



# Reading

	EYFS (Nursery & Reception)	Year 1	Year 2	Year 3	Year 4	
<u>Word Reading</u>						
Phonological Awareness	<p>Is developing their phonological awareness, so that they can; spot and suggest rhymes.</p> <p>count or clap syllables in a word</p> <p>recognise words with the same initial sound, such as money and mother</p> <p>Reads aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words</p>	<p>Apply phonic knowledge and skills as the route to decode words</p>	<p>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>Understands that we read English text from left to right and from top to bottom</p> <p>Can read some letter groups that each represent one sound and say the sounds for them</p>	<p>Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.</p>	<p>Read accurately by blending the sounds in words that contain the graphemes for all 40+ phonemes.</p>	<p>Recognise alternative sounds for graphemes.</p>		
	<p>Understands the names of the different parts of a book</p> <p>Can read a few common exception words matched to school's phonic programme</p>	<p>Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.</p>	<p>Read accurately words of two or more syllables that contain graphemes taught so far.</p>			
	<p>Can read words consistent with their phonic knowledge by sound-blending</p> <p>Is able to say a sound for each letter in the alphabet and at least 10 digraphs</p>	<p>Read aloud many words containing taught GPCs quickly and accurately without overt sounding and blending</p> <p>Read other words of more than one syllable that contain taught GPCs</p>				
	<p>Understands page sequencing</p> <p>Is able to read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words</p>	<p>Read many common exception words from (English appendix 1)</p>	<p>Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p>	<p>Read further exception words accurately, including words that do not follow spelling patterns.</p> <p>Read further exception words, noticing the unusual correspondences between spelling</p>	<p>Read and decode further exception words accurately, including words that do not follow spelling patterns.</p> <p>Read and decode further exception words accurately, noting the unusual correspondences between spelling and sound, and where</p>	
	Exception Words					



				and sound, and where these occur in the word (English Appendix 1).	these occur in the word, with reference to spelling English Appendix 1.
Prefixes and Suffixes	Understands that print has meaning			Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning or new words they meet to include:	Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology), including;
	Reads individual letters by saying the sounds for them			dis-, mis-, in-, il-, im-, ir-, -ly; English Appendix 1	re-, sub-, inter-, super-, anti-, auto-, -ation, -ous, both to read aloud and to understand the meaning of new words they meets, with reference to English Appendix 1.
	Understands that print can have different purposes	Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings	Read words containing common suffixes.	Use understanding of root words, prefixes and suffixes (including dis-, mis-, in-, il-, im-, ir-, -ly) to help me understand the meaning of new words.	Use understanding of root words, prefixes (including re-, sub-, inter-, super-, anti-, auto-) and suffixes (including -ation, -ous) to help me understand the meaning of new words.
Fluency		Read words with contractions. eg. I'm, I'll, we'll and understand that the apostrophe represents the omitted letter(s)	Read words in age-appropriate books accurately and fluently, without overt sounding and blending e.g. at over 90 words per minute.		
		Read aloud accurately books that are consistent with developing phonic knowledge and that do not require use of other strategies, such as guessing words from pictures or the context of the sentence, to work out words.	Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.		
		Re-read phonically decodable books to build up fluency and confidence in word reading.	Re-read books, sounding out unfamiliar words accurately, to build up fluency and confidence in word reading.		
<b>Comprehension</b>					
Reading for Pleasure	Engages in extended conversations about stories, learning new vocabulary.  Re-reads books to build up their confidence in word reading, their fluency and their understanding and enjoyment.	<b>Develop pleasure in reading, motivation to read, vocabulary and understanding by;</b>  listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently  being encouraged to talk about events in what is read or heard	<b>Develop pleasure in reading, motivation to read, vocabulary and understanding by;</b>  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.  .	<b>Maintain positive attitudes to reading and understanding of what they reads by;</b>  listening to and discussing a wide range of fiction, poetry, plays and non-fiction.  reading books that are structured in different ways	<b>Maintain positive attitudes to reading and understanding of what they reads by</b>  listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.  reading for a range of purposes.



		<p>read and link them to their own experiences</p> <p>joining in with predictable phrases</p> <p>becoming very familiar with key stories, fairy tales and traditional tales, retelling them and considering their particular characteristics</p> <p>learning to appreciate rhymes and poems and to recite some by heart</p> <p>discussing word meanings, linking new meanings to those already known</p>	<p>discussing the sequence of events in books and how items of information are related.</p> <p>. becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.</p> <p>. recognising simple recurring literary language in stories and poetry.</p> <p>discussing and clarifying the meanings of words, linking new meanings to known vocabulary.</p> <p>discussing their favourite words and phrases</p> <p>continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.</p>	<p>increasing their familiarity with a wide range of books, including fairy tales, myths and legends, and retell some of these orally</p> <p>identifying themes in books.</p> <p>reading aloud poems and perform play scripts.</p> <p>discussing words that capture the reader's interest and imagination.</p>	<p>using dictionaries to check the meaning of words that they have read.</p> <p>reading a wide range of books, including fairy stories, myths and legends, and retell some of these orally.</p> <p>discussing words and phrases that capture the reader's interest and imagination.</p> <p>recognising some different forms of poetry e.g. free verse, narrative poetry.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Understanding</p>	<p><i>Anticipates, where appropriate, key events in stories.</i></p>	<p><b>Understand both the books that they can already read accurately and fluently and those that they listens to by;</b></p> <p>drawing on what is already known or on background information and vocabulary provided by teacher</p> <p>checking that the text makes sense as they reads and corrects inaccurate reading</p> <p>discussing the significance of the title and events</p> <p>making inferences on the basis of what is being said and done</p> <p>predicting what might happen on the basis of what has been read so far</p>	<p><b>Understand both the books that they can already read accurately and fluently and those that they listens to by;</b></p> <p>drawing on what they already knows or on background information and vocabulary provided by the teacher.</p> <p>checking that the text makes sense to their as they reads and corrects inaccurate reading.</p> <p>answering questions and making inferences on the basis of what is being said and done.</p> <p>answering and asking questions and making links.</p> <p>predicting what might happen on the basis of what has been read so far.</p>	<p><b>Understand what they reads by;</b></p> <p>checking that the text makes sense to their, discussing their understanding of words.</p> <p>asking questions to improve their understanding or a text.</p> <p>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>predicting what might happen from details stated.</p> <p>identifying main ideas drawn from within one paragraph and summarise these.</p> <p>identifying how language, structure and presentation contribute to meaning to include paragraphs, headings, subheadings, inverted commas to punctuate speech.</p>	<p><b>Understand what they reads by;</b></p> <p>checking that the text makes sense to their, discussing their understanding and explaining the meaning of words in context.</p> <p>asking questions to improve their understanding of texts with increasing complexity.</p> <p>identifying main ideas drawn from more than one paragraph and summarise these.</p> <p>identifying how language, structure, and presentation contribute to meaning, to include: paragraphs, use of pronouns for cohesion, inverted commas for speech, apostrophes to mark possession, fronted adverbials</p> <p>predicting what might happen from details stated and implied.</p>



Inference	Demonstrates an understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary	Answer questions in discussion with the teacher and make simple inferences	Make inferences on the basis of what is said and done in a book they are reading independently.	Make more inferences by using their understanding of character feelings, knowledge of the wider world and comprehension of increasingly challenging vocabulary in their independent reading.	
Discussion		Participate in discussions about what is read to them, taking turns and listening to what others say	Participate in discussions 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.	Participate in reasoned discussion about books, poems and other material that are read to them and those they can read for themselves, taking turns and listening to what others say.	Participate in clear reasoned discussion about books, poems and other materials that are read to them and those they can read for themselves, taking turns and listening to what others say.
Explanation		Explain clearly their understanding of what is read to them	Explain and discuss their understanding of books, poems and other material, both those that they listens to and those that they reads for themselves.		
Retell	Uses and understands recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play	Retell some of a familiar story/rhyme, when being read to by an adult (one-to-one or in a small group)			
Non-fiction skills				Retrieve and record information from non-fiction.	Retrieve and record information from non-fiction over a wide range of subjects.