



Year 1

Decoding fluently

- Applies phonic knowledge and skills as the route to decode words
- Responds speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- Reads accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- Reads common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- Reads words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings
- Reads other words of more than one syllable that contain taught GPCs
- Reads words with contractions (for example, I'm, I'll, we'll), and understands that the apostrophe represents the omitted letter(s)
- Reads aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
- Re-reads these books to build up their fluency and confidence in word reading

Comprehension - Attitude
Develops pleasure in reading, motivation to read, vocabulary and understanding:

- Listens to and discusses a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
- Links what they read or hear read to their own experiences
- Becomes very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
- Recognises and joins in with predictable phrases
- Learns to appreciate rhymes and poems, and to recite some by heart
- Discusses word meanings, linking new meanings to those already known

Comprehension – Understanding
Understands both the books they can already read accurately and fluently and those they listen to:

- Draws on what they already know or on background information and vocabulary provided by the teacher
- Checks that the text makes sense to them as they read and corrects inaccurate reading
- Discusses the significance of the title and events
- Makes inferences on the basis of what is being said and done
- Predicts what might happen on the basis of what has been read so far
- Participates in discussion about what is read to them, takes turns and listens to what others say
- Explains clearly their understanding of what is read to them

A few statements met – Y1 Low / Over half of the statements met – Y1 Mid / Most (all the key) statements met – Y1 High

Year 2



<p><u>Decoding fluently</u></p> <ul style="list-style-type: none"> • Continues to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent • Reads accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes • Reads accurately words of two or more syllables that contain the same graphemes as above • Reads words containing common suffixes • Reads further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word • Reads most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered • Reads aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation • Re-reads these books to build up their fluency and confidence in word reading 	<p><u>Comprehension - Attitude</u></p> <p>Develops pleasure in reading, motivation to read, vocabulary and understanding:</p> <ul style="list-style-type: none"> • Listens to, discusses and expresses views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently • Discusses the sequence of events in books and how items of information are related • Becomes increasingly familiar with and retells a wider range of stories, fairy stories and traditional tales • Has been introduced to non-fiction books that are structured in different ways • Recognises simple recurring literary language in stories and poetry • Discusses and clarifies the meanings of words, linking new meanings to known vocabulary • Discusses their favourite words and phrases • Continues to build up a repertoire of poems learnt by heart, appreciates these and recites some, with appropriate intonation to make the meaning clear 	<p><u>Comprehension – Understanding</u></p> <p>Understands both the books they can already read accurately and fluently and those they listen to:</p> <ul style="list-style-type: none"> • Draws on what they already know or on background information and vocabulary provided by the teacher • Checks that the text makes sense to them as they read and corrects inaccurate reading • Makes inferences on the basis of what is being said and done • Answers and asks questions • Predicts what might happen on the basis of what has been read so far • Participates in discussion about books, poems and other works that are read to them and those that they can read for themselves, takes turns and listens to what others say • Explains and discusses their understanding of books, poems and other material, both those that they listen to and those that they read for themselves
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A few statements met – Y2 Low / Over half of the statements met – Y2 Mid / Most (all the key) statements met – Y2 High

Year 3

<p><u>Decoding fluently</u></p> <ul style="list-style-type: none"> • Begins to apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words they meet • Begins to read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word 	<p><u>Comprehension - Attitude</u></p> <p>Develops positive attitudes to reading and understanding of what they read:</p> <ul style="list-style-type: none"> • Begins to read books that are structured in different ways and begins to read for a range of purposes • Begins to use dictionaries to check the meaning of words that they have read • Increases their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Begins to identify themes and conventions in a range of books • Begins to prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action • Begins to discuss words and phrases that capture the reader's interest and imagination • Begins to recognise some different forms of poetry (for example, free verse, narrative poetry) 	<p><u>Comprehension – Understanding</u></p> <p>Understands what they read, in books they can read independently:</p> <ul style="list-style-type: none"> • Begins to check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Begins to ask questions to improve their understanding of a text • Begins to draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and begins to justify inferences with evidence • Begins to predict what might happen from details stated and implied • Begins to identify main ideas drawn from more than one paragraph and summarise these • Begins to identify how language, structure, and presentation contribute to meaning • Begins to retrieve and record information from non-fiction • Participates in discussion about both books that are read to them and those they can read for themselves, takes turns and listens to what others say
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A few statements met – Y3 Low / Over half of the statements met – Y3 Mid / Most (all the key) statements met – Y3 High

Year 4



<p><u>Decoding fluently</u></p> <ul style="list-style-type: none">• Applies their growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words they meet• Reads further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word	<p><u>Comprehension - Attitude</u></p> <p>Develops positive attitudes to reading and understanding of what they read:</p> <ul style="list-style-type: none">• Reads books that are structured in different ways and reads for a range of purposes• Uses dictionaries to check the meaning of words that they have read• Further increases their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally• Identifies themes and conventions in a wide range of books• Prepares poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action• Discusses words and phrases that capture the reader's interest and imagination• Recognises some different forms of poetry (for example, free verse, narrative poetry)	<p><u>Comprehension – Understanding</u></p> <p>Understands what they read, in books they can read independently:</p> <ul style="list-style-type: none">• Checks that the text makes sense to them, discussing their understanding and explaining the meaning of words in context• Asks questions to improve their understanding of a text• Draws inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifies inferences with evidence• Predicts what might happen from details stated and implied• Identifies main ideas drawn from more than one paragraph and summarises these• Identifies how language, structure, and presentation contribute to meaning• Retrieves and records information from non-fiction• Further participates in discussion about both books that are read to them and those they can read for themselves, takes turns and listens to what others say
<p>A few statements met – Y4 Low / Over half of the statements met – Y4 Mid / Most (all the key) statements met – Y4 High</p>		



Year 5		
<p><u>Decoding fluently</u></p> <ul style="list-style-type: none">• Applies their growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words they meet	<p><u>Comprehension - Attitude</u></p> <p>Maintains positive attitudes to reading and understanding of what they read:</p> <ul style="list-style-type: none">• Continues to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks• Continues to read books that are structured in different ways and reads for a range of purposes• Increases 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• Begins to recommend books that they have read to their peers, giving reasons for their choices• Begins to identify and discusses themes and conventions in and across a wide range of writing• Begins to make comparisons within and across books• Learns a wider range of poetry by heart• Prepares poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is beginning to be clear to an audience	<p><u>Comprehension – Understanding</u></p> <p>Understands what they read:</p> <ul style="list-style-type: none">• Continues to check that books makes sense to them, discussing their understanding and exploring the meaning of words in context• Continues to ask questions to improve their understanding• Continues to draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifies inferences with evidence• Continues to predict what might happen from details stated and implied• Begins to summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas• Continues to identify how language, structure and presentation contribute to meaning• Begins to discuss and evaluate how authors use language, including figurative language, considering the impact on the reader• Begins to distinguish between statements of fact and opinion• Retrieves, records and begins to present information from non-fiction• Continues to participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and beginning to challenge views courteously• Begins to explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary• Begins to provide reasoned justifications for their views
A few statements met – Y5 Low / Over half of the statements met – Y5 Mid / Most (all the key) statements met – Y5 High		



Year 6		
<p><u>Decoding fluently</u></p> <ul style="list-style-type: none"> Continues to apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words they meet 	<p><u>Comprehension - Attitude</u></p> <p>Maintains positive attitudes to reading and understanding of what they read:</p> <ul style="list-style-type: none"> Further continues to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Further continues to read books that are structured in different ways and reads for a range of purposes Further increases 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 Recommends books that they have read to their peers, giving reasons for their choices Identifies and discusses themes and conventions in and across a wide range of writing Makes comparisons within and across books Continues to learn a wider range of poetry by heart Prepares 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 	<p><u>Comprehension – Understanding</u></p> <p>Understands what they read:</p> <ul style="list-style-type: none"> Further continues to check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context Further continues to ask questions to further improve their understanding Further continues to draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifies inferences with evidence Further continues to predict what might happen from details stated and implied Summarises the main ideas drawn from more than one paragraph, identifying key details that support the main ideas Further continues to identify how language, structure and presentation contribute to meaning Discusses and evaluates how authors use language, including figurative language, considering the impact on the reader Distinguishes between statements of fact and opinion Continues to retrieve, record and present information from non-fiction Further continues to participate in discussions about books that are read to them and those they can read for themselves, building on their own and others’ ideas and challenging views courteously Explains and discusses their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary Provides reasoned justifications for their views
<p>A few statements met – Y6 Low / Over half of the statements met – Y6 Mid / Most (all the key) statements met – Y6 High</p>		



Year 7		
Decoding fluently <ul style="list-style-type: none">Learns new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries	Comprehension - Attitude <p>Develops an appreciation and love of reading, and read increasingly challenging material independently:</p> <ul style="list-style-type: none">Begins to read a wide range of fiction and non-fiction, including in particular whole books, short stories, poems and plays with a wide coverage of genres, historical periods, forms and authors, including high-quality works from English literature, both pre-1914 and contemporary, including prose, poetry and drama; Shakespeare (2 plays) and seminal world literatureChooses and reads books independently for challenge, interest and enjoymentRereads books encountered earlier to increase familiarity with them and provide a basis for making comparisons	Comprehension – Understanding <p>Understands increasingly challenging texts:</p> <ul style="list-style-type: none">Makes inferences and refer to evidence in the textKnows the purpose, audience for and context of the writing and draws on this knowledge to support comprehensionChecks their understanding to make sure that what they have read makes sense <p>Reads critically:</p> <ul style="list-style-type: none">Begins to know how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaningBegins to recognise a range of poetic conventions and understand how these have been usedBegins to study setting, plot, and characterisation, and the effects of theseBegins to understand how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a playBegins to make critical comparisons across textsStudies a range of authors, including at least 2 authors in depth each year
A few statements met – Y7 Low / Over half of the statements met – Y7 Mid / All of the statements met – Y7 High		