



Year 1 – Word Reading

Pupils should be taught to:

apply phonic knowledge and skills as the route to decode words

respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes

read accurately by blending sounds in unfamiliar words containing GPCs that have been taught

read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word

read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings

read other words of more than one syllable that contain taught GPCs

read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)

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 these books to build up their fluency and confidence in word reading.

Year 2 – Word Reading

Pupils should be taught to:

continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent

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 same graphemes as above

read words containing common suffixes

read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word

read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered

read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation

re-read these books to build up their fluency and confidence in word reading.

Year 2 – Comprehension

Pupils should be taught to:

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 they can read independently

discussing the sequence of events in books and how items of information are related

becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales

being introduced to non-fiction books that are structured in different ways

recognising simple recurring literary language in stories and poetry

discussing and clarifying the meanings of words, linking new meanings to known vocabulary

discussing their favourite words and phrases

continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear

understand both the books that they can already read accurately and fluently and those that they listen to by:

drawing on what they already know or on background information and vocabulary provided by the teacher

checking that the text makes sense to them as they read and correcting inaccurate reading

making inferences on the basis of what is being said and done

answering and asking questions

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 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.

Year 3 / 4 - Word reading

Pupils should be taught to:

apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, 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

Year 3 / 4 - Comprehension

Pupils should be taught to:

develop positive attitudes to reading and understanding of what they read by:
 listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
 reading books that are structured in different ways and reading for a range of purposes
 using dictionaries to check the meaning of words that they have read
 increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
 identifying themes and conventions in a wide range of books
 preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
 discussing words and phrases that capture the reader's interest and imagination
 recognising some different forms of poetry [for example, free verse, narrative poetry]
 understand what they read, in books they can read independently, by:
 checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
 asking questions to improve their understanding of a text
 drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
 predicting what might happen from details stated and implied
 identifying main ideas drawn from more than one paragraph and summarising these
 identifying how language, structure, and presentation contribute to meaning
 retrieve and record information from non-fiction
 participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say

Year 5 / 6 - Word reading

Pupils should be taught to:

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

Year 5 / 6 - Comprehension

Pupils should be taught to:

maintain positive attitudes to reading and understanding of what they read by:
 continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
 reading books that are structured in different ways and reading for a range of purposes
 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
 recommending books that they have read to their peers, giving reasons for their choices

identifying and discussing themes and conventions in and across a wide range of writing
making comparisons within and across books
learning 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
understand what they read by:
checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
asking questions to improve their understanding
drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
predicting what might happen from details stated and implied
summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
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
distinguish between statements of fact and opinion
retrieve, record and present information from non-fiction
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
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
provide reasoned justifications for their views.