

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

Comprehension

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Answer closed and open-ended questions about a familiar story that has been read to them.</p> <p>Sequence 5 or more pictures of the main events of a familiar story.</p> <p>Talk about what they think might happen next in a story.</p>	<p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate, where appropriate, key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems, and during play.</p>	<p>Know the meaning of the prefix <i>-un</i>.</p> <p>Know what the word 'title' means and why books have titles.</p> <p>Know that events appear in a certain order in a narrative and why this order matters.</p> <p>Know and use the words 'character', 'events' and 'setting'.</p> <p>Say whether a book is fiction or non-fiction.</p> <p>Identify and name the following parts of a book: cover, beginning, end, page and line.</p> <p>Know what a retrieval question is.</p> <p>Answer simple retrieval questions about a text that they have read themselves.</p> <p>Make predictions based on what has been read so far in books read to the child.</p> <p>Make predictions based on what has been read so far in books they have read themselves.</p>	<p>Know what 'inference' means.</p> <p>Make inferences based on what a character has said or done in books read to the child.</p> <p>Make inferences based on what a character has said or done in books they have read themselves.</p> <p>Know what a root word is.</p> <p>Link some unknown words to a known root word.</p>	<p>Know and use the words 'paragraph', 'chapter', 'heading' and 'subheading'.</p> <p>Know why and how paragraphs are used in narratives and non-narrative texts.</p> <p>Know and use the words 'illustration', 'diagram' and 'caption'.*</p> <p>Know what a glossary, contents page and index are and be able to use them.</p> <p>Know the meaning of the following prefixes: <i>re-</i>, <i>super-</i>, <i>dis-</i>, <i>mis-</i> and <i>in-</i>.</p> <p>Use knowledge of prefixes and suffixes, taught in Y3 and KS1, to understand the meaning of new words.</p>	<p>Name and recognise some forms of poetry.</p> <p>Know and use the phrases 'plot' and 'point of view'.</p> <p>Identify the main ideas in a multi-paragraph piece of text.</p> <p>Summarise the main ideas from a multi-paragraph piece of text.</p> <p>When directed, use scanning to locate specific information in both fiction and non-fiction texts.</p> <p>Know what a theme is.</p> <p>Name some themes (such as friendship, bravery or good triumphing over evil) in stories they have read as a class.</p> <p>Know the meaning of the following prefixes: <i>sub-</i>, <i>inter-</i>, <i>anti-</i>, <i>auto-</i>, <i>il-</i>, <i>im-</i> and <i>ir-</i>.</p> <p>Use knowledge of prefixes and suffixes, taught in Y4 and previous years, to understand the meaning of new words.</p>	<p>Know and use the terms 'effect' and 'imagery'.</p> <p>Know and use the terms 'simile', 'alliteration', 'personification' and 'metaphor'.</p> <p>Know what a fact is and what an opinion is.</p> <p>When presented with a series of facts and opinions, identify which is which.</p> <p>Identify some themes in stories they have read as a class.</p> <p>Know how to compare two or more narratives in terms of their characters, settings or themes.</p> <p>Know the meaning of the following suffixes: <i>-able</i>, <i>-ible</i>, <i>-ably</i> and <i>-ibly</i>.</p> <p>Use knowledge of prefixes and suffixes, taught in Y5 and previous years, to understand the meaning of new words.</p>	<p>Know and use the terms 'analogy' and 'style'.</p> <p>Use quotations as part of written evidence.</p> <p>Generate some suitable impressions about a character's personality and support them with suitable evidence.</p> <p>Generate some suitable impressions about a setting and support them with suitable evidence.</p> <p>Use knowledge of prefixes and suffixes, taught to understand the meaning of new words.</p>

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Comprehension			<p>Read and understand age-appropriate texts.:</p> <ul style="list-style-type: none"> - 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. 	<p>Read and understand age-appropriate texts.:</p> <ul style="list-style-type: none"> - 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. 	<p>Read and understand age-appropriate texts.:</p> <ul style="list-style-type: none"> - 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. 	<p>Read and understand age-appropriate texts.:</p> <ul style="list-style-type: none"> - 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. 	<p>Read and understand age-appropriate texts.:</p> <ul style="list-style-type: none"> - 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. 	<p>Read and understand age-appropriate texts.:</p> <ul style="list-style-type: none"> - 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.

