



### Word Reading

- Apply phonic knowledge and skills as the route to decode words
- Say sounds for 40+ graphemes, including one grapheme for each of the 40+ phonemes
- Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- Read many common exception words from (English appendix 1)
- Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings
- Read aloud many words containing taught GPCs quickly and accurately without overt sounding and blending
- Read other words of more than one syllable that contain taught GPCs

### Comprehension

- Develop pleasure in reading, motivation to read, vocabulary and understanding by listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which he/she can read independently
- Develop pleasure in reading, motivation to read, vocabulary and understanding by being encouraged to talk about events in what is read or heard read and link them to his/her own experiences
- Retell some of a familiar story/rhyme, when being read to by an adult (one-to-one or in a small group)
- Develop pleasure in reading, motivation to read, vocabulary and understanding by joining in with predictable phrases
- Develop pleasure in reading, motivation to read, vocabulary and understanding by becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
- Develop pleasure in reading, motivation to read, vocabulary and understanding by learning to appreciate rhymes and poems, and to recite some by heart
- Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing word meanings, linking new meanings to those already known
- Understand both the books he/she can already read accurately and fluently and those he/she listens to by drawing on what is already known or on background information and vocabulary provided by the teacher
- Understand both the books he/she can already read accurately and fluently and those he/she listens to by checking that the text makes sense as he/she reads and corrects inaccurate reading
- Understand both the books he/she can already read accurately and fluently and those he/she listens to by discussing the significance of the title and events
- Understand both the books he/she can already read accurately and fluently and those he/she listens to by making inferences on the basis of what is being said and done
- Understand both the books he/she can already read accurately and fluently and those he/she listens to by predicting what might happen on the basis of what has been read so far



### Word Reading

- Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
- Read accurately by blending the sounds in words that contain the graphemes for all 40+ phonemes
- Recognise alternative sounds for graphemes
- Read accurately words of two or more syllables that contain graphemes taught so far
- Read words containing common suffixes
- Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- Read words in age-appropriate books accurately and fluently without overt sounding and blending, and sufficiently fluently to allow him/her to focus on understanding rather than decoding
- Read aloud books closely matched to his/her improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
- Re-read books, sounding out unfamiliar words accurately, to build up fluency and confidence in word reading

### Comprehension

- Develop pleasure in reading, motivation to read, vocabulary and understanding by listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which he/she can read independently
- Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing the sequence of events in books and how items of information are related
- Develop pleasure in reading, motivation to read, vocabulary and understanding by becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
- Develop pleasure in reading, motivation to read, vocabulary and understanding by recognising simple recurring literary language in stories and poetry
- Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing and clarifying the meanings of words, linking new meanings to known vocabulary
- Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing his/her favourite words and phrases
- Develop pleasure in reading, motivation to read, vocabulary and understanding by continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
- Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by drawing on what he/she already knows or on background information and vocabulary provided by the teacher
- Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by checking that the text makes sense to him/her as he/she reads and corrects inaccurate reading
- Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by answering questions and making inferences on the basis of what is being said and done
- Make inferences on the basis of what is said and done in a book he/she is reading independently
- Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by answering and asking questions and making links
- Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by making plausible predictions about what might happen on the basis of what has been read so far
- Participate in discussion about books, poems and other works that are read to him/her and those that he/she can read for himself/herself, taking turns and listening to what others say
- Explain and discuss his/her understanding of books, poems and other material, both those that he/she listens to and those that he/she reads for himself/herself
- Explain what has happened so far in what he/she has read



### Word Reading

- Apply his/her growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words he/she meets, to include: dis-, mis-, in-, il-, im-, ir-, -ly; (English Appendix 1)
- Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word (linked to spelling English Appendix 1)

### Comprehension

- Maintain positive attitudes to reading and understanding of what he/she reads by listening to and discussing a wide range of fiction, poetry, plays and non-fiction
- Maintain positive attitudes to reading and understanding of what he/she reads by reading books that are structured in different ways
- Maintain positive attitudes to reading and understanding of what he/she reads by increasing his/her familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally
- Maintain positive attitudes to reading and understanding of what he/she reads by identifying themes in books
- Maintain positive attitudes to reading and understanding of what he/she reads by reading aloud poems and perform play scripts
- Maintain positive attitudes to reading and understanding of what he/she reads by discussing words that capture the reader's interest and imagination
- Understand what he/she reads independently by checking that the text makes sense to him/her, discussing his/her understanding of words
- Understand what he/she reads independently by asking questions to improve his/her understanding of a text
- Understand what he/she reads independently by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- Understand what he/she reads independently by predicting what might happen from details stated
- Understand what he/she reads independently by identifying main ideas drawn from within one paragraph and summarise these
- Understand what he/she reads independently by identifying how language, structure, and presentation contribute to meaning to include paragraphs, headings, sub-headings, inverted commas to punctuate speech
- Understand what he/she reads independently by identifying how language, structure, and presentation contribute to meaning to include paragraphs, headings, sub-headings, inverted commas to punctuate speech
- Retrieve and record information from non-fiction
- Participate in reasoned discussion about books, poems and other material that are read to him/her and those he/she can read for himself/herself, taking turns and listening to what others say





### Word Reading

- Apply his/her growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words he/she meets, to include re-, sub-, inter-, super-, anti-, auto-, -ation, -ous; (English Appendix 1)
- Read and decode further exception words accurately, noting the unusual correspondences between spelling and sound, and where these occur in the word (linked to spelling English Appendix 1)

### Comprehension

- Maintain positive attitudes to reading and understanding of what he/she reads by listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- Maintain positive attitudes to reading and understanding of what he/she reads by reading for a range of purposes
- Maintain positive attitudes to reading and understanding of what he/she reads by using dictionaries to check the meaning of words that he/she has read
- Maintain positive attitudes to reading and understanding of what he/she reads by reading a wide range of books, including fairy stories, myths and legends, and retell some of these orally
- Maintain positive attitudes to reading and understanding of what he/she reads by discussing words and phrases that capture the reader's interest and imagination
- Maintain positive attitudes to reading and understanding of what he/she reads by recognising some different forms of poetry e.g. free verse, narrative poetry
- Maintain positive attitudes to reading and understanding of what he/she reads by identifying themes and conventions in a wide range of books
- Maintain positive attitudes to reading and understanding of what he/she reads by identifying themes and conventions in a wide range of books
- Understand what he/she reads independently by checking that the text makes sense to him/her, discussing his/her understanding and explaining the meaning of words in context
- Understand what he/she reads independently by asking questions to improve his/her understanding of text with increasing complexity
- Understand what he/she reads independently by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence clearly taken from the text
- Understand what he/she reads independently by predicting what might happen from details stated and implied
- Understand what he/she reads independently by identifying main ideas drawn from more than one paragraph and summarise these
- Understand what he/she reads independently by identifying how language, structure, and presentation contribute to meaning, to include: paragraphs, use of pronouns for cohesion, inverted commas for speech, apostrophes to mark possession, fronted adverbials
- Retrieve and record information from non-fiction over a wide range of subjects
- Participate in clear reasoned discussion about books, poems and other material that are read to him/her and those he/she can read for himself/herself, taking turns and listening to what others say

**Word Reading**

Read aloud and understand the meaning of new words that he/she meets linked to the expectations of year 5 spelling

**Comprehension**

- Maintain positive attitudes to reading and understanding of what he/she reads by continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- Maintain positive attitudes to reading and understanding of what he/she reads by increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
- Maintain positive attitudes to reading and understanding of what he/she reads by recommending books that he/she has read to his/her peers, giving reasons for their choices
- Maintain positive attitudes to reading and understanding of what he/she reads by identifying and discussing themes and conventions in writing
- Maintain positive attitudes to reading and understanding of what he/she reads by making comparisons within a book
- Maintain positive attitudes to reading and understanding of what he/she reads by preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
- Understand what he/she reads by checking that the book makes sense to him/her, discussing his/her understanding and exploring the meaning of words in context
- Understand what he/she reads by asking questions to improve his/her understanding of complex texts
- Understand what he/she reads by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- Understand what he/she reads in increasingly complex texts by predicting what might happen from details stated and implied
- Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- Distinguish between statements of fact and opinion
- Retrieve, record and present information from non-fiction
- Participate in discussions about books that are read to him/her and those that can be read for himself/herself, building on his/her own and others' ideas and challenging views courteously



### Word Reading

- Read aloud and understand the meaning of new words that he/she meets linked to the expectations of year 6 spelling

### Vocabulary, grammar, punctuation

- Maintain positive attitudes to reading and understanding of what he/she reads by increasing his/her familiarity with a wide range of books, including from our literary heritage and books from other cultures and traditions
- Maintain positive attitudes to reading and understanding of what he/she reads by identifying and discussing themes and conventions in and across a wide range of writing
- Maintain positive attitudes to reading and understanding of what he/she reads by making comparisons within and across books
- Maintain positive attitudes to reading and understanding of what he/she reads by learning a wider range of poetry by heart
- Read age-appropriate books, including whole novels, with confidence and fluency
- Understand what he/she reads by summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas and using quotations for illustration
- Understand what he/she reads by identifying how language, structure and presentation contribute to meaning
- Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- Participate in discussions about books that are read to him/her and those that can be read for himself/herself, building on his/her own and others' ideas and challenging views courteously and with clear reasoning
- Explain and discuss his/her understanding of what he/she has read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
- Provide reasoned justifications for his/her views