	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Read all 26	Say a sound	Blend sounds in unfamiliar words	Read most words 'at a	With support if needed,	Read words	Read words	Read the Y6
	letter	for each letter	containing graphemes that have been	glance' – quickly and	read longer words, testing	containing the	containing the	common
	sounds.	in the alphabet	taught.	accurately - when they	out different	following	following suffixes:	exception words.
		and at least 10		have been encountered	pronunciations.	prefixes: sub-,	-able, -ible, -ably	
	Hear and	digraphs.	Respond speedily with the correct sound	frequently.	Dandda	inter-, anti-, auto-	and -ibly.	Read an age-
	say initial		for all Set 1 and Set 2 sounds.		Read words containing the following prefixes: re, super-	, il-, im- and ir		appropriate text
	sounds in	Read words		Decode automatically,	, dis-, mis- and in			fluently:
	words and	consistent with	Blend phonemes to read four- and five-	where needed.	, ais-, mis- and in	Read the Y4	Read the Y5	
	begin to	their phonic	sound special friends words.		Read the Y3 common	common	common	- Use phonics to
	segment	knowledge by			exception words.	exception words.	exception words.	decode
	and blend in	sound-blending.	Blend and segment sounds in consonant	Use punctuation (full	·			unknown
	order to	_	clusters and use this knowledge in	stops, commas,	Know what dialogue is.	Read an age-	Read an age-	words,
	read CVC	Read aloud simple	reading.	exclamation marks	Recognise when dialogue is used in a narrative.	appropriate text	appropriate text	experimenting
	words.			and question marks) to make the reading make sense.		fluently:	fluently:	with
		sentences and	Read all Reception and Y1 common					pronunciation
		books that are	exception words.		NA/I I I I I	- Use phonics to	- Use phonics to	as needed.
		consistent with			When reading dialogue	decode	decode	- Read with
		their phonic	Make 1 to 1 correspondence between	Whilst reading, check	aloud, use expression to	unknown	unknown	good (or
		knowledge,	written and spoken words.	that the text makes	make it clear what is	words,	words,	better)
		including some		sense and correct	dialogue.	experimenting	experimenting	accuracy.
2,		common	Read words with contractions and	inaccurate reading.	Know what skimming is.	with	with	- Pay attention
		exception	understand that the apostrophe			pronunciation	pronunciation	to
Fluency		words.	represents the omitted letter(s).	Read with accuracy	When directed, use	as needed.	as needed.	punctuation
豆				words containing all	skimming to get a preview	- Read with	- Read with	when reading.
			Read words of more than one syllable	Set 3 sounds.	of a text before reading it.	good (or	good (or	- Read most
			containing taught graphemes.			better)	better)	words 'at a
				When reading, make	Read an age-appropriate	accuracy.	accuracy.	glance'.
			Read words containing taught graphemes	applying knowledge of alternative graphemes	text fluently:	- Pay attention	- Pay attention	- Use phrasing
			and -s,-es,-ing,-ed,-er and -est endings.		Harmbania ka darada	to	to	so that
					- Use phonics to decode	punctuation	punctuation	reading has a
			Read words containing the prefix -un.	to non-sight words,	unknown words,	when reading.	when reading.	natural flow.
				including those with	experimenting with	- Read most	- Read most	- Use
			When re-reading a text, use expression	two or more syllables.	pronunciation as	words 'at a	words 'at a	expression.
			and phrasing to help sound fluent.		needed.	glance'.	glance'.	
				Read words containing	- Read with good (or	- Use phrasing	- Use phrasing	
			Use punctuation to help read in a	common suffixes	better) accuracy.	so that	so that	
			'storyteller voice'	(-es, -ed, -ing, -er,	- Pay attention to	reading has a	reading has a	
				-est, -y, -tion,	punctuation when	natural flow.	natural flow.	
			Re-read to clarify meaning.	-ment, -ness, -ful,	reading.	- Use	- Use	
				-less, -ly).	- Read most words 'at a	expression.	expression.	
			Expect written text to make sense.		glance'.			
				Read most age-	- Use phrasing so that			
			Track visually, without finger pointing,	appropriate common	reading has a natural			
			when there are 2 or 3 lines of print on a	exception words.	flow.			
			page.		- Use expression.			

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Answer closed and	Demonstrate	Know the meaning of	Know what	Know and use the	Name and recognise		
	open-ended questions	understanding of	the prefix -un.	'inference' means.	words 'paragraph',	some forms of poetry.	Know and use the	Know and use the
	about a familiar	what has been			'chapter', 'heading'		terms 'effect' and	terms 'analogy' and
	story they have read.	read to them by	Know what the word	Make inferences	and 'subheading'.	Know and use the	'imagery'	'style'.
	_	retelling stories,	'title' means and why	based on what a		phrases 'plot' and 'point		
	Sequence 5 or more	and narratives	books have titles.	character has said or	Know why and	of view'.	Know and use the	Use quotations as
	pictures of the main	using their own		done in books read	how paragraphs		terms 'simile',	part of written
	events of a familiar	words and recently	Know that events	to the child.	are used in	Identify the main ideas	'alliteration',	evidence.
	story.	introduced	appear in a certain		narratives and	in a multi-paragraph	'personification' and	
	T 11 1 . 1	vocabulary	order in a narrative and	MILIC	non-narrative	piece of text.	'metaphor'.	Generate some
	Talk about what they	A	why this order matters.	Make inferences based on what a	texts.	Summarise the main	Know what a fact is	suitable impressions about a character's
	think might happen	Anticipate (where appropriate) key	Know and use the		Know and use the	ideas from a multi-		personality and
	next in a story.	events in stories.	words 'character',	character has said or done in books they	words 'illustration',	paragraph piece of text.	and what an opinion is.	support them with
		evenus in stories.	'events' and 'setting'.	have read	'diagram' and	paragraph piece of text.	is.	support them with suitable evidence.
		Use and	evenus and setting.	themselves.	'caption'.*	When directed, use	When presented with	suituble evidence.
		understand	Say whether a book is	titellisetves.	cupiton.	scanning to locate	a series of facts and	Generate some
no		recently introduced	fiction or non-fiction.	Know what a root	Know what a	specific information in	opinions, identify	suitable impressions
sic		vocabulary during	nectors of northectors.	word is.	glossary, contents	both fiction and non-	which is which.	about a setting and
ı.		discussions about	Identify and name the		page and index	fiction texts.	Without to Without	support them with
he		stories, non-fiction,	following parts of a	Link some unknown	are and be able to		Identify some themes	suitable evidence.
e		rhymes, poems and	book: cover, beginning,	words to a known	use them.	Know what a theme is.	in stories they have	
<u>d</u>		during role play.	end, page and line.	root word.			read as a class.	Use knowledge of
Comprehension			. •		Know the meaning	Name some themes		prefixes and suffixes,
C			Know what a retrieval		of the following	(such as friendship,	Know how to	taught, to
			question is.		prefixes: re-,	bravery or good	compare two or more	understand the
					super-, dis-, mis-	triumphing over evil) in	narratives in terms of	meaning of new
			Answer simple retrieval		and in	stories they have read	their characters,	words.
			questions about a text			as a class.	settings or themes.	
			that they have read		Use knowledge of			
			themselves.		prefixes and	Know the meaning of	Know the meaning of	
			M -		suffixes, taught in Y3 and KS1, to	the following prefixes:	the following suffixes:	
			Make predictions based on what has been read		'	sub-, inter-, anti-, auto-,	-able, -ible, -ably and	
			so far in books read to		understand the	il-, im- and ir	-ibly.	
			the child.		meaning of new words.		Use knowledge of	
			the chia.		words.	Use knowledge of	prefixes and suffixes,	
			Make predictions based			prefixes and suffixes,	taught in Y5 and	
			on what has been read			taught in Y4 and	previous years, to	
			so far in books they			previous years, to	understand the	
			have read themselves.			understand the meaning	meaning of new	
						of new word.	words.	
			<u> </u>		l.	l	l	

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			Read and understand	Read and understand	Read and understand	Read and understand	Read and understand	Read and understand
			age-appropriate texts.:	age-appropriate texts.:	age-appropriate texts.:	age-appropriate texts.:	age-appropriate texts.:	age-appropriate texts.:
Comprehension			- Read age- appropriate texts fluently Use background knowledge to help make sense of a new text Empathise with characters Visualise what is being described Summarise Understand the majority of the words used in a text Check that the text makes sense and take action if it does not Understand who or what pronouns in a sentence refer to Understand how verb tenses affect meaning Understand how punctuation affects meaning Use knowledge of texts and how they work Make inferences.	- Read age- appropriate texts fluently Use background knowledge to help make sense of a new text Empathise with characters Visualise what is being described Summarise Understand the majority of the words used in a text Check that the text makes sense and take action if it does not Understand who or what pronouns in a sentence refer to Understand how verb tenses affect meaning Understand how punctuation affects meaning Use knowledge of texts and how they work Make inferences.	- Read age- appropriate texts fluently Use background knowledge to help make sense of a new text Empathise with characters Visualise what is being described Summarise Understand the majority of the words used in a text Check that the text makes sense and take action if it does not Understand who or what pronouns in a sentence refer to Understand how verb tenses affect meaning Understand how punctuation affects meaning Use knowledge of texts and how they work Make inferences Understand ellipsis (when words are deliberately left out since their meaning is understood from the context).	- Read age- appropriate texts fluently Use background knowledge to help make sense of a new text Empathise with characters Visualise what is being described Summarise Understand the majority of the words used in a text Check that the text makes sense and take action if it does not Understand who or what pronouns in a sentence refer to Understand how verb tenses affect meaning Understand how punctuation affects meaning Use knowledge of texts and how they work Make inferences Understand ellipsis (when words are deliberately left out since their meaning is understood from the context).	- Read age- appropriate texts fluently Use background knowledge to help make sense of a new text Empathise with characters Visualise what is being described Summarise Understand the majority of the words used in a text Check that the text makes sense and take action if it does not Understand who or what pronouns in a sentence refer to Understand how verb tenses affect meaning Understand how punctuation affects meaning Use knowledge of texts and how they work Make inferences Understand ellipsis (when words are deliberately left out since their meaning is understood from the context).	- Read age- appropriate texts fluently Use background knowledge to help make sense of a new text Empathise with characters Visualise what is being described Summarise Understand the majority of the words used in a text Check that the text makes sense and take action if it does not Understand who or what pronouns in a sentence refer to Understand how verb tenses affect meaning Understand how punctuation affects meaning Use knowledge of texts and how they work Make inferences Understand ellipsis (when words are deliberately left out since their meaning is understood from the context).