

## Year 1 Reading

By the end of the year, children are expected to:

### Word Reading

- Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes that have been taught
- Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- Read common exception words that have been taught, noting unusual correspondences between spelling and sound and where these occur in the word
- Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
- Re-read books to build up their fluency and confidence in word reading
- Read other words of more than one syllable that contain taught GPCs
- Read words containing taught GPCs and **-s**, **-es**, **-ing**, **-ed**, **-er** and **-est** endings
- Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)

### Comprehension

- Understand both the books they can already read accurately and fluently, and those they listen to
- Develop understanding ... by drawing on what they already know or on background information and vocabulary provided by the teacher
- Can seek out books around a simple theme or topic
- Discuss word meanings, linking new meanings to those already known
- Check that the text makes sense to them as they read and correcting inaccurate reading
- Recall the main points of a narrative in the correct sequence
- Participate in discussion about what is read to them, taking turns and listening to what others say
- Find key points in a story or some key facts from an information text
- Develop pleasure in reading, motivation to read, vocabulary and understanding by being encouraged to link what they read or hear read to their own experiences
- Ask questions and express opinions about main events and characters in stories
- Explain clearly their understanding of what is read to them
- Talk about significant features of layout, e.g., enlarged text, bold, italic, etc.

## Inference

- Predict what might happen on the basis of what has been read so far
- Make inferences on the basis of what is being said and done

## Language for Effect

- Recognise and join in with predictable phrases
- Identify how repetitive patterns, words and phrases aid their enjoyment of the text
- Read aloud their own writing clearly enough to be heard by their peers and the teacher (from writing national curriculum)

## Themes and Conventions

- Become very familiar with key stories, fairy stories and traditional tales
- Begin to appreciate rhymes and poems, and to recite some by heart
- Discuss the significance of the title and events
- Understand and use terms such as story, fairy story, rhyme, poem, cover, title, and author
- Become very familiar with key stories, fairy stories and traditional tales, retelling them
- Understand the difference between fiction and non-fiction
- Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics

## Year 2 Reading

### Word Reading

- Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
- Read accurately words of two or more syllables that contain the graphemes taught so far
- Read words containing common suffixes
- Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
- Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- Re-read books to build up their fluency and confidence in word reading
- Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered

### Comprehension

- Understand both the books they can already read accurately and fluently, and those they listen to
- Draw on what they already know or on background information and vocabulary, provided by the teacher
- Discuss and clarify the meanings of words, linking new meanings to known vocabulary
- Check that the text makes sense to them as they read and correct inaccurate reading
- Use the context/ grammar of the sentence to decipher new or unfamiliar words
- Identify and discuss the main events or key points in a text
- Retell a story clearly and with appropriate detail
- Discuss the sequence of events in books and how items of information are related
- Identify or provide own synonyms for specific words within the text
- Answer questions
- Ask questions
- Extract information from the text and discuss orally with reference to the text
- Understand how to use alphabetically ordered texts to retrieve information
- Participate in discussions about books, poems and other works that are read to them and those that they can read for themselves, 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

### Inference

- Predict what might happen on the basis of what has been read so far and their own experience

- Make inferences on the basis of what is being said and done
- Make simple inferences about characters' thoughts and feelings and reasons for actions

### Language for Effect

- Recognise simple recurring literary language in stories and poetry
- Read aloud what they have written with appropriate intonation to make the meaning clear  
(Year 2 writing National Curriculum)
- Discuss favourite words and phrases
- Identify how vocabulary choice affects meaning

### Themes and Conventions

- 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
- Read non-fiction books that are structured in different ways
- Make comparisons between books, noting similarities, differences and preferences between e.g. layout, features and setting

## Year 3 Reading

By the end of the year children are expected to:

### Word Reading

- Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) 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

### Comprehension

- Ask questions to improve their understanding of a text
- Use dictionaries to check the meaning of words that they have read
- Use a range of known strategies appropriately to establish meaning in books that can be read independently
- Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
- Show understanding of the main points drawn from one paragraph
- Show understanding of the main points drawn from more than one paragraph
- Uses text features to locate information e.g. contents, indices, subheadings
- Locate and retrieve information using skimming, scanning and text marking
- Begin to recognise fact and opinion
- Retrieve and record information from non-fiction
- Extract information and make notes
- Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books and textbooks
- Discuss words and phrases that capture the reader's interest and imagination
- Begin to use vocabulary from the text to support responses and explanations
- Use specific vocabulary and ideas expressed in the text to support own views

### Inference

- Predict what might happen from details stated and implied
- Draw plausible inferences, often supported through reference to the text
- Draw inferences such as inferring feelings, thoughts and motives of main characters from their actions
- Justify inferences with evidence

### Language for Effect

- Identify how language, structure and presentation contribute to meaning
- Discuss the effect of specific language on the reader
- Identify specific techniques, e.g. simile, alliteration and repetition and say why they interest them
- Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear

### Themes and Conventions

- Read books that are structured in different ways and show some awareness of the various purposes for reading
- Identify themes and conventions in a wide range of books  
e.g. recognising simple links to known texts or personal experience; recognising conventions such as the triumph of good over evil and magical devices in fairy stories/ folk tales
- Identify and name presentational devices in non-fiction
- Demonstrate familiarity with a wide range of books, including fairy stories, myths and legends and retell some of these orally
- Can explore and discuss underlying themes and ideas

## Year 4 Reading

By the end of the year children are expected to:

### Word reading

- Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) 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

### Comprehension

- Ask questions to improve their understanding of a text
- Use dictionaries to check the meaning of words that they have read
- Discuss understanding as it develops and explain the meaning of words in context
- Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
- Identify main ideas drawn from more than one paragraph and summarising these
- Summarise the main details from more than one paragraph in a few sentences, using vocabulary from the text
- Retrieve and record information from non-fiction
- Recognise and distinguish between fact and opinion
- Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- Discuss words and phrases that capture the reader's interest and imagination
- Use specific vocabulary, and ideas expressed in the text, to support own responses

### Inference

- Predict what might happen from details stated and implied
- Draw sound inferences, supported through reference to the text
- Draw inferences such as inferring characters' feelings, thoughts and motives of main characters from their actions, and justifying inferences with evidence
- Infer underlying themes and ideas

### Language for Effect

- Identify how language, structure, and presentation contribute to meaning
- Identify specific techniques, e.g. simile, metaphor, repetition and exaggeration; explaining the effect on them as a reader
- Show understanding through intonation, tone, volume and action when performing poems and playscripts

- Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear

### Themes and Conventions

- Identify themes and conventions in a wide range of books  
e.g. make RELEVANT links to known texts and personal experience, recognise themes such as bullying, recognise conventions such as the 'power of 3' (3 wishes, 3 characters)
- Identify how a range of presentational devices guide the reader in non-fiction
- Identify features that characterise books set in different cultures or historical settings
- Recognise some different forms of poetry [for example, free verse, narrative poetry]
- Make links between texts and to the wider world

## Year 5 Reading

By the end of the year children are expected to:

### Word Reading

- 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

### Comprehension

- Ask questions to improve their understanding of a text
  - Explain and discuss their understanding of what they have read, through formal presentations and debates, maintaining a focus on the topic
  - Check the book makes sense to them by discussing their understanding and exploring the meaning of words in context
  - Distinguish between statements of fact and opinion and understand why this is important to interpreting the text
  - Identify main ideas drawn from more than one paragraph identifying the key details that support the main ideas
  - Retrieve, record and present information from non-fiction
  - Skim and scan efficiently for vocabulary, key ideas and facts on both the printed page and screen
  - Extract information and make notes using quotations and reference to the text
  - Recommend books that they have read, giving reasons for their choices
  - Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
  - Provide reasoned justifications for their views
  - Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
  - Identify and explain the author's point of view with reference to the text
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- Make comparisons within and across books

### Inference

- Predict what might happen from details stated and implied
- Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- Make links between the authors' use of language and the inferences drawn

### Language for Effect

- Identify how language, structure and presentation contribute to meaning
- Show understanding through intonation, tone and volume so that meaning is clear to an audience
- Discuss and evaluate the intended impact of the language used with reference to the text
- Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear

### Themes and Conventions

- Identify and discuss themes and conventions in a wide range of writing e.g. 'heroism' or 'loss'
- Read books that are structured in different ways and read for a range of purposes
- Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- Identify how presentational and organisational choices vary according to the form and purpose of the writing
- Make simple links between texts, their audience, purpose, time and culture, drawing on a good knowledge of authors

## Year 6 Reading

By the end of the year children are expected to:

### Word Reading

- 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

### Comprehension

- Check the book makes sense to them by discussing their understanding and exploring the meaning of words in context
- Ask questions to improve their understanding of a text
- Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
  - Distinguish between statements of fact and opinion and recognise them in the language used by authors to influence readers
- Summarise main ideas drawn from more than one paragraph identifying the key details that support the main ideas
- Produce a succinct summary, paraphrasing the main ideas from across the text or a range of sources
- Retrieve, record and present information from non-fiction
- Skim and scan efficiently to extract information and make well organised notes of the main ideas using quotation and reference to the text using own words
- Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
- Make comparisons within and across books
- Provide reasoned justifications for their views
- Evaluate how successfully the organisation of a text supports the writer's purpose
- Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary

### Inference

- Predict what might happen from details stated and implied
- Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- Refer to the text to support predictions and opinions (expanding responses to provide Evidence + Explanation)
- Begin to see how inferences draw on the connotations of words, their use in context and that they can be cumulative

### Language for Effect

- Identify how language, structure, and presentation contribute to meaning
- Show understanding through intonation, tone and volume so that meaning is clear to an audience
- Evaluate how authors use language, including figurative language, considering the impact on the reader
- Compare and discuss accounts of the same event through different character viewpoints
- Explore a similar theme or topic written in a different genre
- Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear

### Themes and Conventions

- Identify and discuss themes and conventions in a wide range of writing e.g. isolation or flashback
- Read books that are structured in different ways and read for a range of purposes
- Identify and comment on genre-specific language features used e.g. shades of meaning between similar words
- Make comparisons within and across books
- Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- Recognise texts that contain features from more than one genre, or demonstrate shifts in formality
- Explain and justify how texts relate to audience, purpose, time and culture, and refer to specific aspects of a text that exemplify this