

Reading			
EYFS	Year 1	Year 2	Year 3 (KS2)
Word reading			

<ul style="list-style-type: none"> <li>-Say a sound for each letter in the alphabet and at least 10 digraphs;</li> <li>-Read words consistent with their phonic knowledge by sound-blending;</li> <li>- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul>	<ul style="list-style-type: none"> <li>-apply phonic knowledge and skills as the route to decode words</li> <li>-respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for grapheme.</li> <li>- read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</li> <li>- read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> <li>- read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings</li> <li>- read other words of more than one syllable that contain taught GPCs</li> <li>- read words with contractions [for example, I’m, I’ll, we’ll], and understand that the apostrophe represents the omitted letter(s)</li> <li>- 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</li> <li>- re-read these books to build up their fluency and confidence in word reading.</li> </ul>	<ul style="list-style-type: none"> <li>-continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</li> <li>- read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</li> <li>- read accurately words of two or more syllables that contain the same graphemes as above</li> <li>- read words containing common suffixes</li> <li>- read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> <li>- read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</li> <li>- read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</li> <li>- re-read these books to build up their fluency and confidence in word reading.</li> </ul>	<ul style="list-style-type: none"> <li>-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</li> <li>- read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</li> </ul>
<p align="center"><b>KNOWLEDGE</b></p>			

<ul style="list-style-type: none"> <li>• Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> <li>• Develop their phonological awareness, so that they can:</li> <li>• spot and suggest rhymes</li> <li>• count or clap syllables in words</li> <li>• recognise words with the same initial sound, such as money and mother</li> </ul>	<ul style="list-style-type: none"> <li>• Apply phonic knowledge as the route to decode words</li> <li>• To read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</li> <li>• To read most Y1 and Y2 common exception words*, noting unusual correspondences between spelling and sound and where these occur in the word.</li> </ul>	<ul style="list-style-type: none"> <li>• To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words).</li> <li>• To apply their growing knowledge of root words and suffixes/word endings, including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian, to begin to read aloud.*</li> </ul>
SKILLS			
<ul style="list-style-type: none"> <li>• Read individual letters by saying the sounds for them.</li> <li>• Blend sounds into words, so that they can read short words made up of letter-sound correspondences.</li> <li>• Read some letter groups that each represent one sound and say sounds for them.</li> <li>• Read simple phrases and sentences made up of words with known letter-sound</li> </ul>	<ul style="list-style-type: none"> <li>• Apply phonic skills as the route to decode words</li> <li>• respond speedily with the correct sound for graphemes for all 40+phonemes – including alternative sound</li> <li>• Read accurately by blending sounds in unfamiliar words containing GPC that have been taught</li> <li>• Read common exception words</li> </ul>	<ul style="list-style-type: none"> <li>• Read accurately by blending, including alternative sounds for graphemes</li> <li>• Read accurately words of two or more syllables that contain the same graphemes</li> <li>• Read words containing common suffixes</li> <li>• Read further common exception words, noting unusual correspondence between</li> </ul>	<ul style="list-style-type: none"> <li>• To apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- to begin to read aloud.*</li> </ul>

<p>correspondences and, where necessary, a few exception words.</p> <ul style="list-style-type: none"> <li>• Say a sound for each letter in the alphabet and at least 10 digraphs.</li> <li>• Read words consistent with their phonic knowledge by sound-blending.</li> </ul>	<ul style="list-style-type: none"> <li>• Read common suffixes -s, -es, ing, -ed, -est</li> <li>• Read other words of more than one syllable that contain taught GPCs</li> <li>• Read words with contractions: e.g. I'm, I'll, we'll, and understand that the apostrophe represents the omitted letter(s)</li> <li>• Read aloud phonically-decodable texts</li> <li>• Re-read these books to build up their fluency and confidence in word reading</li> </ul>	<p>spelling and sound and where these occur in the word</p> <ul style="list-style-type: none"> <li>• Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</li> <li>• Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</li> <li>• Re-read these books to build up their fluency and confidence in word reading</li> </ul>	<ul style="list-style-type: none"> <li>• To begin to read Y3/Y4 exception words.</li> </ul>
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### Comprehension

<ul style="list-style-type: none"> <li>• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;</li> <li>• Anticipate – where appropriate – key events in stories;</li> <li>• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</li> </ul>	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> <li>• listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</li> <li>• being encouraged to link what they read or hear read to their own experiences</li> <li>• becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</li> <li>• recognising and joining in with predictable phrases</li> </ul>	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• discussing the sequence of events in books and how items of information are related</li> <li>• becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</li> </ul>	<p>Develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> <li>• listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>• reading books that are structured in different ways and reading for</li> </ul>
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	<ul style="list-style-type: none"> <li>• learning to appreciate rhymes and poems, and to recite some by heart</li> <li>• discussing word meanings, linking new meanings to those already known</li> <li>• understand both the books they can already read accurately and fluently and those they listen to by:</li> <li>• drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>• checking that the text makes sense to them as they read and correcting inaccurate reading</li> <li>• discussing the significance of the title and events</li> <li>• making inferences on the basis of what is being said and done</li> <li>• predicting what might happen on the basis of what has been read so far - participate in discussion about what is read to them, taking turns and listening to what others say - explain clearly their understanding of what is read to them.</li> </ul>	<ul style="list-style-type: none"> <li>• being introduced to non-fiction books that are structured in different ways</li> <li>• recognising simple recurring literary language in stories and poetry</li> <li>• discussing and clarifying the meanings of words, linking new meanings to known vocabulary</li> <li>• discussing their favourite words and phrases</li> <li>• continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</li> <li>• understand both the books that they can already read accurately and fluently and those that they listen to by:</li> <li>• drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>• checking that the text makes sense to them as they read and correcting inaccurate reading</li> <li>• making inferences on the basis of what is being said and done</li> <li>• answering and asking questions</li> </ul>	<p>a range of purposes</p> <ul style="list-style-type: none"> <li>• using dictionaries to check the meaning of words that they have read</li> <li>• increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> <li>• identifying themes and conventions in a wide range of books</li> </ul>
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		<ul style="list-style-type: none"> <li>• 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</li> <li>• explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</li> </ul>	
<b>KNOWLEDGE</b> <b>Comprehension – Range of reading</b>			
<b>SKILLS</b> <b>Comprehension - Range of reading</b>			
<ul style="list-style-type: none"> <li>• Listens to stories with increasing attention and recall</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to and discuss a wide range of poems, stories and nonfiction at a level beyond that at which they can read independently</li> <li>• Link what they hear read to their own experiences</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• To recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</li> </ul>
<b>VOCABULARY</b>			

Letter Word Sentence Book Title Author Characters Story Rhyme Fact Fiction Non-Fiction Caption Poem Blurb	VIPERS Vocabulary Inference Predict Explain Sequence  Headings Subheadings Factual Information Vowel Consonant Labels Story Language	VIPERS Vocabulary Inference Predict Explain Sequence  Word meaning Find and copy Diagrams Lists Opening Build up Dilemma/problem Resolution	VIPERS Vocabulary Inference Predict Explain Sequence  Identify Structure Organise Compare Presentation Genres Text types Layout Quote Word choice Audience Formal/information Material Factual Purpose Imaginative Precise
<b>Comprehension – Familiarity with texts</b>			
<b>KNOWLEDGE</b>			
		<ul style="list-style-type: none"> <li>Recognise simple recurring literary language in stories and poetry</li> </ul>	<ul style="list-style-type: none"> <li>Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally identify themes and conventions in a wide range of books</li> </ul>

<b>SKILLS</b>			
<ul style="list-style-type: none"> <li>Beginning to join in with key phrases and can anticipate key events</li> </ul>	<ul style="list-style-type: none"> <li>Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their characteristics</li> <li>Recognise and join in with predictable phrases</li> </ul>	<ul style="list-style-type: none"> <li>Become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</li> </ul>	
<b>VOCABULARY</b>			
<b>Comprehension – Poetry and Performance</b>			
<b>KNOWLEDGE</b>			
<ul style="list-style-type: none"> <li>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</li> <li>Take part in simple pretend play, using an object to represent something else even though they are not similar.</li> <li>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Learn to appreciate rhymes and poems, and to recite some by heart</li> </ul>	<ul style="list-style-type: none"> <li>Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</li> </ul>	
<b>SKILLS</b>			
<ul style="list-style-type: none"> <li>Sing the melodic shape (moving melody, such as up and down and down and up) of familiar songs.</li> <li>Remember and sing entire songs.</li> </ul>			<ul style="list-style-type: none"> <li>Prepare poems and play scripts to read aloud and to perform, showing</li> </ul>



<ul style="list-style-type: none"> <li>Sing a large repertoire of songs.</li> </ul>			understanding through intonation, tone, volume and action recognise some different forms of poetry
<b>VOCABULARY</b>			
Melody	Rhymes	Intonation	Poems Plays Scripts
<b>Comprehension – Word meanings</b>			
<b>KNOWLEDGE</b>			
	<ul style="list-style-type: none"> <li>Discuss word meanings, liking new meanings to those already known</li> <li>Discuss favourite words and phrases</li> </ul>	<ul style="list-style-type: none"> <li>Discuss and clarify the meanings of words, linking new meanings to known vocabulary</li> </ul>	
<b>SKILLS</b>			
			<ul style="list-style-type: none"> <li>Use dictionaries to check the meaning of words that they have read</li> </ul>
<b>VOCABULARY</b>			
	Words Phrases	Vocabulary	Dictionary
<b>Comprehension - Understanding</b>			
<b>KNOWLEDGE</b>			

<ul style="list-style-type: none"> <li>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>Draw on what they already know or on background information and vocabulary provided by the teacher</li> <li>Check that the text makes sense to them as they read and correct inaccurate reading</li> <li>Discuss the significance of the title and events</li> </ul>	<ul style="list-style-type: none"> <li>Discuss the sequence of events in books and how items of information are related</li> <li>Draw on what they already know or on background information and vocabulary provided by the teacher</li> <li>Check that the text makes sense to them as they read and correct inaccurate reading</li> </ul>	<ul style="list-style-type: none"> <li>Check that the text makes sense to them, discuss their understanding, and explain the meaning of words in context</li> <li>Ask questions to improve their understanding of a text identify main ideas drawn from more than one paragraph and summarise these identify morals and messages in a story</li> </ul>
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#### SKILLS

<ul style="list-style-type: none"> <li>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play</li> </ul>			
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#### VOCABULARY


