

Year 6

Word Reading	Reading Comprehension
Read aloud and understand the meaning of new words that he/she meets linked to the expectations of year 6 spelling	Maintain positive attitudes to reading and understanding of what he/she reads by reading books that are structured in different ways and reading for a range of purposes
	Maintain positive attitudes to reading and understanding of what he/she reads by increasing his/her familiarity with a wide range of books, including from our literary heritage and books from other cultures and traditions
	Maintain positive attitudes to reading and understanding of what he/she reads by identifying and discussing themes and conventions in and across a wide range of writing
	Maintain positive attitudes to reading and understanding of what he/she reads by making comparisons within and across books
	Maintain positive attitudes to reading and understanding of what he/she reads by learning a wider range of poetry by heart
	Read age-appropriate books, including whole novels, with confidence and fluency
	Understand what he/she reads by summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas and using quotations for illustration
	Understand what he/she reads by identifying how language, structure and presentation contribute to meaning
	Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
	Participate in discussions about books that are read to him/her and those that can be read for himself/herself, building on his/her own and others' ideas and challenging views courteously and with clear reasoning
	Explain and discuss his/her understanding of what he/she has read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
	Provide reasoned justifications for his/her views

Year 5

Word Reading	Reading Comprehension
Read aloud and understand the meaning of new words that he/she meets linked to the expectations of year 5 spelling	Maintain positive attitudes to reading and understanding of what he/she reads by continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
	Maintain positive attitudes to reading and understanding of what he/she reads by 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
	Maintain positive attitudes to reading and understanding of what he/she reads by recommending books that he/she has read to his/her peers, giving reasons for their choices
	Maintain positive attitudes to reading and understanding of what he/she reads by identifying and discussing themes and conventions in writing
	Maintain positive attitudes to reading and understanding of what he/she reads by making comparisons within a book
	Maintain positive attitudes to reading and understanding of what he/she reads by 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
	Understand what he/she reads by checking that the book makes sense to him/her, discussing his/her understanding and exploring the meaning of words in context
	Understand what he/she reads by asking questions to improve his/her understanding of complex texts
	Understand what he/she reads by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
	Understand what he/she reads in increasingly complex texts by predicting what might happen from details stated and implied
	Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
	Distinguish between statements of fact and opinion
	Retrieve, record and present information from non-fiction
	Participate in discussions about books that are read to him/her and those that can be read for himself/herself, building on his/her own and others' ideas and challenging views courteously

Year 4

Word Reading	Reading Comprehension
Apply his/her growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words he/she meets, to include re-, sub-, inter-, super-, anti-, auto-, -ation, -ous; (English Appendix 1)	Maintain positive attitudes to reading and understanding of what he/she reads by listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
Read and decode further exception words accurately, noting the unusual correspondences between spelling and sound, and where these occur in the word (linked to spelling English Appendix 1)	Maintain positive attitudes to reading and understanding of what he/she reads by reading for a range of purposes
	Maintain positive attitudes to reading and understanding of what he/she reads by using dictionaries to check the meaning of words that he/she has read
	Maintain positive attitudes to reading and understanding of what he/she reads by reading a wide range of books, including fairy stories, myths and legends, and retell some of these orally
	Maintain positive attitudes to reading and understanding of what he/she reads by discussing words and phrases that capture the reader's interest and imagination
	Maintain positive attitudes to reading and understanding of what he/she reads by recognising some different forms of poetry e.g. free verse, narrative poetry
	Maintain positive attitudes to reading and understanding of what he/she reads by identifying themes and conventions in a wide range of books
	Understand what he/she reads independently by checking that the text makes sense to him/her, discussing his/her understanding and explaining the meaning of words in context
	Understand what he/she reads independently by asking questions to improve his/her understanding of text with increasing complexity
	Understand what he/she reads independently by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence clearly taken from the text
	Understand what he/she reads independently by predicting what might happen from details stated and implied
	Understand what he/she reads independently by identifying main ideas drawn from more than one paragraph and summarise these
	Understand what he/she reads independently by identifying how language, structure, and presentation contribute to meaning, to include: paragraphs, use of pronouns for cohesion, inverted commas for speech, apostrophes to mark possession, fronted adverbials
	Retrieve and record information from non-fiction over a wide range of subjects
Participate in clear reasoned discussion about books, poems and other material that are read to him/her and those he/she can read for himself/herself, taking turns and listening to what others say	

Year 3

Word Reading	Reading Comprehension
Apply his/her growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words he/she meets, to include: dis-, mis-, in-, il-, im-, ir-, -ly; (English Appendix 1)	Maintain positive attitudes to reading and understanding of what he/she reads by listening to and discussing a wide range of fiction, poetry, plays and non-fiction
Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word (linked to spelling English Appendix 1)	Maintain positive attitudes to reading and understanding of what he/she reads by reading books that are structured in different ways
	Maintain positive attitudes to reading and understanding of what he/she reads by increasing his/her familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally
	Maintain positive attitudes to reading and understanding of what he/she reads by identifying themes in books
	Maintain positive attitudes to reading and understanding of what he/she reads by reading aloud poems and perform play scripts
	Maintain positive attitudes to reading and understanding of what he/she reads by discussing words that capture the reader's interest and imagination
	Understand what he/she reads independently by checking that the text makes sense to him/her, discussing his/her understanding of words
	Understand what he/she reads independently by asking questions to improve his/her understanding of a text
	Understand what he/she reads independently by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
	Understand what he/she reads independently by predicting what might happen from details stated
	Understand what he/she reads independently by identifying main ideas drawn from within one paragraph and summarise these
	Understand what he/she reads independently by identifying how language, structure, and presentation contribute to meaning, to include: paragraphs, use of pronouns for cohesion, inverted commas for speech, apostrophes to mark possession, fronted adverbials
Retrieve and record information from non-fiction	
Participate in clear reasoned discussion about books, poems and other material that are read to him/her and those he/she can read for himself/herself, taking turns and listening to what others say	

Year 2

Word Reading	Reading Comprehension
Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent	Develop pleasure in reading, motivation to read, vocabulary and understanding by 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 he/she can read independently
	Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing the sequence of events in books and how items of information are related
Recognise alternative sounds for graphemes	Develop pleasure in reading, motivation to read, vocabulary and understanding by becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
Read accurately words of two or more syllables that contain graphemes taught so far	Develop pleasure in reading, motivation to read, vocabulary and understanding by recognising simple recurring literary language in stories and poetry
Read words containing common suffixes	Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing and clarifying the meanings of words, linking new meanings to known vocabulary
Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word	Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing his/her favourite words and phrases
Read words in age-appropriate books accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute	Develop pleasure in reading, motivation to read, vocabulary and understanding by continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
Read aloud books closely matched to his/her improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation	Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by drawing on what he/she already knows or on background information and vocabulary provided by the teacher
Re-read books, sounding out unfamiliar words accurately, to build up fluency and confidence in word reading	Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by checking that the text makes sense to him/her as he/she reads and corrects inaccurate reading
	Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by answering questions and making inferences on the basis of what is being said and done
	Make inferences on the basis of what is said and done in a book he/she is reading independently
	Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by answering and asking questions and making links
	Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by predicting what might happen on the basis of what has been read so far
	Participate in discussion about books, poems and other works that are read to him/her and those that he/she can read for himself/herself, taking turns and listening to what others say
	Explain and discuss his/her understanding of books, poems and other material, both those that he/she listens to and those that he/she reads for himself/herself
	Explain what has happened so far in what he/she has read

Year 1

Word Reading	Reading Comprehension
Apply phonic knowledge and skills as the route to decode words	Develop pleasure in reading, motivation to read, vocabulary and understanding by listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which he/she can read independently
Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes	Develop pleasure in reading, motivation to read, vocabulary and understanding by being encouraged to link what is read or heard read to his/her own experiences
Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught	Develop pleasure in reading, motivation to read, vocabulary and understanding by becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
Read many common exception words from (English appendix 1)	Develop pleasure in reading, motivation to read, vocabulary and understanding by joining in with predictable phrases
Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings	Develop pleasure in reading, motivation to read, vocabulary and understanding by learning to appreciate rhymes and poems, and to recite some by heart
Read other words of more than one syllable that contain taught GPCs	Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing word meanings, linking new meanings to those already known
Read words with contractions e.g. I'm, I'll, we'll, and understand that the apostrophe represents the omitted letter(s)	Understand both the books he/she can already read accurately and fluently and those he/she listens to by drawing on what is already known or on background information and vocabulary provided by the teacher
Read aloud many words containing taught GPCs quickly and accurately without overt sounding and blending	Understand both the books he/she can already read accurately and fluently and those he/she listens to by checking that the text makes sense as he/she reads and corrects inaccurate reading
Read aloud accurately books that are consistent with developing phonic knowledge and that do not require use of other strategies to work out words	Understand both the books he/she can already read accurately and fluently and those he/she listens to by discussing the significance of the title and events
Re-read phonically decodable books to build up fluency and confidence in word reading	Understand both the books he/she can already read accurately and fluently and those he/she listens to by making inferences on the basis of what is being said and done
	Understand both the books he/she can already read accurately and fluently and those he/she listens to by predicting what might happen on the basis of what has been read so far
	Participate in discussion about what is read to him/her, taking turns and listening to what others say
	Explain clearly his/her understanding of what is read to him/her