



Decoding

Class 1	Class 2	Class 3	Class 4	Class 5	Class 6
<p>Can use phonic knowledge to decode regular words and read them aloud accurately.</p> <p>Can also read some common irregular words.</p> <p>Can read and understand simple sentences.</p>	<p>Apply phonic knowledge to decode words</p> <p>Speedily read all letters/groups for all phonemes</p> <p>Read accurately by blending taught sounds.</p> <p>Read common exception words</p> <p>Read common suffixes (-s, -es, -ing, -ed, etc.)</p> <p>Read multisyllable words containing taught sounds.</p> <p>Read contractions and understanding use of apostrophe</p> <p>Read aloud decodable texts</p> <p>Secure phonic decoding until reading is fluent</p>	<p>Read accurately by blending, including alternative sounds for graphemes</p> <p>Read multisyllable words containing these graphemes</p> <p>Read most words quickly & accurately without overt sounding and blending</p> <p>Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</p>	<p>Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</p>	<p>Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet</p>	<p>Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet</p>



Range of Reading

Class 1	Class 2	Class 3	Class 4	Class 5	Class 6
<p>Enjoys an increasing range of books.</p> <p>Knows that information can be retrieved from books and computers.</p>	<p>Listening 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>Being encouraged to link what they read or hear read to their own experiences</p>	<p>Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and nonfiction at a level beyond that at which they can read independently</p> <p>Reading books that are structured in different ways and reading for a range of purposes</p>	<p>Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>Reading books that are structured in different ways and reading for a range of purposes</p>	<p>Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>Reading books that are structured in different ways and reading for a range of purposes</p> <p>Making comparisons within and across books</p>	<p>Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>Reading books that are structured in different ways and reading for a range of purposes</p> <p>Making comparisons within and across books</p>

Familiarity with texts

Class 1	Class 2	Class 3	Class 4	Class 5	Class 6
<p>Listens to stories with increasing attention and recall.</p> <p>Describes main story settings, events and principal characters.</p> <p>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p> <p>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</p>	<p>Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</p> <p>Recognising and joining in with predictable phrases</p>	<p>Becoming increasingly familiar with and retelling a wider range of stories, fairy stories, myths and legends and traditional tales</p> <p>Recognising simple recurring literary language in stories and poetry</p> <p>Identifying themes and conventions in a wide range of books</p>	<p>Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</p> <p>Identifying themes and conventions in a wide range of books</p>	<p>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</p> <p>Identifying and discussing themes and conventions in and across a wide range of writing</p>	<p>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</p> <p>Identifying and discussing themes and conventions in and across a wide range of writing</p>



Poetry and Performance

Class 1	Class 2	Class 3	Class 4	Class 5	Class 6
<p>Enjoys rhyming and rhythmic activities.</p> <p>Shows awareness of rhyme and alliteration.</p> <p>Listens to and joins in with stories and poems, one-to-one and also in small groups</p>	<p>Learning to appreciate rhymes and poems, and to recite some by heart</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>Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p> <p>Recognising some different forms of poetry</p>	<p>Learning a wider range of poetry by heart 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>Learning a wider range of poetry by heart 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>

Understanding

Class 1	Class 2	Class 3	Class 4	Class 5	Class 6
<p>Beginning to be aware of the way stories are structured.</p> <p>Can demonstrate understanding when talking with others about what they have read.</p>	<p>Discussing the sequence of events in books and how items of information are related</p> <p>Drawing on what they already know or on background information and vocabulary provided by the teacher</p> <p>Checking that the text makes sense to them as they read and correcting inaccurate reading</p>	<p>Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</p> <p>Asking questions to improve their understanding of a text</p> <p>Identifying main ideas drawn from more than one paragraph and summarising these</p>	<p>Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</p> <p>Asking questions to improve their understanding of a text</p> <p>Identifying main ideas drawn from more than one paragraph and summarising these</p>	<p>Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</p> <p>Asking questions to improve their understanding</p> <p>Summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas</p>	<p>Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</p> <p>Asking questions to improve their understanding</p> <p>Summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas</p>



Inference & prediction

Class 1	Class 2	Class 3	Class 4	Class 5	Class 6
Suggests how the story might end.	<p>Discussing the significance of the title and events</p> <p>Making inferences on the basis of what is being said and done</p> <p>Answering and asking questions</p> <p>Predicting what might happen on the basis of what has been read so far</p>	<p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>Predicting what might happen from details stated and implied</p>	<p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>Predicting what might happen from details stated and implied</p>	<p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>Predicting what might happen from details stated and implied</p>	<p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>Predicting what might happen from details stated and implied</p>

Authorial content

Class 1	Class 2	Class 3	Class 4	Class 5	Class 6
Begins to think about tonality.	Identifying how language contributes to meaning.	<p>Discussing words and phrases that capture the reader's interest and imagination</p> <p>Identifying how language, structure, and presentation contribute to meaning</p>	<p>Discussing words and phrases that capture the reader's interest and imagination</p> <p>Identifying how language, structure, and presentation contribute to meaning</p>	<p>Identifying how language, structure and presentation contribute to meaning</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p>	<p>Identifying how language, structure and presentation contribute to meaning</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p>