

Year Group	Decoding	Engagement with texts.	Fact Retrieval	Inference	Understanding how texts are structured	Understanding writer's use of language	Overall effect of the text	Relating texts to social, cultural and historical contexts
EYFS Preamble	Literacy development involves encouraging children to link sounds and letters and to begin to read (and write). Children must be given access to a wide range of reading materials (books, poems and other written materials) to ignite their interest.							
R	<p>Children read simple sentences.</p> <p>Children use phonic knowledge to decode regular words and can read them aloud accurately.</p> <p>They can read some common irregular words.</p>	<p>Children listen to stories.</p> <p>Children are able to talk about the stories they read in class, beginning to give their own opinion of the stories they have read.</p> <p>Children respond to the texts they have read as a class through writing opportunities, in child initiated activities and when choosing own books.</p>	<p>Children understand simple sentences.</p> <p>Children can answer what, how and why questions in response to stories.</p> <p>Children demonstrate an understanding of what they have read when talking to others.</p> <p>Children join in saying chants and predictable phrases.</p>	<p>Children can accurately anticipate key events, predict possible events and endings.</p>	<p>Children understand basic story structure – a beginning, middle and end.</p> <p>They can begin to identify the title of a text, front cover, back cover and blurb.</p> <p>Children understand the roles of author and illustrator.</p>	<p>Children show interest in writers' word choices.</p>	<p>Children can respond to texts that are read to them with relevant questions, comments and actions.</p>	<p>Children listen and respond to stories related to their own social and cultural context.</p>

Year 1 NC preamble	<p>During year 1, teachers should build on work from the Early Years Foundation Stage, making sure that pupils can sound and blend unfamiliar printed words quickly and accurately using the phonic knowledge and skills that they have already learnt.</p> <p>Teachers should also ensure that pupils continue to learn new grapheme-phoneme correspondences (GPCs) and revise and consolidate those learnt earlier. The understanding that the letter(s) on the page represent the sounds in spoken words should underpin pupils' reading and spelling of all words. This includes common words containing unusual GPCs. The term 'common exception words' is used throughout the programmes of study for such words.</p> <p>Alongside this knowledge of GPCs, pupils need to develop the skill of blending the sounds into words for reading and establish the habit of applying this skill whenever they encounter new words. This will be supported by practice in reading books consistent with their developing phonic knowledge and skill and their knowledge of common exception words. At the same time they will need to hear, share and discuss a wide range of high quality books to develop a love of reading and broaden their vocabulary.</p> <p>Pupils should be helped to read words without overt sounding and blending after a few encounters. Those who are slow to develop this skill should have extra practice.</p>								
	Decoding	Engagement with texts.	Fact Retrieval	Inference	Understanding how texts are structured/Text types.	Understanding writer's use of language	Overall effect of the text	Relating texts to social, cultural and historical contexts	
1	<p>Children apply their phonic knowledge and skills as the route to decode words.</p> <p>Children are able to response speedily with the correct sound to graphemes, including alternative sounds for graphemes.</p>	<p>Children can listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that which they can read independently.</p>	<p>Children can recognise and join in with predictable phrases.</p> <p>Children check that the book makes sense to them as they</p>	<p>Children can make inferences based on what is being said and done.</p> <p>Children can predict what</p>	<p>Children become very familiar with key stories, fairy stories and traditional tales, retelling them and considering</p>	<p>Children can discuss word meanings, linking new meanings to those already known.</p>	<p>Children are able to explain their own preferences in stories and non-fiction texts, explaining what they like</p>	<p>Children are encouraged to link what they read or hear read to their own experiences.</p> <p>In disucussion, children can</p>	

	<p>Children can read accurately by blending sounds in unfamiliar words with GPCs that have been taught.</p> <p>Children can read common exception words, noting unusual relationships between spelling and sound and where these occur in a word.</p> <p>Children can read words containing taught GPCs and –s, -es, -ing, -ed, -er and –est endings.</p> <p>Children can read other words of more than 1 syllable that contain taught GPCs. (The number of syllables may be emphasised by actions, e.g. clapping, tapping, etc.)</p> <p>Children can read words with contractions (e.g. I'll) and understand that the apostrophe represents a missing letter.</p> <p>Children can accurately read aloud books that are in line with their developing phonic knowledge and do not require them to use other strategies to work out words.</p>	<p>Children learn to appreciate rhymes and poems, and to recite some by heart.</p> <p>Children can participate in discussions about what is read to them, taking turns and listening to what others say.</p>	<p>read and correct inaccurate reading.</p> <p>Children can explain clearly their understanding of what is read to them, including retelling simple events in sequence.</p>	<p>might happen on the basis of what has been read so far.</p>	<p>their particular characteristics.</p> <p>Children discuss the significance of the title and events.</p> <p>Children are able to identify the title of a non-fiction book and understand the purpose of a contents page.</p>		<p>to read with some limited reasons.</p> <p>Children make increasingly relevant comments and ask relevant questions about a text.</p>	<p>draw on what they already know or on background information and vocabulary provided by the teacher.</p>
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	Children re-read these books to build their fluency and confidence in word reading.							
Year 2 NC Preamble	<p>By the beginning of year 2, pupils should be able to read all common graphemes. They should be able to read unfamiliar words containing these graphemes, accurately and without undue hesitation, by sounding them out in books that are matched closely to each pupil's level of word reading knowledge. They should also be able to read many common words containing GPCs taught so far [for example, shout, hand, stop, or dream], without needing to blend the sounds out loud first. Pupils' reading of common exception words [for example, you, could, many, or people], should be secure. Pupils will increase their fluency by being able to read these words easily and automatically. Finally, pupils should be able to retell some familiar stories that have been read to and discussed with them or that they have acted out during year 1.</p> <p>During year 2, teachers should continue to focus on establishing pupils' accurate and speedy word reading skills. They should also make sure that pupils listen to and discuss a wide range of stories, poems, plays and information books; this should include whole books. The sooner that pupils can read well and do so frequently, the sooner they will be able to increase their vocabulary, comprehension and their knowledge across the wider curriculum.</p>							
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2	<p>Children continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.</p> <p>Children read accurately by blending the sounds in words which contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</p> <p>Children can read accurately words of two or more syllables that contain the same graphemes as above. (Children should be shown syllable boundaries and how to read</p>	<p>Children develop pleasure in reading, motivation to read, vocabulary and understanding.</p> <p>Children listen to, discuss and express views about a wide range of contemporary and classic poetry stories and non-fiction at a level beyond that which</p>	<p>Children check that the text makes sense to them as they read and correct inaccurate reading. (Texts are more challenging than Year 1).</p>	<p>Children make inferences on the basis of what is being said and done (texts are at a higher level than Year 1).</p> <p>Children can ask and</p>	<p>Children discuss the sequence of events in books and how items of information are related.</p> <p>Children become increasingly familiar with a wider range of stories, fairy stories and traditional</p>	<p>Children recognise simple recurring literary language in stories and poetry.</p> <p>Children discuss and clarify the meanings of words, linking new meanings</p>	<p>Children are beginning to identify the purpose of a text and can make some observations as to which features make the text suit its purpose.</p>	<p>Children understand the books they can read and those they listen to by drawing on what they already know or on background information and vocabulary provided by the teacher (information at a Year 2 level).</p>

	<p>each syllable separately before they combine them to read the word). Children can read words containing common suffixes (children should be taught the whole suffix as well as the letters that make it up).</p> <p>Children continue to build on their range of common exception words which they are able to read, noting unusual relationships between spelling and sound and where these occur in a word.</p> <p>Children can read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.</p> <p>Children can read aloud books which are closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>Children can re-read these books to build up their fluency and confidence in word reading.</p> <p>Children should have the opportunity to exercise choice in selecting books (within the requirements of these being phonically appropriate) and should be taught how to do so.</p>	<p>they can read independently.</p> <p>Children continue to build up their repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.</p> <p>Children continue to participate in discussion about books, poems and other words that are read to them and those they can read for themselves, taking turns and listening to what others say.</p> <p>Children can explain and discuss their understanding of books, poems and other material, both those that they listen to and those</p>	<p>Children can ask and answer questions, finding the answers within the text and identify key words.</p>	<p>answer questions which require inference.</p> <p>Children can predict what might happen on the basis of what has been read so far (events but also character responses).</p> <p>Children learn about cause and effect in both narrative and non-fiction (e.g. why a character behaves in a certain way).</p>	<p>tales, retelling these also.</p> <p>Children are introduced to non-fiction texts that are structured in different ways.</p>	<p>to known vocabulary.</p> <p>Children can discuss their favourite words and phrases.</p>		<p>Children listen to and read books that are set in different countries and cultural contexts different to their own (e.g. Africa)</p>
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	Children should be encouraged to work out unknown words drawing on their knowledge of morphology.	they read for themselves.						
Year 3 NC Preamble	By the beginning of year 3, pupils should be able to read books written at an age appropriate interest level. They should be able to read them accurately and at a speed that is sufficient for them to focus on understanding what they read rather than on decoding individual words. They should be able to decode most new words outside their spoken vocabulary, making a good approximation to the word's pronunciation. As their decoding skills become increasingly secure, teaching should be directed more towards developing their vocabulary and the breadth and depth of their reading, making sure that they become independent, fluent and enthusiastic readers who read widely and frequently. They should be developing their understanding and enjoyment of stories, poetry, plays and non-fiction, and learning to read silently. They should also be developing their knowledge and skills in reading non-fiction about a wide range of subjects. They should be learning to justify their views about what they have read: with support at the start of year 3 and increasingly independently by the end of year 4							
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3	<p>Read with fluency a range of age-appropriate texts (of a growing length), reading at a speed sufficient for them to focus on understanding.</p> <p>Read most common exception words by sight, noting unusual relationships between spelling and sound.</p> <p>Know the full range of GPCs and use phonic</p>	<p>Children can read for an increasing number of purposes.</p> <p>Children fully engage with and enjoy reading a range of texts, making choices and explaining preferences; begin to know preferred authors and genres; talk about books enjoyed both in and out of school.</p>	<p>Check that the text makes sense, reading to the punctuation and usually re-reading or self-checking.</p> <p>Explain and discuss their understanding of the text e.g. explain events; describe a character's actions and</p>	<p>Draw inferences and justify with evidence e.g. characters' feelings, thoughts and motives, from their actions or words.</p> <p>Predict what might happen from details stated and implied.</p>	<p>Recognise typical presentational features of non-fiction books and how these are often organised and presented.</p> <p>Identify conventions in a range of books i.e. the conventions of a myth or play.</p>	<p>Explaining the meaning of words in context; use dictionaries to check meanings.</p> <p>Identify how language, structure and presentation contribute to meaning e.g. that the use of the word "trembling" indicates that the kitten is scared; that the text box</p>	<p>Identify themes in a range of books e.g. identify a theme of "journeys".</p> <p>Children identify possible audience for texts.</p>	<p>Through their Power of Reading texts, child consider social and historical contexts (Romans and Stone Age)</p>

	<p>skills consistently and automatically to address unfamiliar or challenging words.</p> <p>Determine the meaning of new words by sometimes applying knowledge of root words and their affixes e.g. pre-, dis-, re- mis-, in-, sub-, tele-, super-, auto-, -less, -ly</p>	<p>Children listen to, discuss and express views about a wide range of fiction (including Roman myths), poetry (including Performance Poetry) and plays – sometimes at a level beyond that which they can read independently. Retell some of these orally.</p> <p>Prepare poems and playscripts to be read aloud and to perform, showing understanding through intonation, tone, volume and action.</p> <p>Listen to and discuss a range of non-fiction and reference books or textbooks that are structured in different ways.</p>	<p>identify key words and phrases.</p> <p>Retrieve and record information from non-fiction texts.</p> <p>During discussion about texts, ask questions to improve their understanding. Take turns and listen to what others say.</p>			<p>provides a list of quick facts.</p> <p>Discuss words and phrases that capture the reader’s interest and imagination.</p>		
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Year 4 NC preamble	See Year 3 however it is also worth noting that: “The focus should continue to be on pupil’s comprehension as a primary element in reading. The knowledge and skills that pupils need in order to comprehend are very similar at different ages. This is why the programmes of study for comprehension in Year 3 and 4 (and Years 5 and 6) are similar: the complexity of the writing increases the level of challenge.							
	Decoding	Engagement with texts.	Fact Retrieval	Inference	Understanding how texts are structured	Understanding writer’s use of language	Overall effect of the text	Relating texts to social, cultural and historical contexts
4	Children read with fluency a range of age-appropriate text types including stories with a historical setting, non-chronological reports and poetry structured in different ways. Children can read at increasing speed which is sufficient for	Children fully engage with and enjoying reading a range of texts, making choices and explaining preferences. They know some text types and genres and can talk about books enjoyed both in and out of school, referring to the text when doing so.	Children are now in the habit of checking that the text makes sense, reading to the punctuation and habitually re-reading. Children are able to explain and discuss their understanding of a text in increasing depth. By skimming, children can identify and summarise main ideas drawn from	Children can draw inferences and justify these with evidence from the text. They are able to draw comparisons within a text. Children can predict what might credibly happen from	Children can listen to and discuss a range of non-fiction and reference or textbooks that are structured in different ways. They continue to develop their understanding of typical presentational devices and can identify these in the texts. Children can explain how information is signposted in a non-fiction text.	Children continue to build their vocabulary by explaining the meanings of words in context, using dictionaries increasingly independently to check meanings. Children can identify how language contributes to the meaning of the text.	Children can identify increasingly complex themes within a range of books and justify their ideas by providing evidence. Children can talk about the purpose of a text and begin to make judgements about how well the text meets its intended purpose.	Through their Power of Reading texts, children will consider social and historical contexts – WWII and Ancient Egypt and India. Children will consider topical contexts relevant to their cultural context e.g. the

	<p>them to focus on understanding.</p> <p>Read most common exception words effortlessly, noting unusual relationships between spelling and sound.</p> <p>Children to continue to use their phonic skills and knowledge to automatically address unfamiliar or increasingly challenging words.</p> <p>Children use their knowledge of root words and affixes to determine the meaning of new words. New affixes in Year 4: in-, il-,</p>	<p>Children begin to justify their comments when expressing views about a wide range of fiction, poetry and plays.</p>	<p>more than one paragraph.</p> <p>Children can retrieve and record information from non-fiction texts including non-chronological reports.</p> <p>During discussion about texts, children ask questions to improve their understanding. They take turns, building on what others have to say.</p>	<p>details stated and implied.</p>	<p>Children recognise the features and conventions of playscripts.</p> <p>Children recognise several different forms of poetry, such as free verse, rhyming, shape, narrative and humorous and can explain their differences.</p> <p>Children can identify how structure and presentation contribute to the meaning of a text.</p>	<p>Children can identify and discuss words and phrases that capture the reader's interest and imagination.</p>		<p>environment, through the literature they read.</p>
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	im-, ir-, -ing, -en, -er, -ed, anti-, inter-, -ation, -ous							
Year 5 NC Preamble	<p>By the beginning of year 5, pupils should be able to read aloud a wider range of poetry and books written at an age-appropriate interest level with accuracy and at a reasonable speaking pace. They should be able to read most words effortlessly and to work out how to pronounce unfamiliar written words with increasing automaticity. If the pronunciation sounds unfamiliar, they should ask for help in determining both the meaning of the word and how to pronounce it correctly. They should be able to prepare readings, with appropriate intonation to show their understanding, and should be able to summarise and present a familiar story in their own words. They should be reading widely and frequently, outside as well as in school, for pleasure and information. They should be able to read silently, with good understanding, inferring the meanings of unfamiliar words, and then discuss what they have read.</p> <p>During years 5 (and 6), teachers should continue to emphasise pupils' enjoyment and understanding of language, especially vocabulary, to support their reading (and writing). Pupils' knowledge of language, gained from stories, plays, poetry, non-fiction and textbooks, will support their increasing fluency as readers (their facility as writers) and their comprehension.</p> <p>It is essential that pupils whose decoding skills are poor are taught through a rigorous and systematic phonics programme so that they catch up rapidly with their peers in terms of their decoding and spelling. However, as far as possible, these pupils should follow the upper key stage 2 programme of study in terms of listening to books and other writing that they have not come across before, hearing and learning new vocabulary and grammatical structures, and having a chance to talk about all of these.</p>							
5	Decoding	Engagement with texts.	Fact Retrieval	Inference	Understanding how texts are structured	Understanding writer's use of language	Overall effect of the text	Relating texts to social, cultural and historical contexts
	Children can fluently and automatically read a range of age-appropriate texts from the following: modern fiction and those from our literary heritage; books from other cultures; myths, legends and traditional stories, poetry; plays; non-	Children read and enjoy a growing repertoire of age-appropriate texts (and texts of a more complex reading age) , both fiction and non-fiction (it is worth noting that the reading age required for this texts may be higher	Children can distinguish between fact and opinion with some success. Children can retrieve, record and present information from non-fiction texts.	Children can draw inferences and justify these with evidence from the text (e.g. explain how a character's feelings changed and how they know this;	Children are familiar with the conventions of a range of text types including: modern fiction, Greek myths, narrative poetry and persuasive writing.	Children can discuss their understanding of the meaning of words in context, finding other words which are similar. Children can discuss and evaluate how authors use	Children can discuss and comment on themes and conventions within a variety of genres. Children make comparisons within and across texts,	Children begin to consider how literature can be used to challenge ideas and give messages to the reader (e.g. environmental concerns – The Viewer) Children read and explore historical,

<p>fiction and reference or text books. Within class, focus in Year 5 will be on: modern fiction, myths, narrative poetry and non-fiction.</p> <p>Children can determine the meaning of new words by applying morphological knowledge of root words and affixes. New affixes introduced in Year 5 are: -ough, -able, -ible, -ably, -ibly.</p> <p>Children know securely the different pronunciations of words with the same letter-string.</p> <p>Children use appropriate intonation, tone and volume when reciting or reading aloud to an audience, making use</p>	<p>than age appropriate).</p> <p>Children are able to recommend books that they have read to their peers, giving reasons for their recommendation.</p> <p>Children can read and recite age-appropriate poetry which has been learnt by heart.</p> <p>Children readily ask questions to enhance their understanding.</p> <p>Children can participate in discussion about books, expressing and justifying opinions, building on ideas and challenging others' views courteously.</p> <p>Children can explain what they know or</p>	<p>Children identify the most important focus and purpose of each paragraph in a text.</p> <p>By skimming, children can summarise main ideas from more than one paragraph, identifying key details which support these.</p> <p>Children identify if there is insufficient/ no evidence to support an argument.</p>	<p>make predictions).</p> <p>Children discuss and interpret potential clues, including hooking devices and the likelihood of these transpiring.</p>	<p>Children can provide straightforward explanations for the purpose of language, structure and presentation of texts e.g. bullet points; how a letter is set out; introductory paragraphs.</p> <p>Children become critically aware of the effectiveness of structures and understand that the same information can be presented in a variety of ways.</p>	<p>language, including figurative language (e.g. simile, imagery) and its effect on the reader.</p> <p>Children collect examples of words and phrases to use in their own writing.</p> <p>Children begin to compare different versions of the same story, thinking about changes in language and audience.</p> <p>Children begin to discuss different authors' writing styles.</p>	<p>including their reliability.</p> <p>Children can identify bias and "an angle" in the way that a text has been written. They are able to comment on the effect of this and can begin to question this critically.</p>	<p>narrative poetry (The Highwayman)</p> <p>Children explore historical contexts linked to their study of Ancient Greece (Odysseus)</p> <p>Children use non-fiction texts to explore other social, cultural and topic issues.</p> <p>Children become more aware of changes in literature over time.</p>
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	of punctuation to help make meaning clear.	have read, including through formal presentation and debates, using notes where necessary.						
Year 6 NC Preamble	By the end of year 6, pupils' reading (and writing) should be sufficiently fluent and effortless for them to manage the general demands of the curriculum in year 7, across all subjects and not just in English, but there will continue to be a need for pupils to learn subject specific vocabulary. They should be able to reflect their understanding of the audience for and purpose of their writing by selecting appropriate vocabulary and grammar. Pupils should understand nuances in vocabulary choice and age-appropriate, academic vocabulary. This involves consolidation, practice and discussion of language.							
6	Decoding	Engagement with texts.	Fact Retrieval	Inference	Understanding how texts are structured	Understanding writer's use of language	Overall effect of the text	Relating texts to social, cultural and historical contexts
	Children are able to fluently and effortlessly read the full range of age-appropriate texts and those of a more challenging reading age ; modern fiction and those from our literary heritage, including whole novels; books from other cultures; myths, legends and traditional stories; poetry; plays; non-fiction and reference or text books.	Children demonstrate a positive attitude by frequently reading a wide range of texts for pleasure, both fiction and non-fiction. Children can recommend books to others, giving reasons for their choices and stating preferences. Children are able to demonstrate that they have learned a	Children are able to distinguish between fact and opinion accurately. Children can retrieve, record and present information from age-appropriate non-fiction texts. Children can identify key details which	Children can make developed inferences e.g. characters' thoughts and motives, or identify an inferred atmosphere. They can explain and justify with textual evidence to support their reasoning and make predictions	Children show familiarity with different text types including modern fiction and fiction from our literary heritage, legends and traditional stories, poetry, plays and a range of non-fiction texts. Children can accurately identify and	Children can identify language features in a text and explain how they contribute to meaning. Children can use contextual evidence to make sense of a text; exploring finer meanings of words; showing, discussing and exploring their understanding of the meaning of	Children can make accurate and appropriate comparisons within and across different texts. Children will explore the idea of allegories and having "hidden meanings" within a text. They will analyse texts to identify the meanings within. Children will study texts critically, ascertaining the reliability of a text based on its source,	Children will look at historical contexts for both fiction and non-fiction texts (Beowulf) Shackleton's Journey, The Rabbits). Children will explore the use of language in Shakespearean play scripts.

	<p>Children can determine the meaning of new words by applying morphological knowledge of root words and affixes e.g. ambitious, infectious, observation, innocence.</p> <p>Children use appropriate intonation, tone and volume when reciting or reading aloud to different audiences, to make the meaning clear.</p>	<p>wide range of poetry by heart.</p> <p>During discussion, children ask pertinent questions to enhance understanding of a text.</p> <p>Children participate in discussion about texts, expressing and justifying opinions, building on ideas and challenging others' views courteously.</p> <p>Children can explain their understanding of what they have read through formal presentation and debate, maintaining a focus on the topic.</p>	<p>support main ideas. They can summarise content drawn from more than one paragraph and use quotations to illustrate a viewpoint., identifying the appropriate skills require (skimming, scanning, etc.)</p>	<p>which are securely rooted in the text.</p>	<p>comment on features, themes and conventions across a range of writing, and understand their use.</p> <p>Children can identify structural and presentation features in texts (e.g. columns, bullet points, tables) and can explain how they contribute to meaning,.</p>	<p>vocabulary in context.</p> <p>Children can identify the effect of language, including figurative language and explain and evaluate its effect e.g. the impact of a word or phrase on the reader; the suitability of a chosen simile; personification.</p> <p>Children will explore how language has changed over time through study and reading of texts of a variety of ages.</p> <p>Children will compare different versions of the same story (Beowulf), looking at how</p>	<p>any evidence of bias and the purpose of the text.</p>	<p>Children will explore social issues such as acceptance and disability through their reading (Wonder)</p>
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						use of language has changed over time and for different audiences.		
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