

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"> 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 	<ul style="list-style-type: none"> 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 GPCs 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> reads at a reasonable speaking pace reads most words effortlessly pronounces unfamiliar words with automaticity 	<ul style="list-style-type: none"> determines meaning of new words by applying knowledge of root words, suffixes and prefixes
Comprehension and Understanding	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Relate reading to own experiences. Re-reads if reading does not make sense. Re-tell with considerable accuracy. Discuss significance of title & events. 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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		<ul style="list-style-type: none"> Make predictions on basis of what has been read. Make inferences on basis of what is being said & done. 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Draw inferences such as inferring characters' feelings, thoughts & motives from their actions. 	<ul style="list-style-type: none"> Justify inferences with evidence, predicting what might happen from details stated or implied. 	<ul style="list-style-type: none"> Draw inferences and justify with evidence from the text. 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Retell narratives in the correct sequence, drawing on the language patterns of stories Use language to imagine and recreate roles and experiences 	<ul style="list-style-type: none"> Reads with pace & expression, i.e. pause at full stop; raise voice for question. 	<ul style="list-style-type: none"> Use commas, question marks & exclamation marks to vary expression. Read aloud with expression & intonation. 	<ul style="list-style-type: none"> Recognise how commas are used to give more meaning. 	<ul style="list-style-type: none"> Use appropriate voices for characters within a story. reads aloud with appropriate volume 	<ul style="list-style-type: none"> Varies voice for direct or indirect speech. 	<ul style="list-style-type: none"> Appreciates how a set of sentences has been arranged to create maximum effect.
Research		<ul style="list-style-type: none"> Knows difference between fiction and non-fiction texts. 	<ul style="list-style-type: none"> Use content and index to locate information. 		<ul style="list-style-type: none"> Skims & scans to locate information and/or answer a question. 	<ul style="list-style-type: none"> Uses more than one source when carrying out research. Creates set of notes to summarise what has been read. 	<ul style="list-style-type: none"> Skims and scans to aide notetaking.