions.	• Predict what might happen based on what has been read so far.		• Be introduced to non-fiction books that are structured in different ways.
Y3	• Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. • Read books that are structured in different ways	• Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally. • Identify themes and conventions in a wide range of books.	• Use dictionaries to check the meaning of words that they have read.	• Check that the text makes sense to them, discuss their understanding and explain the meaning of words in context. • Answer retrieval questions about a text and find evidence to support answers. • Ask questions to improve their understanding of a text.	• Draw inferences such as inferring characters' feelings, thoughts and motives from their actions. • Justify inferences with evidence.	• Predict what might happen from details stated and implied.	• Discuss words and phrases that capture the reader's interest and imagination. • Identify how language, structure, and presentation contribute to meaning.	• Retrieve and record information from non-fiction texts.

	• and reading for a range of purposes.			• Identify main ideas drawn from more than one paragraph and summarise these. • Identify morals and messages in a story.				
Y4	• Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. • Read books that are structured in different ways and reading for a range of purposes.	• Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally. • Identify themes and conventions in a wide range of books.	• Use dictionaries to check the meaning of words that they have read.	• Check that the text makes sense to them, discuss their understanding and explain the meaning of words in context. • Answer retrieval questions about a text and find evidence to support answers. • Ask questions to improve their understanding of a text. • Identify main ideas drawn from more than one paragraph and summarise these. • Identify morals and messages in a story.	• Draw inferences such as inferring characters' feelings, thoughts and motives from their actions. • Justify inferences with evidence.	• Predict what might happen from details stated and implied.	• Discuss words and phrases that capture the reader's interest and imagination. • Identify how language, structure, and presentation contribute to meaning.	• Retrieve and record information from non-fiction texts.
Y5	• Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and • reference books or textbooks. • Read books that are structured in different ways and read for a range of purposes. • Make comparisons within and across books.	• 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. • Identify and discuss themes and conventions in and across a wide range of writing.	• Use dictionaries to check the meaning of words that they have read.	• Check that the book makes sense to them, discuss their understanding and explore the meaning of words in context. • Answer retrieval questions about a text and find evidence to support answers. • Ask questions to improve their understanding. • Summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas.	• Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence.	• Predict what might happen from details stated and implied.	• 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.	• Distinguish between statements of fact and opinion. • Retrieve, record and present information from non-fiction texts.
Y6	• Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. • Read books that are structured in different ways and read for a range of purposes. • Make comparisons within and across books.	• 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. • Identify and discuss themes and conventions in and across a wide range of writing.	• Use dictionaries to check the meaning of words that they have read.	• Check that the book makes sense to them, discuss their understanding and explore the meaning of words in context. • Answer retrieval questions about a text and find evidence to support answers. • Ask questions to improve their understanding. • Summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas.	• Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence.	• Predict what might happen from details stated and implied.	• 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.	• Distinguish between statements of fact and opinion. • Retrieve, record and present information from non-fiction texts.