



| | EFYS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| Word Reading | <ul style="list-style-type: none"> * speedily read all Set 1 and Set 2 sounds (RWI) *read words accurately by blending taught sounds *read aloud phonetically decodable books applying their taught phonic knowledge *read some multisyllabic words *read common exception words (put, the, I, no, of, my, for, he, your, said, you, be, are, to, me, go, baby, paint) <p>NB-some of these words become phonetically decodable later when further graphemes are taught</p> | <ul style="list-style-type: none"> *apply phonic knowledge to decode words *speedily read all 40+ letters/groups for 40+ phonemes *read accurately by blending taught GPC *read common exception words *read common suffixes (-s, -es, -ing, -ed, etc.) *read multisyllabic words containing taught GPCs *read contractions and understanding use of apostrophe *read aloud phonetically decodable texts *re-read texts to build fluency and confidence in word reading | <ul style="list-style-type: none"> *secure phonic decoding until reading is fluent *read accurately by blending, including alternative sounds for graphemes *read multisyllabic words containing these graphemes *read common suffixes *read exception words, noting unusual correspondences *read most words quickly & accurately without overt sounding and blending | <ul style="list-style-type: none"> *apply their growing knowledge of root words, prefixes, and suffixes, both to read aloud and to understand the meaning of new words they meet *read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word | <ul style="list-style-type: none"> *apply their growing knowledge of root words, prefixes, and suffixes, both to read aloud and to understand the meaning of new words they meet *read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word | <ul style="list-style-type: none"> *apply their growing knowledge of root words, prefixes, and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet | <ul style="list-style-type: none"> *apply their growing knowledge of root words, prefixes, and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet |
| Reading Range (see year group text overviews for more detail) | <ul style="list-style-type: none"> *Listen attentively to and enjoy and increasing range of fiction, non-fiction, poetry, rhymes, and songs *Use talk to explore the relationship between their own experiences and those of others familiar to them to what they read or hear read | <ul style="list-style-type: none"> *listen to and discuss a wide range of poems, stories, and non-fiction at a level beyond that at which they can read independently *begin to link what they read or hear read to their own experiences | <ul style="list-style-type: none"> *listen to, discuss, and express 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 | <ul style="list-style-type: none"> *listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks *read books that are structured in different ways *reading for a range of purposes | <ul style="list-style-type: none"> *listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks *read books that are structured in different ways *reading for a range of purposes | <ul style="list-style-type: none"> *read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks *read books that are structured in different ways *read for a range of purposes *make comparisons within and across books | <ul style="list-style-type: none"> *read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks *read books that are structured in different ways *read for a range of purposes *make comparisons within and across books |
| Familiarity with texts | <ul style="list-style-type: none"> *retell increasingly long and complex texts in exact and own words using actions and expression to show understanding *use a wider range of story language *understand that story language is different from spoken language *talk about stories in greater depth, exploring themes as well as events *identify favourite books and talk about why they like them | <ul style="list-style-type: none"> *become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics *recognise and join in with predictable phrases | <ul style="list-style-type: none"> *become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales *recognise simple recurring literary language in stories and poetry | <ul style="list-style-type: none"> *increase their familiarity with a wide range of books, including fairy stories, myths, and legends, and retell some of these orally *identify themes and conventions in a wide range of books | <ul style="list-style-type: none"> *increase their familiarity with a wide range of books, including fairy stories, myths, and legends, and retell some of these orally *identify themes and conventions in a wide range of books | <ul style="list-style-type: none"> *increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions *identify and discuss themes and conventions in and across a wide range of writing | <ul style="list-style-type: none"> *increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions *identify and discuss themes and conventions in and across a wide range of writing |

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| | *identify likes, dislikes, puzzles, and connections when reading and begin to give reasons for their thinking | | | | | | |
| Poetry and Performance (see year group text overviews for more detail) | *listen to and join in with an increasing range of rhymes and poems identify their favourite rhymes and poems and talk about why they like them *perform poems off by heart with actions using rhythm, expression, and volume | *learn to appreciate rhymes and poems, and to recite some by heart | *continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear | *prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume, and action *recognise some different forms of poetry | *prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume, and action *recognise some different forms of poetry | *learn a wider range of poetry by heart *prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, and volume so that the meaning is clear to an audience | *learn a wider range of poetry by heart *prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, and volume so that the meaning is clear to an audience |
| Vocabulary | *apply new vocabulary during role play, in own writing and during discussion about stories, non-fiction, poems and rhymes *work out the meaning of unfamiliar vocabulary (Tier 2 and 3) using context of sentence and text *generate synonyms and antonyms of new vocabulary *begin to understand that writers use language to create different effects (make the reader happy, sad, scared, laugh etc) | *discuss word meanings, linking new meanings to those already known *draw on taught vocabulary to understand what they read *work out the meaning of some new words using the context of the sentence *discuss the effect of language on the reader | *discuss and clarify the meanings of words, linking new meanings to known vocabulary *discussing their favourite words and phrases *draw on taught vocabulary to understand what they read | *use dictionaries to check the meaning of words that they have read *discuss words that capture the reader's interest *explain the meaning of new words in context | *use dictionaries to check the meaning of words that they have read *discuss words that capture the reader's interest *explain the meaning of new words in context | *use dictionaries to check the meaning of words that they have read *discuss words that capture the reader's interest *explore the meaning of new words in context | *use dictionaries to check the meaning of words that they have read *discuss words that capture the reader's interest *explore the meaning of new words in context |
| Comprehension | *explain their understanding of a text and make personal responses to what they read or have heard read *explain their thinking clearly using full sentences and correct book terminology (See EYFS English Overview) *sequence more complex stories using pictures and captions *summarise stories and non-fiction using text mapping *identify cause and effect in stories (what happens and why) | *draw on what they already know or on background information and vocabulary provided by the teacher *check that the text makes sense to them as they read and correct inaccurate reading | *discuss the sequence of events in books and how items of information are related *draw on what they already know or on background information and vocabulary provided by the teacher *check that the text makes sense to them as they read and correct inaccurate reading *answer and ask questions | *check that the text makes sense to them, discuss their understanding, and explain the meaning of words in context *ask questions to improve their understanding of a text *identify main ideas drawn from more than one paragraph and summarise these | *check that the text makes sense to them, discuss their understanding and explain the meaning of words in context *ask questions to improve their understanding of a text *identify main ideas drawn from more than one paragraph and summarise these | *check that the book makes sense to them, discuss their understanding, and explore the meaning of words in context *ask questions to improve their understanding *summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas | *check that the book makes sense to them, discuss their understanding, and explore the meaning of words in context *ask questions to improve their understanding *summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas |

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| Inference | *make simple inferences based on what is said and done drawing on own experiences and prior knowledge (including links to other texts and films) | *discuss the significance of the title and events *make inferences based on what is being said and done | *make inferences based on what is being said and done | *draw inferences such as inferring characters' feelings, thoughts, and motives from their actions *justify inferences with evidence | *draw inferences such as inferring characters' feelings, thoughts, and motives from their actions *justify inferences with evidence | *draw inferences such as inferring characters' feelings, thoughts, and motives from their actions *justify inferences with evidence | *draw inferences such as inferring characters' feelings, thoughts, and motives from their actions *justify inferences with evidence |
| Prediction | *make plausible predictions drawing on own understanding of the world and text type, giving reasons for their predictions (I think...because...) *make predictions based on knowledge and understanding of characters | *predict what might happen based on what has been read so far | *predict what might happen based on what has been read so far | *predict what might happen from details stated and implied | *predict what might happen from details stated and implied | *predict what might happen from details stated and implied *begin to make predictions based on details from across chapters | *predict what might happen from details stated and implied *make predictions based on details from across chapters |
| Authorial Intent | *to know that a writer uses specific words to create a feeling (gloomy, bright, cold) *discuss words and phrases that make them think and capture their interest | *identify words that the writer has used deliberately to create effect/impact e.g., a scary setting | *identify words that the writer has used deliberately to create effect/impact | *discuss words and phrases that capture the reader's interest and imagination *identify how language, structure, and presentation contribute to meaning | *discuss words and phrases that capture the reader's interest and imagination *identify how language, structure, and presentation contribute to meaning | *identify how language, structure and presentation contribute to meaning *discuss and evaluate how authors use language, including figurative language, considering the impact on the reader | *identify how language, structure and presentation contribute to meaning *discuss and evaluate how authors use language, including figurative language, considering the impact on the reader |
| Non-Fiction (see year group text overviews for more detail) | *know the difference between fiction and non-fiction *use simple non-fiction books to locate information *to know the purpose of a title *to know the purpose of heading and begin to use to locate information | *know the difference between non-fiction and fiction *know some of features of non-fiction texts such as contents page and headings and begin to use to locate information | *be introduced to non-fiction books that are structured in different ways | *retrieve and record information from non-fiction | *retrieve and record information from non-fiction | *distinguish between statements of fact and opinion *retrieve, record, and present information from non-fiction | *distinguish between statements of fact and opinion *retrieve, record, and present information from non-fiction |
| Talking about reading | *use full sentences when talking about books (see EYFS English overview) *talk about what they like and do not like and begin to give reasons for their thinking *explain their understanding of what they have read or heard read | *participate in discussion about what is read to them, taking turns, and listening to what others say *clearly explain their understanding of what is read to them | *participate in discussion about books, poems & other works that are read to them & those that they can read for themselves, taking turns, and listening to what others say *explain and discuss their understanding of books, poems, and other material, both those that they listen to and those that they read for themselves | *participate in discussion about both books that are read to them and those they can read for themselves, taking turns, and listening to what others say *explain and discuss their understanding of what they have read | *participate in discussion about both books that are read to them and those they can read for themselves, taking turns, and listening to what others say *explain and discuss their understanding of what they have read | *recommend books that they have read to their peers, giving reasons for their choices *participate in discussions about books, building on their own and others' ideas and challenging views courteously *explain and discuss their understanding of what they have read, including through formal presentations and debates, *provide reasoned justifications for their views | *recommend books that they have read to their peers, giving reasons for their choices *participate in discussions about books, building on their own and others' ideas and challenging views courteously *explain and discuss their understanding of what they have read, including through formal presentations and debates, *provide reasoned justifications for their views |