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| **Skills** | **Year R** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Decoding children should:** | Identify the taught GPCs (the sounds that the letters make)  including some digraphs. (LIT)    Blend the taught sounds to read  CVC, CVCC and CCVC words. (LIT)  Read some taught common exception/ high frequency and familiar words. (LIT)  Read sentences made up of words with taught sounds and common exception words. (LIT) | apply phonic knowledge to decode words    read aloud phonically-decodable texts    re-read books to build fluency and confidence    read simple sentences and understand the meaning including what a pronoun is (extra)    speedily read all 40+ letters /groups for 40+ phonemes including  alternative sounds for graphemes    read Year 1 common exception words noting unusual correspondences between spelling and sound (identifying where they appear)    read polysyllabic words containing taught GPCs    read common suffixes (–s, –es, –ing,  –ed, –er and –est)    read contractions and understand that the apostrophe represents the  omitted letter(s)    read accurately by blending taught  GPCs    develop some fluency and expression, pausing at full stops (extra) | apply phonic decoding until  automatic and reading is fluent    read common suffixes (-ed, -ing,-er,  -est, -y, -er, -ment, -ful, -ness, -less,  -ly    re-read books to build up fluency  and confidence in word reading    note punctuation to read with appropriate expression    read accurately by blending,  including alternative sounds for  graphemes    read Year 2 common exception words, noting unusual  correspondences    read aloud books matched to phonic knowledge by sounding out  unfamiliar words automatically    read polysyllabic words containing  above graphemes    read most words quickly & accurately without overt sounding and blending | 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    read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word | 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    read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word | 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 | 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 |
| **Range of reading children should:** | Read sentences made up of words with taught sounds and common  exception words. (LIT)    Listen to, talk about and respond to stories (rhymes and songs) with actions, relevant comments, questions; recalling key events and innovating. (C&L)    To use non-fiction books to develop new knowledge and vocabulary.  (C&L) | listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently | 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 | 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 | 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 | 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 | 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 |

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| **Familiarity with texts children should:** | 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. (LIT)  To begin to **interpret** stories, rhymes and poetry**;** making suggestions for actions and events (images and text). (LIT)  To talk about and respond with questions to non-fiction books; recalling some facts with increasing explanation and vocabulary in response to questions. (LIT) | 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 | 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 | 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 | 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 | 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 | 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 |
| **Poetry and performance children should:** | To listen and sing nursery rhymes and songs, recalling whole songs and rhymes singing some independently and performing in groups / **independently** for others.  (C&L) | learn to appreciate rhymes and poems, and to recite some by heart | continue to build up a repertoire of poems learnt by heart, appreciate these and recite some, with appropriate intonation to make the meaning clear | prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action    recognise some different forms of poetry | prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action    recognise some different forms of poetry | 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 | 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 |
| **Word meanings children should:** | Talk about elements of a topic using **newly introduced vocabulary** (C&L) | discuss word meanings and link new meanings to words already known | discuss and clarify the meanings of words and link new meanings to known vocabulary    discuss their favourite words and phrases | use dictionaries to check the meaning of words that they have read | use dictionaries to check the meaning of words that they have read | use dictionaries to check the meaning of words that they have read | use dictionaries to check the meaning of words that they have read |
| **Understanding children should:** | Understand how to listen carefully.  (C&L)    Respond to stories (rhymes and songs) with actions, relevant comments, questions; recalling key events. (LIT)    Talk about elements of a topic using newly introduced vocabulary and extending sentences using a range of conjunctions to offer extra  explanation and detail. (LIT) | 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 (Extra) | 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 | check that the text makes sense to them, discuss their understanding and explain the meaning of words in context    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 | check that the text makes sense to them, discuss their understanding and explain the meaning of words in context    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 | check that the book makes sense to them, discuss their understanding and explore the meaning of words in context    ask questions to improve their understanding    summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas | check that the book makes sense to them, discuss their understanding and explore the meaning of words in context    ask questions to improve their understanding    summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas |
| **Inference children should:** | To begin to **interpret** stories, rhymes and poetry**;** making suggestions for actions and events  (images and text).(LIT) | discuss the significance of the title  and events    make 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 |
| **Prediction children should:** | To 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. | 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 | predict what might happen from details stated and implied | predict what might happen from details stated and implied | predict what might happen from details stated and implied |
| **Authorial intent children should:** |  |  |  | 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 consider the impact on the reader | 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 |
| **Non-fiction children should:** | Talk about and respond with questions to non-fiction books; recalling some facts with **increasing explanation** and vocabulary in response to questions.  Know and explain some differences between fiction and non-fiction books. | listen to and discuss a wide range of non-fiction at a level beyond that at which they can read independently | be introduced to non-fiction books that are structured in different ways | retrieve and record information from non-fiction texts | retrieve and record information from non-fiction texts | distinguish between statements of  fact and opinion    retrieve, record and present information from non-fiction texts | distinguish between statements of fact and opinion    retrieve, record and present information from non-fiction texts |
| **Discussing reading children should:** | Talk about and respond to stories (rhymes and songs) with actions, relevant comments, questions.  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.  Begin to **interpret** stories, rhymes and poetry**;** making suggestions for actions and events.  Talk about and respond with questions to non-fiction books; recalling some facts with **increasing explanation** and vocabulary in response to questions. | participate in discussion about what is read to them by taking turns and listening to what others say    explain clearly their understanding of what is read to them | participate in discussion about books, poems & other works that are read to them & those that they can read for themselves by taking turns and listening to what others say    explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves | 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 | 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 | recommend books that they have read to their peers and 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    provide reasoned justifications for their views | recommend books that they have read to their peers and 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    provide reasoned justifications for their views |