	RECEPTION	ELG	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Decoding, fluency and word reading	Develop their phonological awareness, so that they can: spot and suggest rhymes count or clap syllables in words Recognise words with the same initial sound, such as money and mother Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of letter-sound correspondences. Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Speedy recognition of familiar printed words. Speedy working out of unfamiliar printed words. Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.	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.	Apply phonic knowledge and skills as the route to decode words Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes (i.e. recognises all sounds up to and including LW Phase 5 Read accurately by blending sounds in unfamiliar words Read common exception words noting tricky parts Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings Read words with contractions (e.g. I'm, I'll, we'll), and understand that the apostrophe represents the omitted letter(s) Read aloud accurately books that are consistent with their developing phonic knowledge) As they read, correct inaccurate reading Develop fluency, accuracy and confidence by re-reading books. Read more challenging text using phonics and common exception word recognition.	Apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes Read accurately words of two or more syllables Read words containing common suffixes (i.e. common suffixes encountered in Phase 6 e.g. –s, -es, -ed, -ing, -ful, -er, -est, -ly, -ment, -ness, Read further common exception words, noting tricky parts. Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation (i.e. can read books up to and including Set 8 books) Read longer, less familiar texts independently. Self-correct spontaneously and at the point of error and check texts make sense. Use tone and intonation when reading aloud.	Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1 of the National Curriculum, both to read aloud and to understand the meaning of new words they meet Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word Take note of punctuation when reading aloud. Read books at an age appropriate interest level. Use intonation, tone and volume when reading aloud.	Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1 of the National Curriculum, both to read aloud and to understand the meaning of new words they meet Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word Read books at an age appropriate interest level. Use punctuation to determine intonation and expression when reading aloud.	Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet. Read books at an age appropriate interest level. Use punctuation to determine intonation and expression when reading aloud to a range of audiences.	Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet. Read books at an age appropriate interest level. Work out unfamiliar words by focusing on all the letters in the word. Use etymology to help the pronunciation of new words e.g. brochure – French in origin.

	RECEPTION	ELG	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Reading Domain **1a** Draw on knowledge of vocabulary to understand texts **2a** Give / explain the meaning of words in context	Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Provide extensive opportunities to use and embed new words. Feel comfortable using a rich range of vocabulary. Enrich and widen vocabulary to support comprehension	Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. Participate in small group, class and one to one discussion offering their own ideas using recently introduces vocabulary	Introduce and discuss key vocabulary, linking meanings of new words to those already known. Recognise and join in with language patterns and repetition	Use morphology to work out the meaning of unfamiliar words e.g. *terror, terrorised*. Introduce, discuss and collect favourite words and phrases. Recognise repetitive language within a text or poem.	Explain the meaning of unfamiliar words by using the context. Use dictionaries to check meanings of words they have read. Use knowledge of root words to understand meanings of words. Use prefixes to understand meanings e.g. *un-, dis-, mis-, re-, pre-, im-, in-.* Use suffixes to understand meanings e.g. *-ly, -ous.* Read and understand words from the Year 3 list (selected from the statutory Year 3/4 word list).	Explain the meaning of key vocabulary within the context of the text. Use dictionaries to check meanings of words in the texts that they read. Use knowledge of root words to understand meanings of words. Use prefixes to understand meanings e.g. *in- , ir–, sub–, inter– super–, anti–, auto–.* Use suffixes to understand meanings e.g. *–ation, - tion, –ssion, –cian, -sion.* Read and understand words from the Year 4 list (selected from the statutory Year 3/4 word list).	Explain the meaning of words within the context of the text. Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary. Use knowledge of root words to understand meanings of words. Use suffixes to understand meanings e.g. *-ant, -ance, -ancy, - ent, ence, -ency, -ible, -able, -ibly, - ably.* Read and understand words from the Year 5 list (selected from the statutory Year 5/6 word list).	Explain the meaning of new vocabulary within the context of the text. Use knowledge of root words, prefixes and suffixes to investigate how the meanings of words change, e.g. *un+happy+ness, dis+repute+able, dis+respect+ful, re+engage+ment.* Use suffixes to understand meanings e.g. *–cious, -tious, -tial, - cial.* Read and understand words from the Year 6 list (selected from the statutory Year 5/6 word list).
Reading Domain **1b** Identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information. **2b** Retrieve and record information / identify key details from fiction and non-fiction	Listen to and talk about stories to build familiarity and understanding.	Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. 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.	Develop and demonstrate their understanding of characters and events through role play and drama, drawing on language from the text. Identify and discuss the main characters in stories. Demonstrate understanding of texts by answering questions related to who, what, where, when, why, how. Locate parts of text that give particular information, e.g. *titles, contents page and labelled diagram.* Recall specific information in fiction and non-fiction texts. Discuss the title and how it relates to the events in the whole story e.g. *Peace at Last by Jill Murphy.* Activate prior knowledge.	Demonstrate understanding of fiction and non-fiction texts by asking and answering who, what, where, when, why, how questions. Develop and demonstrate their understanding of characters and events through role play and drama, drawing on language from the text. Read a range of non-fiction texts which are structured in different ways, including information, explanations, instructions, recounts, reports. Identify how specific information is organised within a non-fiction text e.g. sub-headings, contents, bullet points, glossary, diagrams. Locate information from non-fiction texts using the contents page, index, labelled diagrams and charts. Activate prior knowledge and raise questions	Discuss their understanding of the text. Navigate texts in print and on screen. Record information from a range of non-fiction texts	Demonstrate active reading strategies e.g. *generating questions, finding answers, refining thinking, modifying questions, constructing images.* Navigate texts, e.g. *using contents and index pages, in order to locate and retrieve information in print and on screen.* Record information from a range of non-fiction texts. Scan for dates, numbers and names.	Demonstrate active reading strategies e.g. *generating questions to refine thinking, noting thoughts in a reading journal.* Through close reading of the text, re-read and read ahead to locate clues to support understanding. Scan for key words and text mark to locate key information.	Demonstrate active reading strategies e.g. *challenging peers with questions, justifying opinions, responding to different viewpoints within a group.* Through close reading, re-read and read ahead to locate clues to support understanding and justify with evidence from the text. Scan for key information e.g. *identify words and phrases which tell you the character is frustrated, or find words/phrases which suggest that a theme park is exciting.* Use a combination of skimming, scanning and close reading across a text to locate specific detail. Retrieve, record, make notes and present information from non-fiction, including texts used in other subjects

	RECEPTION	ELG	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Reading Domain **1c** Identify and explain the sequence of events in texts. **2c** Summarise main ideas from more than one paragraph	Know many rhymes, be able to talk about familiar books, and be able to tell a long story. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Enjoy listening to longer stories and can remember much of what happens.	Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Invent, adapt and recount narratives and stories with their peers and their teacher.	Explain clearly their understanding of what is read to them. Identify and discuss the main events in stories. Use patterns and repetition to support oral retelling, e.g. *fairy stories, traditional tales and stories by well-known authors.* Orally retell familiar stories in a range of contexts e.g. *small world, role play, storytelling.*	Sequence and discuss the main events in stories and recounts. Orally retell a wider range of stories, fairy tales and traditional tales.	Identify a key idea in a paragraph. Sequence and discuss the main events in stories. Orally retell a range of stories, including less familiar fairy stories, fables and folk tales e.g. *Grimm's Fairy Tales.* Navigate texts in print and on screen. Record information from a range of non-fiction texts. Quickly appraise a text to evaluate its usefulness.	Identify main ideas drawn from more than one paragraph and summarise these e.g. *character is evil because…1/2/3 reasons, Clitheroe Castle is a worthwhile place to visit because 1/2/3 reasons across a text.* Orally retell a range of stories, including less familiar fairy stories, myths and legends.	Summarise main ideas drawn from more than one paragraph and identify key details which support this.	Skim for gist.
Reading Domain **1d** Make inferences from the text. **2d** Make inferences from the text / explain and justify inferences with evidence from the text	Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"	Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.	Demonstrate understanding of texts by answering questions related to who, what, where, when, why, how. Make basic inferences about what is being said and done. Give opinions and support with reasons e.g. *I like the Little Red Hen because she…*	Demonstrate understanding of fiction and non-fiction texts by asking and answering why and how questions. Make inferences about characters and events using evidence from the text e.g. what is the character thinking, saying and feeling? Explain and discuss their understanding, giving opinions and supporting with reasons e.g. Hansel was clever when he put stones in his pocket because…	Raise questions during the reading process to deepen understanding e.g. *I wonder why the character.* Draw inferences around characters thoughts, feelings and actions, and justify with evidence from the text. Justify responses to the text using the PE prompt (Point + Evidence).	Demonstrate active reading strategies e.g. *generating questions, finding answers, refining thinking, modifying questions, constructing images.* Draw inferences around characters' thoughts, feelings, actions and motives, and justify with evidence from the text using point and evidence. Justify responses to the text using the PE prompt (Point + Evidence).	Demonstrate active reading strategies e.g. generating questions to refine thinking, noting thoughts in a reading journal. Infer characters' feelings, thoughts and motives from their actions and justify inferences with evidence. Through close reading of the text, re-read and read ahead to locate clues to support understanding. Justify opinions and elaborate by referring to the text, e.g. *using the PEE prompt - Point + Evidence + Explanation.* Distinguish between statements of fact and opinion within a text.	Infer characters' feelings, thoughts and motives from their actions, justifying inferences with evidence e.g. *Point+Evidence+Explanation.* Through close reading, re-read and read ahead to locate clues to support understanding and justify with evidence from the text. Justify opinions and elaborate by referring to the text e.g. *using the PEE prompt – Point+Evidence+Explanation.* Distinguish between statements of fact and opinion across a range of texts.
Reading Domain **1e** Predict what might happen on the basis of what has been read so far. **2e** Predict what might happen from details stated and implied	Discuss what they thin may happen based on the information given.	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.	Make predictions based on what has been read so far.	Make predictions based on what has been read so far.	Make predictions based on details stated.	Make predictions based on information stated and implied.	Predict what might happen from information stated and implied.	Predict what might happen from information stated and implied.

	RECEPTION	ELG	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
2f Identify / explain how information / narrative content is related and contributes to meaning as a whole					Discuss the purpose of paragraphs. Identify a key idea in a paragraph. Evaluate how specific information is organised within a non-fiction text e.g. *text boxes, contents, bullet points, glossary, diagrams.* Identify and discuss conventions e.g. *numbers three and seven in fairy tales, magical sentence repeated several times.* Analyse and evaluate texts looking at language, structure and presentation e.g. *persuasive letter, diary and calligram* Identify and discuss themes e.g. *good over evil, weak and strong, wise and foolish, mean and generous, rich and poor*	Explain how paragraphs are used to order or build up ideas, and how they are linked. Analyse and evaluate how specific information is organised within a non-fiction text e.g. *text boxes, sub-headings, contents, bullet points, glossary, diagrams.* Identify, analyse and discuss themes e.g. *safe and dangerous, just and unjust, origins of the earth, its people and animals.*	Analyse the conventions of different types of writing e.g. *use of first person in autobiographies and diaries.* Identify how language, structure and presentation contribute to meaning e.g. *formal letter, informal diary, persuasive speech.* Explore themes within and across texts e.g. *loss, heroism, friendship*	Analyse the conventions of different types of writing e.g. *use of dialogue to indicate geographical and/or historical settings for a story.* Identify how language, structure and presentation contribute to meaning e.g. *persuasive leaflet, balanced argument.* Recognise themes within and across texts e.g. *hope, peace, fortune, survival*
2g Identify / explain how meaning is enhanced through choice of words and phrases					Identify, discuss and collect favourite words and phrases which capture the reader's interest and imagination. .	Identify, discuss and collect effective words and phrases which capture the reader's interest and imagination e.g. *metaphors, similes.* Analyse and evaluate texts looking at language, structure and presentation and how these contribute to meaning.	Explore, recognise and use the terms metaphor, simile, imagery. Explain the effect on the reader of the authors' choice of language.	Explore, recognise and use the terms personification, analogy, style and effect. Explain the effect on the reader of the author's choice of language and reasons why the author may have selected these words, phrases and techniques.
2h Make comparisons within the text							Make comparisons within a text e.g. *characters' viewpoints of same events.*	Compare characters within and across texts. Compare texts written in different periods. Make comparisons within and across texts e.g. *similar events in different books such as being an evacuee in Carrie's War and Goodnight Mr Tom.*

	RECEPTION	ELG	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Reading for pleasure	Engage actively in stories. Enjoy nursery rhymes, poems and songs together Learn rhymes, poems and songs.	Invent, adapt and recount narratives and stories with peers and their teacher. Perform songs, nursery rhymes, poems and stories with others. Sing a range of well-known nursery rhymes and songs.	Listen to and discuss a wide range of text. Relate texts to own experiences. Make personal reading choices and explain these. Enjoy and recite poems by heart.	Listen to and express views about a range of texts. Make personal choices about reading and explain these. Learn and recite a range of poems using appropriate intonation.	Read a range of non-fiction texts, e.g. *information, discussion, explanation, biography and persuasion* Listen to and discuss a range of books. Regularly listen to whole class novels. Read books for a range of purposes Recognise some different forms of poetry e.g. *narrative, calligrams, shape poems.* Prepare poems and playscripts to read aloud	Listen to read and discuss a range of texts. Regularly listen to whole class novels read aloud by the teacher. Read books that are structured in different ways. Learn a range of poems by heart and rehearse for performance. Prepare poems and playscripts to read aloud. Recognise and analyse different forms of poetry e.g. *haiku, limericks, kennings*	Listen to read and discuss a range of texts. Regularly listen to whole class novels read aloud by the teacher. Recommend books to their peers with reasons for choices. Read books that are structured in different ways for different purposes. Learn a wide range of poems by heart Prepare poems and playscripts to read aloud.	Listen to read and discuss a range of texts. Regularly listen to whole class novels read aloud by the teacher. Independently read longer texts with sustained stamina and interest. Recommend books to their peers with detailed reasons for their opinions. Express preferences about a wider range of books including modern fiction, traditional stories, fiction from our literary heritage and books from other cultures. Learn a wider range of poems by heart. Prepare poems and play scripts to read aloud and perform using dramatic effects
Discussion	Be able to express a point of view and debate when they disagree with an adult or a friend, using words as well as actions	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.	Listen to what others say Take turns	Participate in discussion abut what is read to them taking turns and listening to what others say. Make contributions in whole class and group discussions. Consider other points of view. Listen to and respond to contributions form others.	Prepare for research by identifying what is already known about the subject and key questions to structure the task. Participate in discussion about is read to them and what they have read independently. Develop and agree rules for discussion Take turns and listen to what others say. Make and respond to contribution in a variety of group situations.	Prepare for research by identifying what is already known about the subject and key questions to structure the task. Participate in discussion about is read to them and what they have read independently, taking turns and listening to what others say. Develop, agree and evaluate rules for discussion Make and respond to contribution in a variety of group situations.	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. Explain and discuss their understanding of what they have read, including through formal presentations and debates. Prepare formal presentations individually or in groups. Use notes to support presentation of information. Respond to questions generated by a presentation. Participate in debates on an issue related to reading (fiction or non-fiction).	Demonstrate active reading strategies e.g. *challenging peers with questions, justifying opinions, responding to different viewpoints within a group* Participate in discussions and debates about books, building on their own and others' ideas and challenging views courteously. Explain and discuss their understanding of what they have read, including through formal presentations and debates. Prepare formal presentations individually or in groups. Use notes to support presentation of information. Respond to questions generated by a presentation.