	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Decoding and Phonics	• Explore and experiment with sounds; words and texts • Link sounds to letters, naming and sounding the letters of the alphabet • Recognise letter shapes and say a sound for each • Hear and say sounds in words in the order in which they occur • Read simple words by sounding out and blending the phonemes all through the word from left to right • Recognise common digraphs • Read some high frequency words • Read a range of familiar and common words and simple sentences independently • Read texts compatible with their phonic knowledge and skills • Read graphemes for each of the 44 phonemes	• reads aloud books that are consistent with developing phonic knowledge • responds speedily with the correct sound to graphemes for all 40+ phonemes including, where appropriate, alternative sounds for graphemes • reads accurately by blending sounds in unfamiliar words containing GPCs that have been taught • reads CEW with some fluency and begins to notice unusual correspondences between spelling and sound and where these occur in a word • reads words containing known GPS and –s,-es, -ing, -ed, -er and –est endings • reads words of more than one syllable that contain known GPCs • reads words with contractions • begins to take account of punctuation when reading • begins to use context clues to help reading for meaning	• reads age-appropriate texts with fluency and confidence • recognises and effortlessly decodes most CEW • recognises and effortlessly decodes alternative sounds for graphemes • reads accurately words of two or more syllables, containing known graphemes • reads words containing common suffixes • self-corrects and re-reads to make ensure fluency and meaning	• reads age-appropriate texts at a speed which allows focus on understanding as opposed to decoding individual words • self-corrects using the appropriate strategies • discusses meaning of new words based on understanding of root words, prefixes and suffixes • begins to read ahead looking for clues to determine meaning • self-corrects without prompting when necessary	• reads most words effortlessly at a speaking pace • Uses knowledge of phonics, root words, suffixes and prefixes to determine pronunciation and meaning of unfamiliar words • reads further CEW noting unusual correspondences between spelling and sound and where these occur in words	• reads at a reasonable speaking pace • reads most words effortlessly • pronounces unfamiliar words with automaticity	• determines meaning of new words by applying knowledge of root words, suffixes and prefixes
Comprehension and Understanding	• Know that print carries meaning and, in English, is read from left to right and top to bottom • Extend their vocabulary, exploring the meanings and sounds of new words • Show an understanding of the elements of stories, such as main character, sequence of events, and openings, and how information can be found in non-fiction texts to answer questions about where, who, why and how • Listen with enjoyment to stories, songs, rhymes and poems, sustain attentive listening and respond with relevant comments, questions or actions	• Relate reading to own experiences. • Re-reads if reading does not make sense. • Re-tell with considerable accuracy. • Discuss significance of title & events.	• Reads ahead to help with fluency & expression. • Comments on plot, setting & characters in familiar & unfamiliar stories. • Recounts main themes & events. • Comments on structure of the text. • constructs meaning whilst reading independently, self-correcting where the sense of the text is lost	• Comments on the way characters relate to one another. • Knows which words are essential in a sentence to retain meaning. • asks questions to improve understanding of the text • offers reasons for authors' choice of vocabulary • begins to summarise what has been read • picks out key points when sequencing fiction	• Give a personal point of view on a text. • Can re-explain a text with confidence. • identifies how language, structure and presentation contributes to meaning	• Summarises main points of an argument or discussion within their reading & makes up own mind about issue/s. • Can compare between two texts. • Appreciates how two people may have a different view on the same event. • summarises main idea from more than one paragraph	• Refers to text to support opinions and predictions. • Gives a view about choice of vocabulary, structure etc. Distinguish between fact & opinion. • explains and discusses understanding of what has been read, including through formal presentations and debates,
Prediction, inference and deduction		• Make predictions on basis of what has been read. • Make inferences on basis of what is being said & done.	• makes inferences on what has been read • asks and answers questions appropriately, including those based on inference of what is said and done • makes predictions on the basis of what has been read so far	• Draw inferences such as inferring characters' feelings, thoughts & motives from their actions.	• Justify inferences with evidence, predicting what might happen from details stated or implied.	• Draw inferences and justify with evidence from the text.	• makes predictions based on details stated and implied. • draws inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
Intonation and Expression	• Retell narratives in the correct sequence, drawing on the language patterns of stories • Use language to imagine and recreate roles and experiences	• Reads with pace & expression, i.e. pause at full stop; raise voice for question.	• Use commas, question marks & exclamation marks to vary expression. • Read aloud with expression & intonation.	• Recognise how commas are used to give more meaning.	• Use appropriate voices for characters within a story. • reads aloud with appropriate volume	• Varies voice for direct or indirect speech.	• Appreciates how a set of sentences has been arranged to create maximum effect.
Research	•	• Knows difference between fiction and non-fiction texts.	• Use content and index to locate information.		• Skims & scans to locate information and/or answer a question.	• Uses more than one source when carrying out research. • Creates set of notes to summarise what has been read.	• Skims and scans to aide notetaking.