

Fluency	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	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 and segment sounds in consonant clusters and use this knowledge in reading.	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.
			Read all Reception and Y1 common exception words.	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.
			Make 1 to 1 correspondence between written and spoken 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.
			Read words with contractions and understand that the apostrophe represents the omitted letter(s).	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 of more than one syllable containing taught graphemes.	When reading, make sense of the text by applying knowledge of alternative graphemes to non-sight words, including those with two or more syllables.	Know what skimming is.	- Read most words 'at a glance'.	- Read most words 'at a glance'.	- Use phrasing so that reading has a natural flow.
			Read words containing taught graphemes and -s,-es,-ing,-ed,-er and -est endings.	Read words containing all Set 3 sounds.	When directed, use skimming to get a preview of a text before reading it.	- Use phrasing so that reading has a natural flow.	- Use phrasing so that reading has a natural flow.	- Use expression.
			Read words containing the prefix -un.	When reading, make sense of the text by applying knowledge of alternative graphemes to non-sight words, including those with two or more syllables.	Read an age-appropriate text fluently:	- Use expression.	- Use expression.	
			When re-reading a text, use expression and phrasing to help sound fluent.	Read words containing common suffixes (-es, -ed, -ing, -er, -est, -y, -tion, -ment, -ness, -ful, -less, -ly).	- Use phonics to decode unknown words, experimenting with pronunciation as needed.			
			Use punctuation to help read in a 'storyteller voice'	Read words containing common suffixes (-es, -ed, -ing, -er, -est, -y, -tion, -ment, -ness, -ful, -less, -ly).	- Read with good (or better) accuracy.			
			Re-read to clarify meaning.	Read most age-appropriate common exception words.	- Pay attention to punctuation when reading.			
			Expect written text to make sense.		- Read most words 'at a glance'.			
			Track visually, without finger pointing, when there are 2 or 3 lines of print on a page.		- Use phrasing so that reading has a natural flow.			
					- Use expression.			

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

