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| **Happiness Responsibility Friendship Respect Courage** | | | | |
| **READING** | | | | |
| **EYFS Reading** | **Autumn: Reception** | **Spring: Reception** | **Summer: Reception** | **Early Learning Goal:** |
| **Phonics and decoding**  **Vocabulary:**  Phoneme, grapheme, digraph, trigraph, tricky word, blend, segment  A picture containing calendar  Description automatically generated | Can recognise their name.    Can identify initial sounds in words.    Can use a sound mat to match graphemes to known phonemes.    Can read individual phase 2 graphemes (all 44) saying the sound for each of them.    Can segment and blend sounds into words made up of phase 2 letter sound correspondence.    Can read phase 2 tricky words.    Can identify and explain what is tricky about the phase 2 tricky words they are reading.    Can read captions containing phase 2 sounds/words. | Can read the 25 graphemes in phase 3.    Can read words containing phase 3 phonemes.    Can read the phase 3 tricky words.    Can identify and explain what is tricky about the phase 3 tricky words they are reading.    Can read words ending with s e.g., hats, sits.    Can read sentences containing phase 3 tricky words and digraphs/trigraphs. | Can decodes phase 3 sentences reading some words by sight including some common exception words.    Can read some ccvc and cvcc words.    Can read some of the phase 4 tricky words. | Say a sound for each letter  in the alphabet and at least 10 digraphs.  Read words consistent with their phonic knowledge by sound-blending.  Read aloud simple  sentences and books that  are consistent with their  phonic knowledge, including some common exception words. |
| **Happiness Responsibility Friendship Respect Courage** | | | | |
| **READING** | | | | |
| **EYFS Reading** | **Autumn: Reception** | **Spring: Reception** | **Summer: Reception** | **Early Learning Goal:** |
| **Comprehension**    **Vocabulary:**  Stories, opinion, question, answer, character, retell, events, beginning, middle, end, sequence, fiction, non-fiction  A picture containing text, clipart  Description automatically generated | Can spot and suggest rhymes.    Can join in with repeated refrains and anticipates key words and phrases in rhymes and stories.    Can continue a rhyming string and identities and suggests alliteration.    Can use and repeat key vocab related to the theme.    Can make simple predictions about what might happen next in stories.    Can use the pictures to tell stories.    Can answer who questions about familiar stories. | Can recall parts of a story to retell the story with support/props.    Knows and uses key vocab used in themes/texts during their play.    Can sequence events in stories.    Can act out stories.    Can suggest how the story might end.    Can talk about the characters in the books they are reading.    Can answer who, what, where questions about familiar stories. | Can retell stories and narratives, using their own words.    Can use and understands introduced vocab during discussions about books.    Can answer who, what, where, when, why and how questions about familiar stories.    Knows the difference between fiction and non-fiction.    Knows information can be retrieved from books | Demonstrate understanding  of what has been read to  them by retelling stories, and narratives using their own words and recently  introduced vocabulary.  Anticipate (where appropriate) key events in stories.  Use and understand recently introduced vocabulary during discussions about  stories, non-fiction, rhymes and poems and during role play. |

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| **Happiness Responsibility Friendship Respect Courage** | | | | |
| **READING** | | | | |
|  | **EYFS** | | **Year 1** | **Year 2** |
| **Decoding**  A picture containing calendar  Description automatically generated | Say a sound for each letter in the alphabet and at least 10 digraphs.  Read words consistent with their phonic knowledge by sound-blending.  Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. | | To apply phonic knowledge and skills as the route to decode words.  To blend sounds in unfamiliar words using the GPCs that they have been taught.  To respond speedily, giving the correct sound to graphemes for all the 40+ phonemes.  To read words containing taught GPCs.  To read words containing -s, -es, -ing,  -ed and -est endings.  To read words with contractions, e.g. I’m, I’ll and we’ll. | To continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.  To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.  To accurately read most words of two or more syllables.  To read most words containing common suffixes. |
| **Fact Retrieval** | Demonstrate understanding of what has been read to them by retelling stories, and narratives using their own words and recently introduced vocabulary. | | To identify initial sounds to begin to skim and scan to find keywords within a text.  To identify key words within a question with support. | To skim and scan to find keywords within a text.  To identify key words within a question.  To know how to read around a keyword within a text to find information. |
| **Inference** | To answer simple ‘why’ questions about familiar stories. | | To begin to make simple inferences. | To make inferences on the basis of what is being said and done. |
| **Prediction** | | Anticipate (where appropriate) key events in  stories. | To make simple predictions with support on the basis of what has been read so far. | To predict what might happen on the basis of what has been read so far in a text. |
| **Word Meaning** | | Use and understand recently introduced vocabulary during discussions about  stories, non-fiction, rhymes and poems and during role play. | To discuss word meaning and link new meanings to those already known. | To discuss and clarify the meanings of words, linking new meanings to known vocabulary. |
| **Comparisons across texts** | | Demonstrate understanding  of what has been read to  them by retelling stories, and narratives using their own words and recently introduced vocabulary. | To listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently.  To link what they have read or have read to them to their own experiences.  To retell familiar stories in increasing detail.  To join in with discussions about a text, taking turns and listening to what others say.  To discuss the significance of titles and events. | To participate in discussion about books, poems and other works that are read to them (at a level beyond at which they can read independently) and those that they can read for themselves, explaining their understanding and expressing their views.  To become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales.  To discuss the sequence of events in books and how items of information are related. |

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| **Happiness Responsibility Friendship Respect Courage** | | | | |
| **READING** | | | | |
|  | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Decoding**  A picture containing calendar  Description automatically generated | To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words).  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.  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. | To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill.  To apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently. | To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.  To apply their growing knowledge of root words, prefixes and suffixes/ word endings, including  -sion, -tion, -cial, -tial,  -ant/-ance/-ancy, -ent/- ence/-ency, -able/-ably and -ible/ibly, to read aloud fluently. | To read fluently with full knowledge of all Y5/ Y6 exception words, root words, prefixes, suffixes/word endings and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues. |
| **Fact Retrieval** | To skim and scan to find keywords within a text independently.  To identify key words within a question independently.  To know how to read around a keyword within a text to find information independently. | To apply skimming, scanning and keyword location skills from year 3 independently.  To be able to identify specific information and extract specific vocabulary. | To apply fact retrieval skills to extract information from more complex texts independently and accurately. | To apply fact retrieval skills to extract information from more complex texts independently and accurately when presented in a variety of ways. |
| **Inference** | To ask and answer questions appropriately, including some simple inference questions based on characters’ feelings, thoughts and motives. | To draw inferences from characters’ feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text. | To draw inferences from characters’ feelings, thoughts and motives. | To discuss how characters change and develop through texts by drawing inferences based on indirect clues. |
| **Prediction** | To justify simple predictions using evidence from the text with support. | To justify predictions from details stated. | To make predictions based on details stated and implied, justifying them with evidence from the text. | To make predictions based on details stated and implied, justifying them in detail with evidence from the text. |
| **Word Meaning** | To check that the text makes sense to them, discussing their  understanding and explaining the meaning of words in context. | To explore the meaning of new vocabulary presented within the text and how this can be used in their own writing.  To explore synonyms for new vocabulary. | To explore the meaning of new vocabulary presented within the text and how this can be used in their own writing.  To explore root words and how these can clarify meaning. | To explore the meaning of new vocabulary presented within the text and how this can be used in their own writing.  To identify word classes of new vocabulary. |
| **Language** | To discuss authors’ choice of words and phrases for effect. | Discuss vocabulary used to capture readers’ interest and imagination. | To discuss vocabulary used by the author to create effect including figurative language.  To evaluate the use of authors’ language and explain how it has created an impact on the reader. | To analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology such as metaphor, simile, analogy, imagery, style and effect. |
| **Comparisons** | To recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and  reference books or textbooks.  To use appropriate terminology when discussing texts (plot, character, setting). | To discuss and compare texts from a wide variety of genres and writers.  To read for a range of purposes.  To identify themes and conventions in a wide range of books.  To refer to authorial style, overall themes (e.g. triumph of good over evil) and  features (e.g. greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings). | To read a wide range of genres, identifying the characteristics of text types (such as the use of the first person in writing diaries and autobiographies) and differences between text types.  To 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.  To identify main ideas drawn from more than one paragraph and to summarise these.  To recommend texts to peers based on personal choice. | To read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions.  To recognise more complex themes in what they read (such as loss or heroism).  To 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.  To listen to guidance and feedback on the quality of their explanations and contributions to discussions and to  make improvements when participating in discussions.  To draw out key information and to summarise the main ideas in a text.  To distinguish independently between statements of fact  and opinion, providing reasoned justifications for their views.  To compare characters, settings and themes within a text and across more than one text. |
| **Summary** |  |  | To be able to identify the key points in a text.  To be able to place events in the correct order. | To be able to explain the main ideas in your worn words.  To keep the summary concise with reference to important points. |
| **Structure** |  |  | To be able to explain how different sections of a narrative fit together.  To be able to explain how the text is ordered and sequenced. | To explain how the structure of the text adds to its meaning and impact. |