



**"Bringing out the best  
in everyone"**



**"Everyone matters;  
everyone is important"**

## READING

**EYFS including nursery**

**Year 1**

**Year 2**

**Year 3 (KS2)**

### Word reading

#### Early Learning Goals

#### NC statement

Say a sound for each letter in the alphabet and at least 10 digraphs.

Read words consistent with their phonic knowledge by sound-blending.

Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

To apply phonic knowledge and skills as the route to decode words.

To blend sounds in unfamiliar words using the GPCs that they have been taught.

To respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes.

To read other words of more than one syllable that contain taught GPCs.

To read words containing -s, -es, -ing, -ed and -est endings.

To read words with contractions, e.g. I'm, I'll and we'll, and understand that the apostrophe represents an omitted letter(s).

To continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.

To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.

To accurately read most words of two or more syllables.

To read most words containing common suffixes (-ful, -less, -ness, -ment, -ly)

To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words).

To apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- to begin to read aloud.

Read further exception words, noting the unusual correspondences between spelling and

		To read most familiar words quickly and accurately without overt sounding out and blending.	sound, and where these occur in the word.
<b>Common Exception Words</b>			
	To read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words.	To read most Y1 and Y2 common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.	To begin to read Y3/Y4 exception words.
<b>Fluency</b>			
<p>Sing a range of well-known nursery rhymes and songs.</p> <p>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p>	<p>To accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words.</p> <p>To reread texts to build up fluency and confidence in word reading.</p> <p>To read aloud and show an awareness of punctuation</p>	<p>To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>To reread these books to build up fluency and confidence in word reading.</p> <p>To read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts.</p>	Children to continue to read with fluency, accuracy and expression.
<b>Comprehension – Reading for Pleasure</b>			
<p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p>	<p>Listen to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.</p> <p>Be encouraged to link what they read or hear to their own experiences.</p> <p>Become familiar with key stories, fairy tales and traditional tales, retelling them</p>	<p>Listen to, discuss and express 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.</p> <p>Become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.</p>	<p>Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or text books.</p> <p>Read books that are structured in different ways and reading for a range of purposes.</p>

<p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p> <p>Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>Sing a range of well-known nursery rhymes and songs.</p> <p>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p>	<p>and considering their particular characteristics.</p> <p>Recognise and join in with predictable phrases.</p> <p>Learn to appreciate rhymes and poems, and to recite some by heart.</p> <p>To recite simple poems by heart.</p> <p>I can recognise and join in with predictable phrases when listening to an increasing range of stories and poems</p>	<p>Be introduced to non-fiction books that are structured in different ways.</p> <p>Recognise simple recurring literary language in stories and poetry.</p> <p>Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.</p>	<p>Increase familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.</p> <p>Identify themes and conventions in a wide range of books.</p> <p>Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.</p> <p>To begin to use appropriate intonation and volume when reading aloud.</p> <p>Recognise some different forms of poetry.</p>
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**Comprehension - discussion (listening, comparing, retelling)**

<p>Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>Participate in small group, class and one-to-one discussions, offering their own</p>	<p>To listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently.</p> <p>To link what they have read or have read to them to their own experiences.</p> <p>To retell familiar stories in increasing detail.</p>	<p>To participate in discussion about books, poems and other works that are read to them (at a level beyond at which they can read independently) and those that they can read for themselves, explaining their understanding and expressing their views.</p> <p>To become increasingly familiar with and to retell a wide range of stories,</p>	<p>To participate in discussion about both books that are read to them and those they can read for themselves, talking turn and listening to what other say.</p>
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<p>ideas, using recently introduced vocabulary.</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p>	<p>To join in with discussions about a text, taking turns and listening to what others say.</p> <p>To discuss the significance of titles and events.</p>	<p>fairy stories and traditional tales.</p> <p>To discuss the sequence of events in books and how items of information are related.</p> <p>To recognise simple recurring literary language in stories and poetry.</p> <p>To ask and answer questions about a text.</p> <p>To make links between the text they are reading and other texts they have read (in texts that they can read independently).</p>	<p>To recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>To use appropriate terminology when discussing texts (plot, character, setting).</p> <p>Discuss words and phrases that capture the reader's interest and imagination.</p>
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### Comprehension -Vocabulary

<p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p>	<p>To discuss word meaning and link new meanings to those already known.</p> <p>I can discuss and identify the meanings of new words and phrases.</p> <p>Draw on what they already know or on background information and vocabulary provided by the teacher.</p>	<p>To discuss and clarify the meanings of words, linking new meanings to known vocabulary.</p> <p>To discuss their favourite words and phrases.</p> <p>Draw on what they already know or on background information and vocabulary provided by the teacher.</p>	<p>To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p> <p>Use dictionaries to check meaning of words that they have read.</p> <p>To discuss authors' choice of words and phrases for effect.</p>
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Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play.			
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**Comprehension –Inference**

Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.  Anticipate (where appropriate) key events in stories	To begin to make simple inferences on the basis of what is being said and done.	To make inferences on the basis of what is being said and done.	To ask and answer questions appropriately, including some simple inference questions based on characters’ feelings, thoughts and motives.
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**Comprehension – Prediction**

Anticipate (where appropriate) key events in stories	To predict what might happen on the basis of what has been read so far.	To predict what might happen on the basis of what has been read so far in a text.	To justify predictions using evidence from the text.  Predict what might happen from details stated and implied.
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**Comprehension -Explanation**

Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.  Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.	Explain clearly their understanding of what is read to them.  I understand the difference between fiction and non-fiction texts for example; I can distinguish between and talk about the features of fiction and non-fiction.	To explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.  To recognise that non- fiction books are often structured in different ways.	To identify how language, structure and presentation contribute to meaning.
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<p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p>			
<b>Comprehension - Retrieval</b>			
<p>Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Invent, adapt and recount narratives and stories with peers and their teacher.</p>	<p>Check that the text makes sense to them as they read and correct inaccurate reading.</p> <p>I can <b>locate specific information on a given page</b> in response to a direct question <b>independently</b>.</p>	<p>Asking and answering questions.</p> <p>Check that the text makes sense to them as they read and correct inaccurate reading.</p>	<p>To retrieve and record information from non-fiction texts.</p>
<b>Comprehension –Sequence/summarise</b>			
<p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Invent, adapt and recount narratives and stories with peers and their teacher.</p>	<p>Discuss the sequence of events in books.</p>	<p>Discuss the sequence of events in books and how items of information are related.</p>	<p>Identify main ideas drawn from more than one paragraph and summarizing these.</p>

