

	<b>Word Reading</b>	<b>Understanding Text</b>
<b>Year R</b>	<ul style="list-style-type: none"> <li>• Say a sound for each letter in the alphabet, and at least 10 digraphs</li> <li>• Use their phonic knowledge to blend sounds in regular words and read them aloud accurately</li> <li>• Begin to read frequently met words fluently without the need to sound out and blend.</li> <li>• Read aloud simple sentences and books that are consistent with their phonic knowledge.</li> <li>• Read aloud accurately books that are consistent with phonic knowledge and that do not require other strategies to work out words.</li> <li>• Reread these books to build up fluency and confidence in word reading</li> <li>• Read some common exception words accurately</li> </ul>	<ul style="list-style-type: none"> <li>• Join in with repeated refrains in familiar stories</li> <li>• Demonstrate understanding of what they have read and has been read to them by retelling stories and narratives using their own words and new vocabulary</li> <li>• Anticipate – where appropriate – key events in stories, non-fiction, rhymes and poems</li> <li>• Use new vocabulary during discussions about stories, non-fiction, rhymes and poems and during roleplay.</li> <li>• Talk about what they like/dislike in a book</li> <li>• Link reading to own experiences</li> <li>• Answer questions about what they have read</li> </ul>
<b>Year 1</b>	<ul style="list-style-type: none"> <li>• To decode words using phonic knowledge and skills</li> <li>• To read common exception words</li> <li>• To recognise graphemes for early reading</li> <li>• To read words of more than one syllable drawing on taught GCPs</li> <li>• To accurately read aloud stories which correspond with phonic knowledge</li> <li>• To begin to read common prefixes and suffixes</li> <li>• To read some words with contractions e.g. I'll, we'll</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss books e.g. favourite words, events, characters actions</li> <li>• To listen to traditional tales</li> <li>• To listen to a range of text including poems and traditional tales</li> <li>• To use class and school libraries to choose books for enjoyment</li> <li>• To make predictions</li> <li>• Answer questions about what is read</li> <li>• Check what is read makes sense</li> </ul>
<b>Year 2</b>	<ul style="list-style-type: none"> <li>• To continue to decode words using phonic knowledge and skills</li> <li>• To read common exception words</li> <li>• To respond speedily to alternative sounds for graphemes</li> <li>• To read unfamiliar sounds drawing on GPC knowledge</li> <li>• To read fluently approx. 90 words per minute</li> <li>• To read common prefixes and suffixes confidently</li> <li>• To read contracted words and understand that the apostrophe is used for omitted letters when reading contracted words</li> </ul>	<ul style="list-style-type: none"> <li>• To discuss books drawing on inferences about events, characters actions</li> <li>• To listen to short novels</li> <li>• To become familiar with a range of text of different lengths including poems and traditional tales</li> <li>• To use class and school libraries to choose books for enjoyment and appropriate to a given topic</li> <li>• To learn some poems by heart</li> <li>• To make predictions drawing on understanding of what is known</li> <li>• To ask and answer questions about what is read</li> <li>• Check reading makes sense and self-correct</li> <li>•</li> </ul>
<b>Year 3</b>	<ul style="list-style-type: none"> <li>• To decode unfamiliar words drawing on phonic knowledge and skills</li> <li>• Apply a growing range of root words and suffixes and prefixes</li> <li>• To read some exception words from Years 3&amp;4 list and note their spelling</li> <li>• To read with growing fluency and accuracy</li> <li>• To begin to use intonation to interest the reader</li> </ul>	<ul style="list-style-type: none"> <li>• To read, listen and familiarise to a range of styles of text including fairy-tales, modern fiction and myths and legends</li> <li>• To listen to and recite poetry</li> <li>• To use school and community libraries to choose books for pleasure and purpose</li> <li>• To begin to understand how books can be organised using a classification system</li> </ul>

		<ul style="list-style-type: none"> <li>• To discuss text e.g. what can be inferred by character's actions and feelings, choice of words to capture imagination, how structure and presentation contribute to meaning</li> <li>• To retrieve and to record information from text</li> <li>• To make predictions based on what is stated and begin to draw on what is implied</li> <li>• To summarise key ideas within a paragraph</li> <li>• To read and listen to whole books independently and as a class</li> <li>• To talk about books that are read and share own opinions about them</li> <li>• To make inference beginning to find evidence to support these ideas</li> </ul>
<b>Year 4</b>	<ul style="list-style-type: none"> <li>• To decode unfamiliar words drawing on phonic knowledge and skills</li> <li>• Apply a growing range of root words and suffixes and prefixes</li> <li>• To read and spell all exception words from Years 3&amp;4 list</li> <li>• To read a range of text with fluency and accuracy</li> <li>• To use punctuation to support the use of intonation to interest the reader</li> </ul>	<ul style="list-style-type: none"> <li>• To read, listen and familiarise to a wider range of styles of text including classic British fiction, stories from other cultures and modern fiction</li> <li>• To learn a range of poems</li> <li>• To use school and community libraries to choose books for pleasure and purpose</li> <li>• To understand that books are organised into a classification system and use this to find books</li> <li>• To discuss text e.g. word choice for effect, common themes, how presentation and structure contributes to meaning, themes and conventions</li> <li>• To retrieve and record information from a range of text</li> <li>• To make predictions based on what is implied and stated</li> <li>• To summarise key ideas in more than one paragraph</li> <li>• To read and listen to whole books independently and as a class</li> <li>• To talk about books that are read and give reasons why opinions are held.</li> <li>• To make inferences drawing on evidence from the text</li> </ul>
<b>Year 5</b>	<ul style="list-style-type: none"> <li>• To decode unfamiliar words drawing on phonic knowledge and skills</li> <li>• Apply knowledge of root words, suffixes and prefixes</li> <li>• Read age appropriate books with confidence and accuracy</li> </ul>	<ul style="list-style-type: none"> <li>• To continue to read, listen and familiarise to a wider range of styles of text To learn poems and perform these with volume and intonation</li> <li>• To use school and community libraries to choose books for pleasure and purpose</li> <li>• To understand that books are organised into a classification system and use this to find and retrieve information on a specific subject and topic</li> <li>• To recommend books to peers explain why these suggestions are made</li> <li>• To check what I read makes sense to me and explore meanings of unfamiliar words within a context</li> <li>• To continue to draw inferences and justify these with evidence e.g. direct quotation</li> <li>• To continue to make predications based on details stated and implied</li> <li>• Identify themes and conventions across a growing range of writing</li> <li>• To summarise the main ideas in more than one paragraph and identify some of the key ideas that helps in drawing this summary</li> <li>• To read and listen to whole books independently and as a class</li> <li>• Discuss and evaluate how authors use of language and the impact this has on the reader</li> </ul>

<p><b>Year 6</b></p>	<ul style="list-style-type: none"> <li>• To decode unfamiliar words drawing on phonic knowledge and skills</li> <li>• Apply knowledge of root words, suffixes and prefixes</li> <li>• Read age appropriate books with confidence and accuracy</li> <li>• To read fluently and with pace approx. 105-120 words per minute</li> </ul>	<ul style="list-style-type: none"> <li>• Distinguish between facts and opinion</li> <li>• To continue to read, listen and familiarise to a wider range of styles of text To learn poems and perform these showing understanding of meaning through volume and intonation so that the meaning is clear to the audience</li> <li>• To use school and community libraries to choose books for pleasure and purpose</li> <li>• To understand that books are organised into a classification system and use this to find and retrieve information on a specific subject and topic</li> <li>• To give opinions about a range books and text and make recommendations supported with evidence and references</li> <li>• To draw inferences from a wide range of text and justify these with evidence e.g. direct quotation, paraphrasing</li> <li>• To continue to make predications based on details stated and implied</li> <li>• Identify themes and conventions across a wide range of writing</li> <li>• To summarise the main ideas in more than one paragraph and identify the key ideas that draws this summary</li> <li>• To read and listen to whole books independently and as a class</li> <li>• Discuss and evaluate how authors use of language (including figurative language) and the impact this has on the reader</li> <li>• Distinguish between fact and opinion</li> </ul>
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