



YEAR 1 READING

WORD READING	COMPREHENSION
<ul style="list-style-type: none">• apply phonic knowledge to decode words• speedily give correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including alternative sounds for graphemes• read unfamiliar words accurately by blending / using GPCs that have been taught• read common exception words• note unusual correspondences between spelling and sound• read words containing –s, –es endings• read words containing –ing, –ed endings• read words containing –er, –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]• understand that the apostrophe represents the omitted letter(s) in contractions• read aloud accurately books that are consistent with their developing phonic knowledge• re-read books to build fluency and confidence	<ul style="list-style-type: none">• listen to and discuss a wide range of poems, stories and non-fiction (at a level beyond that they can read independently)• link what they read (or hear read) to their own experiences• retell key stories, fairy stories and traditional tales• consider the particular characteristics of key stories, fairy stories and traditional tales• recognise and join in with predictable phrases• recite some rhymes and poems by heart• discuss word meanings, linking new meanings to those already known• draw on what they already know (or on background information provided by the teacher) to understand books they can read/listen to• check that the text makes sense as they read and self-correct inaccurate reading• discuss the significance of the title and events• make inferences on the basis of what is being said and done• predict what might happen based on what has been read so far• participate in discussion about what is read, taking turns and listening to what others say• clearly explain their understanding of what is read to them



YEAR 2 READING

WORD READING	COMPREHENSION
<ul style="list-style-type: none">• apply phonic knowledge and skills as the route to decode words until...• automatic decoding is embedded and reading is fluent• read accurately words that contain the graphemes taught so far• recognise alternative sounds for graphemes• read words of two or more syllables that contain graphemes taught• read words containing common suffixes• read common exception words (beyond Y1), 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 frequently encountered)• read aloud books matched to their phonic knowledge - sound out unfamiliar words accurately, automatically and without hesitation• re-read these books to build fluency and confidence	<ul style="list-style-type: none">• 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• discuss the sequence of events in books and how items of information are related• become increasingly familiar with and be able to retell a wider range of stories, fairy stories and traditional tales• be familiar with non-fiction books that are structured in different ways• recognise simple recurring literary language in stories and poetry• discuss and clarifying the meanings of words, linking new meanings to known vocabulary• discuss their favourite words and phrases• build up a repertoire of poems learnt by heart with appropriate intonation to make the meaning clear• draw on what they already know or on background information/vocabulary provided by the teacher to understand books they can read/listen to• check that the text makes sense to them as they read and correct inaccurate reading• make inferences on the basis of what is being said and done• answer and ask questions



LOWER KS2 (Y3 & Y4) READING

WORD READING (no longer tracked in % calculation)

Apply their growing knowledge of root words, prefixes and suffixes (as listed in [English Appendix 1](#)) to read aloud and 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

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| <ul style="list-style-type: none">• listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books• read books that are structured in different ways• read for a range of purposes• use dictionaries to check the meaning of words that they have read• increase their familiarity with a wide range of books, including fairy stories, myths and legends• orally retell a wide range of books (including fairy stories, myths and legends)• identify themes and conventions in a wide range of books• prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action• prepare play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action• discuss words and phrases that capture the reader's interest and imagination | <ul style="list-style-type: none">• recognise some different forms of poetry [for example: free verse, narrative poetry]• check that text makes sense to them and discuss their understanding• explain the meaning of words in context• ask questions to improve their understanding of a text• draw inferences such as characters' feelings, thoughts and motives from their actions• justify their inferences with evidence• predict what might happen from details stated and implied• identify main ideas drawn from more than one paragraph• summarise main ideas drawn from more than one paragraph• identify how language, structure and presentation contribute to meaning• retrieve and record information from non-fiction• participate in discussion about books, taking turns and listening to what others say |
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UPPER KS2 (Y5 & Y6)

READING

COMPREHENSION

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| <ul style="list-style-type: none">• maintain positive attitudes to reading• 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• read for a range of purposes• 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• recommend books that they have read to their peers, giving reasons for their choices• identify and discuss themes and conventions across a wide range of writing• make comparisons within and across books• learn a wider range of poetry by heart• prepare poems and plays to read aloud and perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience• check that the book makes sense to them, discuss their understanding and explore the meaning of words in context | <ul style="list-style-type: none">• ask questions to improve their understanding• draw inferences such as characters' feelings, thoughts and motives from their actions, and justify inferences with evidence• predict what might happen from details stated and implied• summarise the main ideas drawn from more than one paragraph, identify key details that support the main ideas• identify 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, 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 |
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