



Concept	EYFS			KS1		KS2			
	Pre Nursery	Nursery	Reception	Y1	Y2	Y3	Y4	Y5	Y6
<b>Reading – Word Reading</b>									
<b>Phonics and Decoding</b>	I notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.	I can: spot and suggest rhymes. count or clap syllables in words. recognise words with the same initial sound.	I read individual letters by saying the sounds for them. I blend sounds into words, so that I can read short words made up of letter-sound correspondences. I read some letter groups that each represent one sound and say sounds for them. I read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.	I can read unfamiliar words using my knowledge of GPCs already taught. I can read words containing taught GPCs. I can read words containing -s, -es, -ing, -ed and -est endings. I can read words with contractions, e.g. I'm, I'll and we'll.	I continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. I can read unfamiliar words using my knowledge of alternative graphemes for phonemes. I accurately read most words of two or more syllables. I can read most words containing common suffixes.	I use my phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words). I apply my growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- when reading. I apply my growing knowledge of root words and suffixes/word endings, including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian, when reading.	I read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill. I apply my knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.	I read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising the meaning through contextual cues. I apply my 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.	I read fluently with full knowledge of all Y5/ Y6 exception words, root words, prefixes, suffixes/word endings* and to decode any unfamiliar words with increasing speed and skill, recognising the meaning through contextual cues.
<b>Common Exception Words</b>			I can read a few common exception words matched to our Little Wandle phonics programme.	I can read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words.	I can read most Y1 and Y2 common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.	I read Y3/Y4 exception words	I read all Y3/Y4 exception words, discussing the unusual correspondences between spelling and these occur in the word.	I read most Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.	
<b>Fluency</b>	I enjoy sharing books with an adult. I repeat words and phrases from familiar stories.	I understand the five key concepts about print: print has meaning. the names of different parts of a book. print can have different purposes. page sequencing. we read English text from left to right and from top to bottom.	I blend sounds into words, so that they can read short words made up of letter-sound correspondences. I read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.	I read aloud books (closely matched to my improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation. I reread books to build up fluency and confidence in word reading. I read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts.	At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary				
<b>Reading - Comprehension</b>									
<b>Understanding and Correcting Inaccuracies</b>	I pay attention and respond to the pictures or the words.	I enjoy listening to longer stories and can remember much of what happens. I understand 'why' questions.	Listen to and talk about stories to build familiarity and understanding. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	I check that a text makes sense as I read and to self-correct.	I show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher. I check that a text makes sense as I read and to self-correct.				



<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Comparing, contrasting and commenting.</b></p>	<p>I have favourite books and seek them out, to share with an adult, with another child, or to look at alone.</p> <p>I ask questions about the book.</p> <p>I make comments and shares their own ideas</p>	<p>I am able to express a point of view and whether I agree or disagree with an adult or friend, using words or actions.</p>	<p>I compare and contrast characters from stories including figures from the past.</p> <p>I retell the story, once I have developed a deep familiarity with the text; some as exact repetition and some in my own words.</p> <p>I listen attentively and respond to what I hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p>	<p>I listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond what I can read independently.</p> <p>I link what I have read or have listened to, to my own experiences.</p> <p>I retell familiar stories in increasing detail.</p> <p>I join in with discussions about a text, taking turns and listening to what others say.</p> <p>I discuss the significance of titles and events.</p>	<p>I participate in discussions about books, poems and other works that are read to me</p> <p>I participate in discussions about fiction, non fiction and poems that I read myself explaining my understanding and expressing my views.</p> <p>I confidently retell a wide range of stories, fairy stories and traditional tales.</p> <p>I discuss the sequence of events in books and how items of information are related.</p> <p>I recognise simple recurring literary language in stories and poetry.</p> <p>I ask and answer questions about a text.</p> <p>I make links between the texts I am reading and other texts I have read independently.</p>	<p>I listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>To use appropriate terminology when discussing texts (plot, character, setting).</p> <p>I read for a range of purposes</p> <p>I identify how language, structure and presentation contribute to meaning.</p>	<p>I discuss and compare texts from a wide variety of genres and writers.</p> <p>I identify themes and conventions in a wide range of books.</p> <p>I refer to authorial style, overall themes (e.g. triumph of good over evil) and features (e.g. greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings).</p> <p>I identify main ideas drawn from more than one paragraph and summarise these.</p>	<p>I read a wide range of genres, identifying the characteristics of text types (such as the use of the first person in writing diaries and autobiographies) and differences between text types.</p> <p>I participate in discussions about books that are read to me and those I read for myself, building on my own and others' ideas and challenging views courteously.</p> <p>I recommend texts to peers based on personal choice.</p> <p>draw out key information and summarise the main ideas in a text.</p> <p>I distinguish independently between statements of fact and opinion, providing reasoned justifications for my views.</p>	<p>I read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions.</p> <p>I recognise more complex themes in what I have read (such as loss or heroism).</p> <p>I explain and discuss my understanding of what I have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.</p> <p>I listen to guidance and feedback on the quality of my explanations and contributions to discussions and to make improvements when participating in discussions.</p> <p>I compare characters, settings and themes within a text and across more than one text.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Words in Context and Authorial Choice</b></p>	<p>I use a wider range of vocabulary.</p> <p>I engage in extended conversations about stories, learning new vocabulary.</p>	<p>I use a wider range of vocabulary.</p> <p>I engage in extended conversations about stories, learning new vocabulary.</p>	<p>I learn new vocabulary and use it throughout the day in different contexts.</p> <p>I listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>I use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p>	<p>I discuss word meaning and link new meanings to those I already know.</p>	<p>I discuss and clarify the meanings of words, linking new meanings to known vocabulary.</p> <p>I discuss my favourite words and phrases.</p>	<p>I check that the text makes sense to me, discussing my understanding and explaining the meaning of words in context.</p> <p>I discuss authors' choice of words and phrases for effect.</p>	<p>I discuss vocabulary used to capture readers' interest and imagination.</p>	<p>I discuss vocabulary used by the author to create effect including figurative language.</p> <p>I evaluate the use of authors' language and explain how it has created an impact on the reader.</p>	<p>I analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology such as metaphor, simile, analogy, imagery, style and effect.</p>



<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Inference and Prediction</b></p>		<p>I understand and respond to 'why' questions: "Why do you think the caterpillar got so fat?"</p>	<p>I offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poem where appropriate.</p> <p>I anticipate key events in stories (where appropriate).</p>	<p>I can make inferences on the basis of what is being said and done</p> <p>I predict what might happen on the basis of what has been read so far</p>	<p>I make inferences on the basis of what I have read is being said and done.</p> <p>I predict what might happen on the basis of what have read so far.</p>	<p>I ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives.</p> <p>I justify predictions using evidence from the text.</p>	<p>I draw inferences from characters' feelings, thoughts and motives that justifies my actions, supporting my views with evidence from the text.</p> <p>I justify predictions from details stated and implied.</p>	<p>I draw inferences from characters' feelings, thoughts and motives.</p> <p>I make predictions based on details stated and implied, justifying them in detail with evidence from the text.</p>	<p>I consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters).</p> <p>I discuss how characters change and develop through texts by drawing inferences based on indirect clues.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Poetry and Performance</b></p>	<p>I enjoy songs and rhymes, tuning in and paying attention.</p> <p>I join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.</p> <p>I say some of the words in songs and rhymes.</p> <p>I copy finger movements and other gestures.</p> <p>I sing songs and say rhymes independently, for example, singing whilst playing.</p> <p>I develop play around favourite stories using props.</p>	<p>I remember and sing a large repertoire of songs (including entire songs)</p> <p>I know many rhymes, am able to talk about familiar books, and am able to tell a story.</p> <p>I take part in simple pretend play, using an object to represent something else even though they are not similar.</p> <p>I begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.</p>	<p>I engage in story times.</p> <p>I learn rhymes, poems and songs.</p> <p>I develop storylines in my pretend play.</p> <p>I show understanding of what has been read to me by retelling stories and narratives in my own words and recently introduced vocabulary.</p> <p>I use props and materials when role playing characters in narratives and stories</p> <p>I invent adapt and recount narratives and stories with my friends and my teachers.</p> <p>I perform songs, rhymes, poems and stories with others.</p>	<p>I can recite simple poems by heart.</p> <p>I recognise and join in with predictable phrases</p>	<p>I can recite poems with appropriate intonation to make the meaning clear.</p>	<p>I prepare and perform poems and play scripts showing awareness of the audience when reading aloud.</p>	<p>I recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry).</p> <p>I prepare and perform poems and play scripts with appropriate techniques (intonation, tone, volume and action) to show awareness of the audience when reading aloud.</p>	<p>I continually show an awareness of audience when reading out loud using intonation, tone, volume and action.</p>	<p>I confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Non Fiction</b></p>		<p>I engage in non-fiction books.</p> <p>I listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>	<p>I use recently introduced vocabulary from non-fiction tests during discussion and role play</p>	<p>I can identify non fiction books</p>	<p>I recognise that non-fiction books are often structured in different ways.</p>	<p>I retrieve and record information from non-fiction texts.</p>	<p>I use all of the organisational devices available within a non-fiction text to retrieve, record and discuss information.</p> <p>I use dictionaries to check the meaning of words that I have read.</p>	<p>I use my knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts.</p>	<p>I retrieve record and present information from non-fiction texts.</p> <p>I use non-fiction materials for purposeful information retrieval (e.g. in reading history, geography and science textbooks) and in contexts where I am genuinely motivated to find out information (e.g. reading information leaflets before a gallery or museum visit or reading a theatre programme or review).</p>



Rainbow Forge Primary Academy  
A L.E.A.D. Academy