

Year 1	Year 2
<p>Word Reading</p> <ul style="list-style-type: none"> • use letter sounds to work out and read new words • say quickly the sound of all the letters and letter groups • read new words correctly by blending the letter and letter group sounds I have been taught • read some common exception words and see where the letter sounds are different • read words made up of the letter sounds known and which have endings -s, -es, -in, -ed, and -est • read words of more than one syllable using sounds that I have been taught • read words like I'm, I'll and we'll and understand that the apostrophe represents the missing letter(s) • read aloud books that use letters and letter groups taught • use the sounds to re-read books more fluently and with more confidence <p>Comprehension</p> <ul style="list-style-type: none"> • enjoy and understand a wide range of stories, poems and non-fiction text by hearing them read and talking about them with others • enjoy stories and texts that I can read for myself or have had read to me which link to things I have experienced • enjoy reading key stories, fairy stories and traditional tales, retell them and comment on their special features • enjoy and understand rhymes and poems, and can recite some by heart • explain the meaning of known words and talk about the meaning of new words. • link the meaning of new words to those already known • use what is already read or heard, or information a teacher has given to help understand reading • notice if a word has been read wrongly by following the sense of the text • talk about the title and events in books read or heard • say how the characters might feel in a story read or heard on the basis of what is said and done • say what might happen next in a story • take part in a group talk • take turns and listen to what others have to say • explain clearly understanding of texts which have been read 	<p>Word Reading</p> <ul style="list-style-type: none"> • use the sounds I know to decode words automatically and my reading is fluent • read and blend all sounds I have been taught and recognise alternative sounds for letters or groups of letters • read words of two or more syllables that contain sounds I have been taught • read words containing common suffixes • read Year 2 common exception words and see where the sounds do not match • read most words quickly and accurately without needing to sound and blend words • read aloud books at own reading level, without making many errors and sounding out new words without long pauses • re-read books sounding out new words correctly to improve speed and confidence <p>Comprehension</p> <ul style="list-style-type: none"> • enjoy and understand books by listening and talking about and expressing views on poems, stories and non-fiction texts that have been read to the child • enjoy reading and discussing the order of events in books and how items of information are related • enjoy reading by knowing a wider range of stories, fairy stories and traditional tales and retell them to others • enjoy reading by recognising repeated themes and ideas in stories and poems • explain the meaning of known words and ask about the meaning of new words. • link the meaning of new words to those already known • talk about favourite words and phrases • enjoy reading poems and learn some off by heart. • say what I like and don't like about a poem. • use voice when reading a poem to make it clearer • use what has been already read, given or heard to better understand what is being read • notice if a word has been read wrongly by following the sense of the text • say how the characters might feel in a story read independently or heard on the basis of what is said and done • ask and answer simple questions about the books or stories I am reading • say what might happen next in a story based on what has happened so far • take part in a group talk about what has been listened to. • take turns and listen to what others have to say • explain thoughts about books, poems and other material read or heard

Year 3	Year 4
<p>Word Reading</p> <ul style="list-style-type: none"> • use knowledge of root words , prefixes (including dis-, mis-, il-, im-, ir-) and suffixes (including -ly) to read aloud and to understand the meaning of new words • read further exception words including words that do not follow spelling patterns <p>Comprehension</p> <ul style="list-style-type: none"> • listen to and discuss stories, poems, plays and non-fiction work • show enjoyment in reading by reading lots of different types of books • read a wide range of books including fairy stories, myths and legends and retell some of them to others • tell what a book that I am reading is about • read aloud poems and perform play scripts • discuss words in the books I read that excite me • understand and check reading to ensure that it makes sense that it makes sense by talking to others about it • ask questions about the texts read independently to understand them • work out what a character in a book is feeling by the actions they take and explain how I know • predict what might happen from clues in what is read independently • explain the main ideas in a paragraph • say how a text is organised to help the reader understand it using paragraphs, headings, subheadings and inverted commas to show speech • use non-fiction texts to find out information on a subject • talk about books and poems and take turns in telling people about them 	<p>Word Reading</p> <ul style="list-style-type: none"> • Use understanding of root words, prefixes (including re- , sub-, inter-, super-, anti-, auto-) and suffixes (including -ation, -ous) to help understand the meaning of new words • read and decode further exception words accurately including words that do not follow spelling patterns <p>Comprehension</p> <ul style="list-style-type: none"> • show enjoyment in reading by reading a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • show enjoyment in reading by reading lots of different types of books and for different reasons • use a dictionary to check the meaning of words • read a wide range of books, fairy stories, myths and legends and retell some of them • discuss words and phrases in the books read independently • discuss different types of poetry e.g. free verse and narrative poetry • check understanding of reading by telling someone else what has happened • ask questions about what I have read to help me understand a complicated text • understand from what is read how a character is feeling and thinking and why they take an action and show the parts of the text that show this • predict what will happen in a text using details already read • summarise what has happened in a text using themes from paragraphs • understand how the use of words in a text, how it is set out and its presentation add to its meaning • find and record information from non-fiction texts over a wide range of subjects • join in a clear reasoned discussion about the books and poems that read taking turns and listening to others

Year 5	Year 6
<p>Word Reading</p> <ul style="list-style-type: none"> • read aloud and understand the meaning of at least half of the words on the Year 5/6 list <p>Comprehension</p> <ul style="list-style-type: none"> • read, enjoy, understand and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • read, enjoy and understand a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from the past and books from other cultures or traditions • write or give a detailed book review including reasons why the book is recommend • discuss and compare events, structures, issues, characters and plots of stories, poems and information texts • discuss and compare events, issues and characters within a book • prepare poems and plays to read aloud and perform, changing voice to make them sound more interesting to listen to and make the meaning clear. • understand what is read independently by checking the book makes sense and finding the meaning of new words • ask sensible and interesting questions about the texts to understand them further • explain characters' feelings, thoughts or reasons for their actions, using evidence from the text to give reasons • predict what might happen in increasingly complex texts by using evidence from the text • talk about why authors use language, including figurative language, and the impact it has on the reader • tell the difference between statements of fact and opinion • find and write down facts and information from non-fiction texts 	<p>Word Reading</p> <ul style="list-style-type: none"> • read aloud and understand the meaning of the words on the Year 5/6 list <p>Comprehension</p> <ul style="list-style-type: none"> • read, enjoy, understand and discuss books that are written by different authors, in different styles. • read books that are structured in different ways for different purposes eg for enjoyment or research • read, enjoy and understand a wide range of books, including from British literary heritage and books from other cultures and traditions • discuss ideas, events, structures, issues, characters and plots of the texts across a wide range of writing • discuss and compare themes, structures, issues, characters and plots within a book and between different books • read, understand and learn from a wide range of poetry and learn longer poems by heart • show understanding of texts by summarising the main ideas over a paragraph or a number of paragraphs, finding key details as evidence to support views • understand how language, structure and presentation contribute to meaning of a text • talk about how authors use language, including figurative language and the impact it has on the reader • show understanding of texts and poems in presentations and debates and present information using notes created to help focus on the topic in my presentation