



Decoding	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Č	*Begin to apply phonic knowledge	*Apply phonic knowledge and	*Continue to apply phonic knowledge	*Read words with contractions	*Apply their growing	*Apply their growing	*Apply their growing
	and skills to	skills to decode	and skills as the		knowledge of root	knowledge of root	knowledge of root
	decode words	words	route to decode	*Read accurately	words, prefixes	words, prefixes	words, prefixes
Threshold	*0:	*Daaraad	words until automatic	by blending	and suffixes, both to read aloud and	and suffixes (morphology and	and suffixes (morphology and
concept:	*Gives the sound when shown all or	*Respond	decoding has	sounds in words	to understand the	etymology), both to	etymology), both to
Developing	most of the set 1	speedily with the correct sound to	become	*Dandanamatak	meaning of new	read aloud and to	read aloud and to
	and 2 and	graphemes (letters	embedded and	*Read accurately words of more	words they meet.	understand the	understand the
luency	graphemes (see	or groups of	reading is fluent	than two syllables		meaning of new	meaning of new
	RWI)	letters) for all the	(RWI phonics	lian two synables	*Read further	words that they	words that they
	,	40+ phonemes,	scheme)	*Read words	exception words,	meet to the	meet to the
	*Find all or most	including where		containing	noting the unusual	expectations of	expectations of
	set 1 and 2	appropriate	*Read accurately	common suffixes	correspondences	year 5 spellings	year 6 spellings
	graphemes when	alternative sounds	by blending the sounds in words		between spelling		
	given the sound.	for graphemes (RWI phonics	that contain the	*Apply their	and sound, and where these occur		
	(see RWI)	scheme)	graphemes taught	growing	in the word		
	*Be able to blend	001101110)	so far (especially	knowledge of root	III the word		
	and read cvc	*Read accurately	recognising the	words, prefixes			
	words(using set1	by blending	alternative sounds	and suffixes, both to read aloud and			
	and 2 graphemes)	sounds in	for graphemes)	to understand the			
	(see RWI)	unfamiliar words		meaning of new			
		containing	*Read words	words they meet.			
	*Be able to read	phonemes that	accurately of two	,			
	the red	have been taught.	or more syllables that contain the	*Read further			
	words (see RWI)	*Dood rodordo	same graphemes	exception words,			
		*Read red words noting unusual	as above	noting the unusual			
	*Continues a	correspondences		correspondences			
	rhyming string	between spelling	Read words	between spelling and sound, and			
	*l inko goundo to	and sound and	containing	where these occur			
	*Links sounds to letters, naming and	where these occur	common suffixes	in the word			
	sounding the	in the word (see					
	letters of the	RWI)	*Read further red				
	alphabet	*5	words (see RWI				
		*Read words	for list), noting				
	*Begins to read	containing taught phonemes and –s,	unusual correspondences				
	simple sentences.	-es, -ing, -ed, -er,	between spelling				
		and –est endings.	and sound and				

*read other words	where these occur		
of more than one	in the word.		
	in the word.		
syllable that	*D		
contain taught	*Read most words		
phonemes.	quickly and		
	accurately		
*Read words with			
contractions (for			
example I'm, I'll,			
we'll) and			
understand that			
the apostrophe			
represents the			
omitted letter(s)			
*Read books			
accurately 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.			
reauling.			

Range of	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
reading	*Listen to and talk	*Listen to and	*Listen to, discuss	*Listening to and	*Listening to and	*Continue to read	*Continue to read
rodding	about a wide range	discuss a wide	and express views	discussing a wide	discussing a wide	and discuss an	and discuss an
	of poems, stories	range of poems,	about a wide range	range of fiction,	range of fiction,	increasingly wide	increasingly wide
Threshold	and nonfiction text	stories and non -	of contemporary	poetry, plays, non-	poetry, plays, non-	range of fiction,	range of fiction,
concept:		fiction at a level	and classic poems,	fiction and	fiction and	poetry, plays, non-	poetry, plays, non-
•		beyond that which	stories and non -	reference books or	reference books or	fiction and	fiction and
Reading		they can read	fiction at a level	textbooks	textbooks	reference books or	reference books or
widely and		independently	beyond that which			textbooks	textbooks
often			they can read	*Increase their	*Continue reading		
Often			independently	familiarity with a	books that are	*Continue reading	*Continue reading
				wide range of	structured in	books that are	books that are
				books, including	different ways and	structured in	structured in
				fairy stories, myths	reading for a range	different ways and	different ways and
				and legends, and	of purposes	reading for a range	reading for a range
				retelling some of		of purposes	of purposes
				these orally			
						*Making	*Continue making
				*Reading books		comparisons within	comparisons within
				that are structured		and across books	and across books
				in different ways			
				and reading for a			
				range of purposes			

Tour	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Text	* Become familiar	* Become very	* Become	*Increasing their	*Increasing their	*Increasing their	* Become familiar
familiarity	with key stories,	familiar with key	increasingly	familiarity with a	familiarity with a	familiarity with a	with key stories,
	fairy stories	stories, fairy	familiar with and	wide range of	wide range of	wide range of	fairy stories
	,traditional tales	stories and	retell a wider range	books, including	books, including	books, including	traditional tales,
Threshold	and poems and	traditional tales,	of stories, fairy	fairy stories, myths	fairy stories, myths	myths, legends	and poems and
concept:	retell them	retell them and	stories and	and legends, and	and legends, and	and traditional	retell them
•		consider their	traditional tales	retelling some of	retelling some of	stories, modern	
Wider world		particular		these orally	these orally	fiction, fiction from	
		characteristics				our literary	
				*Recognise	*Identifying themes	heritage, and	
				themes in age-	and conventions in	books from other	
				appropriate texts,	a wide range of	cultures and	
				such as the	books	traditions	
				triumph of good			
				over evil	*Explore	*Identifying and	
					underlying themes	discussing themes	
					and ideas	and conventions in	

	*Recognise conventions in age-appropriate texts e.g. the use of magical devices in fairy stories and folk tales, or the use of first person in diaries *Begin to discuss how language, structure and presentation help the reader to understand the text *Identifying themes and conventions in a wide range of books	*Recognise conventions in age-appropriate texts, such as the use of 'the power of 3' (wishes, characters, e.g. the king's 3 sons etc.) in fairy stories and folk tales *Recognise themes in age- appropriate texts, such as bullying *Identify similarities in themes and conventions across a range of books *Identify specific techniques, e.g. simile, metaphor, repetition, exaggeration and explain the effect on them as a reader	and across a wide range of writing 'heroism' or 'loss', across a range of age-appropriate texts, explaining the theme in the context of the writing *Discuss how the organisation of a text supports its purpose, e.g. persuading, explaining, informing etc. *Identify and comment on genre-specific language features used in age-appropriate texts, e.g. related language to convey information in a non-fiction text *Understand and begin to use technical terms to discuss language effects, e.g. simile, metaphor, personification, with reference to the text	
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Poetry and	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
performance Threshold	*Become familiar with poems and retell them	*Learn to appreciate rhymes and poems, and to	*Discuss their favourite words and phrases continuing to build	*Preparing poems and play scripts to read aloud and to perform, showing	*Preparing poems and play scripts to read aloud and to perform, showing	*Learning a wider range of poetry by heart	*Learning a wider range of poetry by heart
concept: Wider world	*To express them effectively, showing awareness of listeners' needs.	recite some by heart	up a repertoire of poems learnt by heart *Recite some poems by heart using appropriate intonation to make the	understanding through intonation, tone, volume and action *Recognising some different forms of poetry	understanding through intonation, tone, volume and action *Develop recognition of various forms of poetry e.g. haiku,	*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	*Preparing poems and plays to read aloud and to perform. Refine reading aloud and performing using intonation, tone and volume so that the meaning is clear
			meaning clear		nonsense, list poems, Kennings	audience	to an audience

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Word meanings Threshold concept: Construct meaning	*Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books	*Discuss word meanings, linking new meanings to those already known	*Discuss and clarify the meanings of words linking new meanings to known vocabulary. *Discuss their favourite words and phrases	*Using dictionaries to check the meaning of words that they have read *Use known strategies appropriately to establish meaning, in books that can be read independently *Self-correct misread words when reading ageappropriate texts and discuss the meaning of new words in context	*Using dictionaries to check the meaning of words that they have read *Use known strategies appropriately to establish meaning *Self-correct misread words when reading ageappropriate texts and suggest the meaning of new words in context *Discuss understanding as it develops and explain the meaning of words in context	*Use contextual and genre knowledge to determine alternate meanings of known words	*Identify and comment on genre-specific language features used in age appropriate texts, e.g. shades of meaning between similar words

Comprehension	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
understanding	*Begin to read	*Check that the	*Check that the	*Checking that the	*Checking that the	*Checking that the	*Checking that the
g	and understand	text makes sense	text makes sense	text makes sense	text makes sense	book makes sense	book makes sense
-	simple	to them as they	to them as they	to them,	to them,	to them,	to them,
Threshold	sentences.	read and self-	read and self-	discussing their	discussing their	discussing their	discussing their
concept:		correct	correct	understanding and	understanding and	understanding and	understanding and
Construct			***	explaining the	explaining the	exploring the meaning of words	exploring the
		* 1 '-1	*Recognise simple	meaning of words in context	meaning of words in context	in context	meaning of words in context
meaning		* Link what they	recurring literary	III COITIEAL	III COITIEAL	III CONTEXT	III COINEAL
		read or hear read to their own	language in stories and poetry	*Asking questions	*Asking questions	*Asking questions	*Asking questions
		experiences	and poetry	to improve their	to improve their	to improve their	to improve their
		experiences		understanding of a	understanding of a	understanding	understanding
		* Link what they		text	text	a racrotarianing	a raciota ramg
		read or hear read				*Summarising the	*Summarising the
		to their own		*Identifying main	*Identifying main	main ideas drawn	main ideas drawn
		experiences		ideas drawn from	ideas drawn from	from more than	from more than
		'		more than one	more than one	one paragraph,	one paragraph,
		*Explain clearly		paragraph and	paragraph and	identifying key	identifying key
		their		summarising these	summarising these	details to support	details to support
		understanding of				the main ideas	the main ideas
		what is read to		*Summarise the	*Summarise main		
		them		main details from	details from more	*Ask pertinent and	*Produce a
				more than one	than one	helpful questions	succinct summary,
				paragraph in a few	paragraph in a few	to improve their	paraphrasing the
				sentences, using vocabulary from	sentences accurately and	understanding of a text	main ideas from across the text or
				the text	succinctly using,	lext	a range of
				tile text	using vocabulary	*Understand what	sources
				*Show	from the text	they read, in	0001000
				understanding of		books they can	
				the main points	*Understand how	read	
				drawn from more	paragraphs are	independently, by	
				than one	used to order and	checking that the	
				paragraph	build up ideas	text makes sense	
					and can be used	to them,	
				*Extract	by readers to	discussing their	
				information from	monitor and	understanding and	
				the text and make	summarise	explaining the	
				notes using		meaning of words	
				reference to the	*Use specific	in context	
				text	vocabulary and		
				.	ideas expressed		
				*Begin to use	in the text to		
				vocabulary from	support own		

responses and ex	responses, explanations and own views
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Y	Year 2	Year 3	Year 4	Year 5	Year 6
*D inf ch fee an the just inf ev *D ac ch inf inf ch fee the ac so no su ref	*Make inferences on the basis of what is being said or done	*Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence *Discuss the actions of characters *Draw generally accurate inferences such as inferring character's feelings form their thoughts and actions, sometimes, but not always, fully supported through reference to the text	*Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence *Draw generally accurate inferences including inferring a character's motives from their thoughts and actions, sometimes supported through reference to the text *Discuss how speech can show a character's emotions *Infer underlying themes and ideas	*Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence *Begin to make links between the authors' use of language and the inferences drawn *Refer accurately to elements from across the text to support predictions and opinions	*Drawing 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, as clues are picked up through a text e.g. action and dialogue (as well as descriptive language) enables.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Prediction	*To anticipate key	*Predict what	*Answer and ask	*Predicting what	*Predicting what	*Make predictions	*Continue to make
	events and phrases in	might happen on the basis of what	questions predicting what	might happen from details stated	might happen from details stated and	and express opinions,	predictions and express opinions,
Threshold	rhymes and	has been read so	might happen on		implied	explaining and	explaining and
concept:	stories.	far	the basis of what has been read so	*Make plausible	***************************************	justifying these with reference to	justifying these with reference to
Construct	*To suggest how		far	predictions based on knowledge of	*Make plausible predictions based	the text	the text
meaning	a story might end.			the text	on knowledge of		
					the text		
					*Predict from		
					details implied		

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Authorial				*Discussing words	*Discussing words	*Identifying how	*Continue
intent				and phrases that	and phrases that	language,	identifying how
IIIICIII				capture the	capture the	structure and	language,
				reader's interest	reader's interest	presentation	structure and
Threshold				and imagination	and imagination	contribute to	presentation
						meaning	contribute to
concept:				*Identify specific	*Identifying how		meaning
Construct				language which	language,	*Discuss and	
meaning				contributes to the	structure, and	evaluate how	*Continue to
mouning				development of	presentation	authors use	discuss and use
				meaning	contribute to	language,	evidence when
					meaning	including figurative	evaluating how
				*Discuss the effect		language,	authors use
				specific language	*Discuss how	considering the	language,
				has on the reader	language used has		including figurative
					an effect on the reader	impact on the reader	language, considering the impact on the
					*Notice and	*Identify and	reader
					discuss the	explain the	
					author's choice	author's point of	
					and order of	view with	
					content linked to	reference to the	
					purpose. For	text	
					example Why has		
					the author started	*Consider the	
					the story in the	similarities and	

		middle of the events? Why has the author included that the Vikings created beautiful jewellery?	differences in approaches taken and viewpoints of authors and of fictional characters
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Non-fiction	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	*Knows that	*Knows that	*Discuss the	*Retrieve and	*Retrieve and	Distinguish	*Distinguish
Threshold	information can be	information can be	features of non-	record information	record information	between	between
	retrieved from	retrieved from	fiction books that	from non-fiction	from non-fiction	statements of fact	statements of fact
concept:	books and computers	books and computers	are structured in different ways	*Use text features	*Use features to	and opinion and understand why	and opinion and recognise in the
Construct	Computoro	Computoro	dinoroni wayo	to locate	locate information	this is important to	language used by
meaning		*Begin to discuss features and layout		information e.g. contents, indices, subheadings	e.g. contents, indices, subheadings	interpreting the text retrieve, record	authors to influence readers
				*Begin to recognise fact and	*Identify a range of presentational	and present information from non-fiction	*Retrieve, record and present information from non-fiction
				opinion in non- fiction texts	devices used to guide the reader in non-fiction, e.g.	*Retrieve and record information	extracting information from
				*Locate information using skimming,	appropriate subheadings	from non-fiction by using features to locate information	age-appropriate texts and make notes using
				scanning and text marking	*Recognise and distinguish between fact and	e.g. contents, indices, subheadings	quotation and reference to the text
					opinion in nonfiction texts	*Skim and scan efficiently for	*Skim and scan efficiently to
					*Locate information using skimming, scanning and text	vocabulary, key ideas and facts on both the printed page and screen	extract information from age- appropriate texts and make well organised notes of
					marking *Retrieve and	*Retrieve, record and present	the main ideas using quotation
					record information from non-fiction, extracting	information from non-fiction extracting information from	and reference to the text using own words
					information from age-appropriate	age-appropriate texts and make	

texts and make notes using quotation and reference to the text
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Discussing	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
reading	*Demonstrate	*Draw upon what	*Discuss the	*Participate in	*Participate in	*Recommending	*Recommending
rodding	understanding	they already know	sequence of	discussion about	discussion about	books that they	books that they
	when talking to	or on background	events in books	both books that	both books that	have read to their	have read to their
Threshold	others about what	information and	and how items of	are read to them	are read to them	peers, giving	peers, giving
concept:	they have read or	vocabulary	information are	and those they can	and those they can	reasons for their	reasons for their
	has been read to		related	read for	read for	choices	choices
Reading	them			themselves, taking	themselves, taking		
discussions		*Join in with	*Discuss their	turns and listening	turns and listening	*Participate in	*Continue to
		discussion about	favourite words	to what others say	to what others say	discussions about	participate in
		what is read to	and phrases			books, building on	discussions about
		them, taking turns		*Making simple	*Make RELEVANT	their own and	books, building on
		and listening to	*Draw upon what	links to other	links to other	others' ideas and	their own and
		what others say	they already know	known texts or	known texts or	challenging views	others' ideas and
			or on background	personal	personal	courteously	challenging views
			information and	experience	experience		courteously
			vocabulary			*Explain and	
				*Identify specific	*Discuss words	discuss their	*Explain and
			*Take part in	techniques, e.g.	and phrases that	understanding of	discuss their
			discussions about	simile, metaphor,	capture the	what they have	understanding of
			books, poems and	repetition,	reader's interest	read, including	what they have
			other works,	exaggeration, and	and imagination	through formal	read, including
			taking turns and	say why they		presentations and	through formal
			listening to what	interest them	*Identify features	debates,	presentations and
			others say		that characterise		debates
				*Use specific	books set in	*Provide reasoned	*D
			*Explain and	vocabulary and	different cultures	justifications for	*Provide reasoned
			discuss their	ideas expressed in	or historical	their views	justifications for
			understanding of	the text to support	settings		their views
			books, poems and	own views		*Make	
			other material that		*Make links	comparisons within	*Identify and
			they listen to or		between texts and	and across books	comment on
			those they have read for		to the wider world	by comparing	genre-specific
			themselves.		10	information,	language features
			memserves.		*Give examples to	characters or events within and	used in age-
1					illustrate how	between age-	appropriate texts, e.g. shades of
					language,	appropriate texts	meaning between
					structure and	αρριομιίαιο ιολίδ	similar words
					presentation help		Sirillar WUIUS

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		the reader to	*Identify how	
		understand the	presentational and	*Understand and
		text	organisational	begin to use
		toxt	choices vary	
				technical terms to
			according to the	discuss language
			form and purpose	effects, e.g.
			of the writing	symbol, imagery,
				analogy
			*Make simple links	analogy
				*
			between age-	*Explain and justify
			appropriate texts	how texts relate to
			and their audience,	audience, purpose,
			purpose, time and	time and culture,
			culture drawing on	and refer to
			a good knowledge	specific aspects of
			of authors	a text which
			or additions	
				exemplify this
				*Compare and
				discuss accounts
				of the same event
				or characters or
				settings or
				viewpoints in texts,
				exploring a similar
				theme or topic, or
				written in a similar
				genre