| Concept | EYFS | | | KS1 | | KS2 | | | |
|---|---|---|---|---|---|---|---|---|---|
| | Pre Nursery | Nursery | Reception | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 |

**Reading – Word Reading**

| Concept | Pre Nursery | Nursery | Reception | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 |
|---|---|---|---|---|---|---|---|---|---|
| **Phonics and Decoding** | 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 speedily, giving the correct sound to graphemes for all of the 40+ phonemes. 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. |
| **Common Exception Words** | | | 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. | |
| **Fluency** | 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 | | | | |

**Reading - Comprehension**

| Concept | Pre Nursery | Nursery | Reception | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 |
|---|---|---|---|---|---|---|---|---|---|
| **Understanding and Correcting Inaccuracies** | 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. | | | | |

## Comparing, contrasting and commenting.

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| = have favourite books and seek them out, to share with an adult, with another child, or to look at alone.<br><br>I ask questions about the book.<br><br>I make comments and shares their own ideas | I am able to express a point of view and whether I agree or disagree with an adult or friend, using words or actions. | I compare and contrast characters from stories including figures from the past.<br><br>I retell the story, once I have developed a deep familiarity with the text; some as exact repetition and some in my own words.<br><br>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. | I listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond what I can read independently.<br><br>I link what I have read or have listened to, to my own experiences.<br><br>I retell familiar stories in increasing detail.<br><br>I join in with discussions about a text, taking turns and listening to what others say.<br><br>I discuss the significance of titles and events. | I participate in discussions about books, poems and other works that are read to me.<br><br>I participate in discussions about fiction, non fiction and poems that I read myself explaining my understanding and expressing my views.<br><br>I confidently retell a wide range of stories, fairy stories and traditional tales.<br><br>I discuss the sequence of events in books and how items of information are related.<br><br>I recognise simple recurring literary language in stories and poetry.<br><br>I ask and answer questions about a text.<br><br>I make links between the texts I am reading and other texts I have read independently. | I listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.<br><br>To use appropriate terminology when discussing texts (plot, character, setting).<br><br>I read for a range of purposes<br><br>I identify how language, structure and presentation contribute to meaning. | I discuss and compare texts from a wide variety of genres and writers.<br><br>I identify themes and conventions in a wide range of books.<br><br>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).<br><br>I identify main ideas drawn from more than one paragraph and summarise these. | 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.<br><br>I participate in discussions about books that are read to me and those I read for themselves, building on my own and others' ideas and challenging views courteously.<br><br>I recommend texts to peers based on personal choice.<br><br>I draw out key information and summarise the main ideas in a text.<br><br>I distinguish independently between statements of fact and opinion, providing reasoned justifications for my views. | 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.<br><br>I recognise more complex themes in what I have read (such as loss or heroism).<br><br>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.<br><br>I listen to guidance and feedback on the quality of my explanations and contributions to discussions and to make improvements when participating in discussions.<br><br>I compare characters, settings and themes within a text and across more than one text. |

## Words in Context and Authorial Choice

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | I use a wider range of vocabulary.<br><br>I engage in extended conversations about stories, learning new vocabulary. | I learn new vocabulary and use it throughout the day in different contexts.<br><br>I listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.<br><br>I use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. | I discuss word meaning and link new meanings to those I already known. | I discuss and clarify the meanings of words, linking new meanings to known vocabulary.<br><br>I discuss my favourite words and phrases. | I check that the text makes sense to me, discussing my understanding and explaining the meaning of words in context.<br><br>I discuss authors' choice of words and phrases for effect. | I discuss vocabulary used to capture readers' interest and imagination. | I discuss vocabulary used by the author to create effect including figurative language.<br><br>I evaluate the use of authors' language and explain how it has created an impact on the reader. | 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. |

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