

Reading Non-Negotiables

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Decoding and Phonics	<ul style="list-style-type: none"> <li>Explore and experiment with sounds, words and texts</li> <li>Link sounds to letters, naming and sounding the letters of the alphabet</li> <li>Recognise letter shapes and say a sound for each</li> <li>Hear and say sounds in words in the order in which they occur</li> <li>Read simple words by sounding out and blending the phonemes all through the word from left to right</li> <li>Recognise common digraphs</li> <li>Read some high frequency words</li> <li>Read a range of familiar and common words and simple sentences independently</li> <li>Read texts compatible with their phonic knowledge and skills</li> <li>Read graphemes for each of the 44 phonemes</li> </ul>	<ul style="list-style-type: none"> <li>reads aloud books that are consistent with developing phonic knowledge</li> <li>responds speedily with the correct sound to graphemes for all 40+ phonemes including, where appropriate, alternative sounds for graphemes</li> <li>reads accurately by blending sounds in unfamiliar words containing GPCs that have been taught</li> <li>reads CEW with some fluency and begins to notice unusual correspondences between spelling and sound and where these occur in a word</li> <li>reads words containing known GPCs and -s, -es, -ing, -ed, -er and -est endings</li> <li>reads words of more than one syllable that contain known GPCs</li> <li>reads words with contractions</li> <li>begins to take account of punctuation when reading</li> <li>begins to use context clues to help reading for meaning</li> </ul>	<ul style="list-style-type: none"> <li>reads age-appropriate texts with fluency and confidence</li> <li>recognises and effortlessly decodes most CEW</li> <li>recognises and effortlessly decodes alternative sounds for graphemes</li> <li>reads accurately words of two or more syllables, containing known graphemes</li> <li>reads words containing common suffixes</li> <li>self-corrects and re-reads to make ensure fluency and meaning</li> </ul>	<ul style="list-style-type: none"> <li>reads age-appropriate texts at a speed which allows focus on understanding as opposed to decoding individual words</li> <li>self-corrects using the appropriate strategies</li> <li>discusses meaning of new words based on understanding of root words, prefixes and suffixes</li> <li>begins to read ahead looking for clues to determine meaning</li> <li>self-corrects without prompting when necessary</li> </ul>	<ul style="list-style-type: none"> <li>reads most words effortlessly at a speaking pace</li> <li>Uses knowledge of phonics, root words, suffixes and prefixes to determine pronunciation and meaning of unfamiliar words</li> <li>reads further CEW noting unusual correspondences between spelling and sound and where these occur in words</li> </ul>	<ul style="list-style-type: none"> <li>reads at a reasonable speaking pace</li> <li>reads most words effortlessly</li> <li>pronounces unfamiliar words with automaticity</li> </ul>	<ul style="list-style-type: none"> <li>determines meaning of new words by applying knowledge of root words, suffixes and prefixes</li> </ul>
Comprehension and Understanding	<ul style="list-style-type: none"> <li>Know that print carries meaning and, in English, is read from left to right and top to bottom</li> <li>Extend their vocabulary, exploring the meanings and sounds of new words</li> <li>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</li> <li>Listen with enjoyment to stories, songs, rhymes and poems, sustain attentive listening and respond with relevant comments, questions or actions</li> </ul>	<ul style="list-style-type: none"> <li>Relate reading to own experiences.</li> <li>Re-reads if reading does not make sense.</li> <li>Re-tell with considerable accuracy.</li> <li>Discuss significance of title &amp; events.</li> </ul>	<ul style="list-style-type: none"> <li>Reads ahead to help with fluency &amp; expression.</li> <li>Comments on plot, setting &amp; characters in familiar &amp; unfamiliar stories.</li> <li>Recounts main themes &amp; events.</li> <li>Comments on structure of the text.</li> <li>constructs meaning whilst reading independently, self-correcting where the sense of the text is lost</li> </ul>	<ul style="list-style-type: none"> <li>Comments on the way characters relate to one another.</li> <li>Knows which words are essential in a sentence to retain meaning.</li> <li>asks questions to improve understanding of the text</li> <li>offers reasons for authors' choice of vocabulary</li> <li>begins to summarise what has been read</li> <li>picks out key points when sequencing fiction</li> </ul>	<ul style="list-style-type: none"> <li>Give a personal point of view on a text.</li> <li>Can re-explain a text with confidence.</li> <li>identifies how language, structure and presentation contributes to meaning</li> </ul>	<ul style="list-style-type: none"> <li>Summarises main points of an argument or discussion within their reading &amp; makes up own mind about issue/s.</li> <li>Can compare between two texts.</li> <li>Appreciates how two people may have a different view on the same event.</li> <li>summarises main idea from more than one paragraph</li> </ul>	<ul style="list-style-type: none"> <li>Refers to text to support opinions and predictions.</li> <li>Gives a view about choice of vocabulary, structure etc.</li> <li>Distinguish between fact &amp; opinion.</li> <li>explains and discusses understanding of what has been read, including through formal presentations and debates,</li> </ul>
Prediction, inference and deduction		<ul style="list-style-type: none"> <li>Make predictions on basis of what has been read.</li> <li>Make inferences on basis of what is being said &amp; done.</li> </ul>	<ul style="list-style-type: none"> <li>makes inferences on what has been read</li> <li>asks and answers questions appropriately, including those based on inference of what is said and done</li> <li>makes predictions on the basis of what has been read so far</li> </ul>	<ul style="list-style-type: none"> <li>Draw inferences such as inferring characters' feelings, thoughts &amp; motives from their actions.</li> </ul>	<ul style="list-style-type: none"> <li>Justify inferences with evidence, predicting what might happen from details stated or implied.</li> </ul>	<ul style="list-style-type: none"> <li>Draw inferences and justify with evidence from the text.</li> </ul>	<ul style="list-style-type: none"> <li>makes predictions based on details stated and implied.</li> <li>draws inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</li> </ul>
Intonation and Expression	<ul style="list-style-type: none"> <li>Retell narratives in the correct sequence, drawing on the language patterns of stories</li> <li>Use language to imagine and recreate roles and experiences</li> </ul>	<ul style="list-style-type: none"> <li>Reads with pace &amp; expression, i.e. pause at full stop; raise voice for question.</li> </ul>	<ul style="list-style-type: none"> <li>Use commas, question marks &amp; exclamation marks to vary expression.</li> <li>Read aloud with expression &amp; intonation.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise how commas are used to give more meaning.</li> </ul>	<ul style="list-style-type: none"> <li>Use appropriate voices for characters within a story.</li> <li>reads aloud with appropriate volume</li> </ul>	<ul style="list-style-type: none"> <li>Varies voice for direct or indirect speech.</li> </ul>	<ul style="list-style-type: none"> <li>Appreciates how a set of sentences has been arranged to create maximum effect.</li> </ul>
Research		<ul style="list-style-type: none"> <li>Knows difference between fiction and non-fiction texts.</li> </ul>	<ul style="list-style-type: none"> <li>Use content and index to locate information.</li> </ul>		<ul style="list-style-type: none"> <li>Skims &amp; scans to locate information and/or answer a question.</li> </ul>	<ul style="list-style-type: none"> <li>Uses more than one source when carrying out research.</li> <li>Creates set of notes to summarise what has been read.</li> </ul>	<ul style="list-style-type: none"> <li>Skims and scans to aide notetaking.</li> </ul>