Word reading	**EYFS**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Phonics and decoding	Develop their phonological awareness, so that they can:	To apply phonic knowledge and skills as the route to decode words.	To continue to apply phonic knowledge and skills as the route to decode words until automatic	To continue to apply phonic knowledge and skills as the route to decode words until automatic	To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill.	To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.	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.
	Spot and suggest rhymes	To blend sounds in unfamiliar words using the GPCs that they have been taught.	decoding has become embedded and reading is fluent.	decoding has become embedded and reading is fluent.	To apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.*	To apply their growing knowledge of root words, prefixes and suffixes/ word endings, including	
	Count or clap syllables in words	To respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes.	To read accurately by blending the sounds in words that contain the graphemes taught so far,	To read accurately by blending the sounds in words that contain the graphemes taught so far,		-sion, -tion, -cial, -tial,	
	Recognise words with the same initial sound, such as money and mother	To read words containing taught GPCs.	especially recognising alternative sounds for graphemes.	especially recognising alternative sounds for graphemes.		-ant/-ance/-ancy, -ent/- ence/-ency, -able/-ably and -ible/ibly, to read aloud fluently.*	
	Read individual letters by saying the sounds for them.	To read words containing -s, -es, -ing,	To accurately read most words of two or more syllables.	To accurately read most words of two or more syllables.			
	Blend sounds into words, so that they can read short words made up of letter-sound correspondences.	-ed and -est endings.	To read most words containing common suffixes.*	To read most words containing common suffixes.*			
	Read some letter groups that each represent one sound and say sounds for them.	To read words with contractions, e.g. I'm, I'll and we'll.					
	Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception 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.						
Common exception words	Read a few common exception words matched to the school's phonic programme.	To read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words.	To read most Y1 and Y2 common exception words*, noting unusual correspondences between spelling and sound and where these occur in the word.	To begin to read Y3/Y4 exception words.*	To read all Y3/Y4 exception words*, discussing the unusual correspondences between spelling and these occur in the word.	To read most Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.	
	To read some common						
	irregular words.						
Fluency	Understand the five key concepts about print:	To accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words.	To read aloud books (closely matched to their improving phonic	At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary. (V)	At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary. (V)	At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary. (V)	At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.
	print has meaning	To reread texts to build up fluency and confidence in word reading.	knowledge), sounding out unfamiliar				
	The names of different parts of a book		words accurately, automatically and without undue hesitation.				
	Print can have different purposes		To reread these books to build up fluency and				
	Page sequencing		confidence in word reading.				
	We read English text from left to right and from top to bottom		To read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts.				
	Blend sounds into words, so that they can read short words made up of letter-sound correspondences.						
	Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.						
	Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.						
	Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.						
Understanding and correct inaccuracies	Enjoy listening to longer stories and can remember much of what happens.	To check that a text makes sense to them as they read and to self- correct.	To show understanding by drawing on what they already know or on background information				
	Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"		and vocabulary provided by the teacher. (R V)				
	Be able to express a point of view and debate when they disagree with an adult or a friend, using words as well as actions		To check that the text makes sense to them as they read and to correct inaccurate reading.				
	Listen to and talk about stories to build familiarity and understanding.						
	Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.						
	Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.						
Comparing, contrasting and commenting	Be able to express a point of view and debate when they disagree with an adult or a friend, using words as well as actions.	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. (E)	To participate in discussion about books, poems and other works that are read to them	To recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and	To discuss and compare texts from a wide variety of genres and writers. (E)	To discuss and compare texts from a wide variety of genres and writers. (E)	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. (E)
	Compare and contrast characters from stories, including figures from the past.	To link what they have read or have read to them to their own experiences. (E)	(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. (E)	reference books or textbooks. (V)	To read for a range of purposes.	To read for a range of purposes.	To recognise more complex themes in what they read (such as loss or heroism). (E)
	Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.	To retell familiar stories in increasing detail. (R)	To become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales. (R S)	To use appropriate terminology when discussing texts (plot, character, setting). (V)	To identify themes and conventions in a wide range of books. (E)	To identify themes and conventions in a wide range of books. (E)	To explain and discuss their understanding of what they have read, including through formal presentations and debates,
	Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.	To join in with discussions about a text, taking turns and listening to what others say.	To discuss the sequence of events in books and how items of information are related (S)		To refer to authorial style, overall themes (e.g. triumph of good over evil) and	To refer to authorial style, overall themes (e.g. triumph of good over evil) and	maintaining a focus on the topic and using notes where necessary. (E)
	Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.	To discuss the significance of titles and events. (E)	To recognise simple recurring literary language in stories and poetry. (E)		features (e.g. greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings). (E)	features (e.g. greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings). (E)	To listen to guidance and feedback on the quality of their explanations and contributions to discussions and to make improvements when participating in discussions. (E)
	Anticipate (where appropriate) key events in stories.		To ask and answer questions about a text. (E)		To identify how language, structure and presentation contribute to meaning. (E)	To identify how language, structure and presentation contribute to meaning. (E)	To draw out key information and to summarise the main ideas in a text. (S)
	Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary		To make links between the text they are reading and other texts they have read (in texts that they can read independently). (E)		To identify main ideas drawn from more than one paragraph and summarise these. (E)	To identify main ideas drawn from more than one paragraph and summarise these. (S)	To distinguish independently between statements of fact and opinion, providing reasoned justifications for their views. (E)
						To recommend texts to peers based on personal choice. (E)	To compare characters, settings and themes within a text and across more than one text. (E)
Words in context and authorial choice	Use a wider range of vocabulary.	To discuss word meaning and link new meanings to those already known. (V)	To discuss and clarify the meanings of words, linking new meanings to known vocabulary. (V)	To check that the text makes sense to them, discussing their	Discuss vocabulary used to capture readers' interest and imagination. (V)	To discuss vocabulary used by the author to create effect including figurative language. (v)	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. (V)
	Engage in extended conversations about stories, learning new vocabulary.		To discuss their favourite words and phrases. (V)	understanding and explaining the meaning of words in context. (R E)		To evaluate the use of authors' language and explain how it has created an impact on	
	Learn new vocabulary.			To discuss authors' choice of words and phrases for effect (E)		the reader. (E)	
	Use new vocabulary throughout the day.						
	Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.						
	Use new vocabulary in different contexts.						
	Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.						
	Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.						
	Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.						
	Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.						
Iinference and prediction	Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"	To begin to make simple inferences. (I)	To make inferences on the basis of what is being said and done. (I)	To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives. (I)	To draw inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text. (I)	To draw inferences from characters' feelings, thoughts and motives. (I)	To consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters). (E)
	Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.	To predict what might happen on the basis of what has been read so far. (P)	To predict what might happen on the basis of what has been read so far in a text. (P)	To justify predictions using evidence from the text. (P)	To justify predictions from details stated and implied. (P)	To make predictions based on details stated and implied, justifying them in detail with evidence from the text. (P)	To discuss how characters change and develop through texts by drawing inferences based on indirect clues. (I)
	Anticipate (where appropriate) key events in stories.						
Poetry and Performance	Sing a large repertoire of songs.	To recite simple poems by heart.	To continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear.	To prepare and perform poems and play scripts that show some awareness of the audience when reading aloud.	To recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry).	To continually show an awareness of audience when reading out loud using intonation, tone, volume and action.	To confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect.
	Know many rhymes, be able to talk about familiar books, and be able to tell a long story.			To begin to use appropriate intonation and volume when reading aloud.	To prepare and perform poems and play scripts with appropriate techniques (intonation, tone, volume and action) to show awareness of the audience when reading aloud.		
	Take part in simple pretend play, using an object to represent something else even though they are not similar.						
	Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.						
	Remember and sing entire songs.						
	Sing the melodic shape (moving melody, such as up and down and down and up) of familiar songs.						
	Create their own songs, or improvise a song around one they know.						
	Engage in story times.						
	Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.						
	Learn rhymes, poems and songs.						
	Sing in a group or on their own, increasingly matching the pitch and following the melody.						
	Develop storylines in their pretend play.						
	Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.						
	Make use of props and materials when role playing characters in narratives and stories.						
	Invent, adapt and recount narratives and stories with their peers and their teacher.						
	Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music.						
Non fiction	Engage in non-fiction books.	To recognise that non- fiction books are often structured in different ways.	To recognise that non- fiction books are often structured in different ways.	To retrieve and record information from non- fiction texts. (R)	To use all of the organisational devices available within a non- fiction text to retrieve, record and discuss information. (R)	To use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts.	To retrieve, record and present information from non-fiction texts. (R)
	Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.				To use dictionaries to check the meaning of words that they have read. (V)		To use non-fiction materials for purposeful information retrieval (e.g. in reading history, geography and science textbooks) and in contexts where pupils are genuinely motivated to find out information (e.g. reading information leaflets before a gallery or museum visit or reading a theatre programme or review).(R)
	Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.						
	Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.						
EYFS	30 – 50 months 40 – 60 months Early Learning Goal						
Code	V - Vocabulay						
	I - Infernece						
	P - Predict						
	E- Explain						
	R - Retrieve						
	S - Sequence/Summarise						