

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Word reading</b>	I use phonic knowledge to decode books accurately that have the phoneme / grapheme correspondences in that I know I respond speedily with the correct sound for graphemes for all 40+ phonemes including alternative sounds for graphemes I read common exception words from phase 2 to phase 5 and spot unusual letter sound correspondences. I read words containing graphemes I know that have endings -s, -es, -ing, -ed, -er, and -est I read words with more than one syllable that contain graphemes I know I read words with missing letters and understand the apostrophe shows there is a missing letter e.g. I'm, I'll, we'll	I use phonic knowledge to decode new text automatically and fluently I sound out new words quickly in my head including words with alternative phonemes for graphemes I read words of two or more syllables using a range of graphemes I read words with common suffixes ed, ing, est, er, ful I read a range of common exception words I read most words except new or unfamiliar words without having to sound and blend out loud	I use my developing understanding about root words, prefixes and suffixes to help me to read aloud with increasing fluency and understanding I read a wider range of common exception words	I use what I know about root words, prefixes and suffixes to help me to read aloud with fluency I read a wider range of common exception/tricky words and can see what makes them tricky	I often apply my knowledge of root words, prefixes and suffixes to help me to read fluently and understand the meaning of new words	I apply my knowledge of root words, prefixes and suffixes to help me to read fluently and understand the meaning of new words
<b>Wider decoding and reading skills</b>	I re-read sentences and books to build up fluency and confidence in word reading	I check that the text makes sense to me as I read, thinking does it look right and make sense and I correct my mistakes I re-read books with fluency, expression and intonation	I notice mistakes I make in my reading using meaning, language structures and visual information and correct myself as a result	I notice mistakes I make in my reading and correct them because the text doesn't make sense using meaning, language structure and visual information		
<b>Comprehension strategies</b>	I understand what I read and can retell it in a sequence I talk about word meanings and I link new meanings to these I check the text makes sense to me as I read and I self-correct when I make mistakes I make inferences on the basis of what is being done I am beginning to link what I read or hear to my own experiences	I predict what might happen on the basis of what I have read so far I discuss the sequence of events in books and how information is related I make simple inferences on the basis of what is being said and done I talk about and clarify the meanings of words, linking new meanings to what I already know I use knowledge I already have to help me to understand text I answer and ask questions about what I read	I use my developing knowledge about root words, prefixes and suffixes to help me to understand the meaning of new vocabulary. I explain the meaning of words in context I predict what might happen from details that are stated and implied I find and record information from non-fiction texts I check the text makes sense to me I ask questions to improve my understanding of a text I identify main ideas taken from a paragraph and summarise these I make inferences such as inferring character's feelings and thoughts from their actions or from what they say	I use what I know about root words, prefixes and suffixes to help me to understand the meaning of new vocabulary I identify and discuss words and phrases that make the reader interested I explain the meaning of words in context I use dictionaries to check the meaning of words I have read I check the text makes sense to me I identify how language, structure and presentation contribute to meaning I use questions to improve my understanding of a text I identify main ideas taken from more than one paragraph and summarise these I make inferences such as inferring character's feelings, thoughts and motives from their actions I find evidence from the text to help me to support inference	I check books make sense to me and can talk about my understanding of significant ideas, events and characters I summarise the main ideas drawn from more than one paragraph I explore the meaning of words in context and I ask about the meanings of words I don't understand I predict what might happen from details stated and implied I ask questions to improve my understanding I understand how the language, structure and presentation contribute to meaning I make inferences such as inferring character's feelings, thoughts and motives from their actions and I can sometimes find evidence to support this	I summarise succinctly the key point of a paragraph I summarise the main ideas drawn from more than one paragraph, identifying key details that support main ideas I explore the meaning of words in context and I ask about the meanings of words I don't understand I make inferences such as inferring characters' feelings, thoughts and motives from their actions and justify these with evidence I give reasoned justifications for my views based on evidence from the text I predict what might happen from details stated and implied I ask questions to improve my understanding I find, record and present information from non-fiction texts I understand how the language, structure and presentation contribute to meaning
<b>Response to reading</b>	I am becoming very familiar with key stories, fairy stories and traditional tales and I can retell them.	I listen to and can talk about different poetry, stories and information text including what I like and don't like I explain and discuss my understanding of books, poems and other writing I know and can recite poems with appropriate intonation to make the meaning clear I talk about my favourite words and phrases and identify familiar patterns in language I recognise simple recurring literary language in stories and poems I talk about how non-fiction books are structured e.g. contents, index, glossary, titles, sub title	I understand what I read in books and can discuss this including expressing opinions about what I have read I identify themes in a range of books I listen to and can discuss a wide range of fiction, poetry, non-fiction and plays I read aloud and perform poems and play scripts showing my understanding through intonation, volume and actions I recognise some different forms of poetry, stories and non-fiction texts	I understand what I read in books and can discuss this I find and record information from non-fiction texts I identify themes, structures and some purposes in a wide range of books I listen to and can discuss a wide range of fiction, poetry, non-fiction and plays I read aloud and perform poems and play scripts showing my understanding through intonation, tone, volume and actions I recognise some different forms of poetry, stories and non-fiction texts	I sometimes give reasoned justifications for my views based on evidence from the text I am beginning to understand the difference between fact and opinion I identify and discuss themes and conventions in a range of writing I comment on how and why a writer has used certain word choices I read poems and plays aloud and perform, showing understanding through intonation, tone and volume so that the meaning is clear to the audience I know a wider range of poetry by heart I recommend books I have read to friends and give reasons for my choices I read and understand texts (paper based and digital) that are structured in different ways and read for a range of purposes and can explain the main purpose of these I read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books building on my own and others' ideas I can find, record and present information from non-fiction texts	I know the difference between fact and opinion and can identify this in a text I comment on how and why a writer has used certain language, including figurative language (e.g. simile, metaphor, personification) I identify and discuss themes and conventions in and across a wide range of writing I read poems and plays aloud and perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience I know a wide range of poetry by heart I recommend books I have read to friends and give reasons for my choices I read and understand texts (paper based and digital) that are structured in different ways and read for a range of purposes and can explain the main purpose of these I explain and discuss my understanding of what I have read including through presentation and debates, keeping my focus, using notes where needed