

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Word		<p>Apply phonic knowledge and skills as the route to decode words</p> <p>Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</p> <p>Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</p> <p>Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</p> <p>Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings</p> <p>Read other words of more than one syllable that contain taught GPCs</p> <p>Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)</p> <p>Read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words</p>	<p>Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</p> <p>Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</p> <p>Read accurately words of two or more syllables that contain the same graphemes as above</p> <p>Read words containing common suffixes</p> <p>Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</p> <p>Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</p> <p>Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</p>	<p>Read aloud and to understand the meaning of new words that they meet, reading every letter in each word, through their knowledge of root words, prefixes and suffixes (Morphology and etymology) (Focusing on the words in the spelling list)</p> <p>To read longer words they should be supported to test out different pronunciations. They will attempt to match what they decode to words they have already heard but may not have seen in print (e.g., in reading technical, the pronunciation "technical" might not sound familiar but ("teknical") should.</p>	<p>Read aloud and to understand the meaning of new words that they meet, reading every letter in each word, through their knowledge of root words, prefixes and suffixes (Morphology and etymology) (Focusing on the words in the spelling list)</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p>	<p>Read aloud and to understand the meaning of unfamiliar words that they meet, reading every letter in each word, through their knowledge of root words, prefixes and suffixes (Morphology and etymology). (Focusing on the words in the spelling list)</p>	<p>Read aloud and to understand the meaning of new words that they meet through their knowledge of root words, prefixes and suffixes (Morphology and etymology). (Focusing on the words in the spelling list)</p>
Fluency		<p>Reread specific sections to build up their fluency and confidence in word reading</p> <p>Learning to appreciate rhymes and poems, and to recite some by heart</p> <p>Recognising and joining in with predictable phrases</p>	<p>Read by sight independently longer extracts of texts to build up their fluency and confidence.</p> <p>Continuing 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>Read accurately at a speed that is sufficient for them to focus on understanding rather than decoding</p> <p>Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action, so feeding in to comprehension.</p>	<p>Read longer texts with increased fluency, resilience and confidence.</p> <p>Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action showing an awareness when working with others</p>	<p>Read with resilience and stamina across a range of genre.</p> <p>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</p>	<p>Read with resilience, stamina and speed across a range of genre.</p> <p>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, venue and occasion</p>

Comprehension	Inference		<p>Drawing on what they already know or on background information and vocabulary provided by the teacher</p> <p>Making inferences on the basis of what is being said, done and seen</p>	<p>Making inferences on the basis of what is being said, done and personal experiences</p> <p>Making inferences based on cause and effect e.g. what has prompted characters behaviour... 'Jack was upset because he dropped the bag of coins'</p>	<p>Making inferences on the basis of what is being said and done, drawing on personal experience and the experiences of others</p>	<p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with some evidence</p> <p>Beginning to identify the differences between fact and opinion</p>	<p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences and opinions with evidence making direct reference</p> <p>Distinguish between statements of fact and opinion</p>	<p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences and opinions with evidence making direct reference to different point across the text</p> <p>Demonstrate opinion and justify with appropriate clarity</p>
	Prediction		<p>Predicting what might happen on the basis of what has been read so far representing these ideas verbally or through pictures</p>	<p>Make simple plausible predictions on the basis of what has been read so far</p>	<p>Make relevant and appropriate predictions using details from the text</p>	<p>Predicting what might happen at a pivotal point within a text</p>	<p>Predicting what might happen from details stated and implied in the text. Children confirm and modify predictions as they read on</p>	<p>Predicting what might happen from details stated and implied in the text. Children confirm and modify predictions in light of new information</p>
	Retrieval		<p>Answer questions about what has just been read</p>	<p>Scan an extract to retrieve simple information</p>	<p>Scan and skim a longer text to retrieve simple information, using organisational devices</p>	<p>Scan and skim to locate information and record accurately using evidence</p>	<p>Retrieve, record and present relevant and appropriate information from across a range of genre</p>	<p>Retrieve, record and present relevant and appropriate information from across a range of genre with speed and accuracy</p>
	Summary		<p>Explain clearly their understanding of what is read to them</p>	<p>Discussing the sequence of events in stories and poems and how items of information are related</p>	<p>Begin to distinguish between the important and less important information of a text, providing a brief verbal summary</p>	<p>Summarise main ideas drawn from more than one paragraph, through basic note taking</p>	<p>Summarise and record the main ideas drawn from more than one paragraph, identifying key details that support them</p>	<p>Summarise, explain and discuss their understanding of what they have read including through formal presentations and debates maintaining the focus on the topic and using notes when necessary</p>
	Questioning	<p>With support, children generate simple questions using who, when, what, how and why.</p>	<p>Generate literal recall questions. Children are taught how to ask questions before, during and after reading.</p>	<p>Generate literacy recall questions of their own which go with the text they are reading before, during and after reading. Use their own question words and change their questions as they progress through the text.</p>	<p>Generate a variety of questions – recall and inferential to help understanding of the text further.</p>	<p>Generate a variety of questions – recall and inferential and questions about the deeper meaning of a text to deepen understanding.</p>	<p>Actively generate a variety of questions to focus the reading and adjust questions in light of evidence from the text. Adults model the use of critical thinking skills that deepen the discussion beyond the text.</p>	<p>Generate a variety of questions to focus the reading and adjust questions in light of evidence from the text. As own critical thinking questions that take the discussions beyond the text.</p>
Language, Structure & Organisation			<p>Begin understanding that non-fiction books are structured in different ways</p> <p>Discussing word meanings, linking new</p>	<p>Understanding that non-fiction books are structured in different ways</p> <p>Discussing and clarifying the meanings of words,</p>	<p>Learn the conventions of different types of writing (for example, the greeting in letters, a diary written in the first person or the use of presentational devices</p>	<p>Recognise how language, structure and presentation conventions are used in different types of text</p>	<p>Identifying how language, structure and presentation contribute to meaning</p> <p>Using dictionaries</p>	<p>Identifying how deliberate language, structure and presentation alter meaning</p>

		meanings to those already known Recognising simple recurring literary language in stories and poetry	linking new meanings to known vocabulary Understanding that dictionaries are there to help check the meaning of words read to them	(such as numbering and headings). Using dictionaries to check the meaning of words that they have heard	Using dictionaries confidently to check the meaning of words	competently to check the meaning of words	
Authorial Intent		Understanding the differences between fiction and non-fiction	Understanding that a text is written for a specific purpose Discussing words and phrases that capture the reader's interest and imagination	Understanding the intent of an author through characters and settings Discuss and evaluate how and why authors use language	Understanding the intent of an author through characters, settings, language choice and themes Discuss and evaluate how and why authors use language	Identifying authorial intention of themes and conventions, in and across a range of text Discuss how authors use language, including figurative language, considering the impact on the reader	Identifying and discussing authorial intention of themes and conventions, in and across a wide range of text Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader

Intent

All readers at Eldon Grove must:

Maintain **positive attitudes** to reading

Pupils should be taught to use the skills they have learnt earlier and continue to apply these skills to read for different reasons, including for **pleasure**, or to **seeking** information and the meaning of new words.

Pupils should have **extensive experience** of listening to, **sharing** and **discussing** a wide range of **high-quality books** with the teacher, other adults and each other to engender a **love** of reading at the same time as they are reading **independently**

Pupils are **motivated** to find out information