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|  | **F1** | **F2** | | **Year 1** | | | | | **Year 2** | |
| **Word Reading & Fluency** | Understand that print holds meaning.  Turn the pages of a book appropriately.  Show an understanding we read English text from left to write and top to bottom.  Recognise words with the same initial sound.  Read individual letters by saying the sounds for them.  Spot and suggest rhymes. | Blend sounds into words, to enable reading of short words made up of known letter– sound correspondences.  Read some letter groups that each represent one sound and say sounds for them.  Read a few common exception words matched to school’s phonic programme.  Re-read books to build up confidence in word reading, fluency and develop understanding and enjoyment. | | Apply phonetic knowledge and skills as the route to decode words.  Respond speedily with the correct sound to graphemes for all 40+ phonemes.  Read accurately by blending sounds in unfamiliar words.  Read some common exception words.  Split two and three syllable words into the separate syllables to support blending for reading.  Read books aloud accurately books that are consistent with their developing phonic knowledge.  Develop fluency, accuracy and confidence by re-reading books. | | | | | Continue to 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, especially recognising alternative sounds for graphemes  Read accurately words of two or more syllables that contain alternative sounds for grapheme *e.g. shoulder, roundabout ,grouping*  Read frequently encountered words quickly and accurately without overt sounding and blending  Apply phonic knowledge and skills to read words until automatic decoding has become embedded.  Re-read books to build up fluency and confidence in word reading.  Use some tone and intonation when reading aloud.  Read silently or quietly at a more rapid pace, taking note of punctuation and using it to keep track of longer sentences. | |
| **Comprehension** | Engage in conversations about stories | Demonstrate some understanding when talking with others about what they have read. | | Check that a text makes sense while reading and self-correct.  Explain clearly their understanding of what is read to them.  Demonstrate their understanding of texts by answering questions related to *who, what, where, when, why, how* (retrieval).  Identify and discuss the main events in stories.  Recall specific information in fiction and non-fiction texts.  Make basic inferences based on what is being said or done.  Begin to make basic predictions based on what has been read so far. | | | | | Activate prior knowledge and raise questions *e.g. What do we know? What do we want to know? What have we learned?*  Check that texts make sense while reading and self-correct.  Orally re-tell (summarise) a range of stories, fairy tales and traditional tales.  Make inferences about characters and events  Draw and make links to what they already know, background information and vocabulary provided by the teacher.  Make predictions based on what has been read so far. | |
| **Reading Toolkit**  \*Order skills/vocabulary are introduced.  As skills are linked continue to teach skills introduced in previous year groups. | - | - | |  | | | | |  | |
| **Phonic Phase** |  | 2 | 3 | 3-4 | 4-5 | 5 | 5-6 | | 6 | |
| **Book Bands** | - | Pink | Red | Yellow | Blue | Green | Orange | Turquoise | Purple | Gold |

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|  | **Year 3** | | **Year 4** | | **Year 5** | | **Year 6** | |
| **Word Reading & Fluency** | With support, use knowledge of root words to understand meanings of words.  Use prefixes to understand meanings of words *e.g. un-,dis-, mis-, re-, pre-, im-, in-.*  Use suffixes to understand meanings *e.g. –ly, -ous.*  Notice the spelling of unfamiliar words and relate to known words as a strategy to decode meaning.  Use intonation, tone and volume when reading aloud.  Take note of punctuation when reading aloud. | | Use knowledge of root words to understand meanings of words.  Use prefixes to understand meanings of words *e.g. in-, ir-, sub-, inter-.*  Use suffixes to understand meanings *e.g. –ation, -tion, -ssion, -cian, -sion.*  Use punctuation to determine intonation and expression when reading aloud. | | Use knowledge of root words to understand meanings of words.  Use suffixes to understand meanings *e.g. –ant, -ance, -ancy, -ent, -ence, -ible, -able, -ibly, -ably.*  Use punctuation to determine intonation and expression when reading aloud to a range of audiences.  Varies voice/expression when reading direct or indirect speech. | | 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  Work out unfamiliar words by focusing on all letters in the word *e.g. not reading invitation for imitation.*  Use etymology to help the pronunciation of new words *e.g. chef, chalet, machine, brochure- French in origin.*  Uses appropriate expression and intonation when reading aloud. | |
| **Comprehension** | Discuss their understanding of the text.  Raise questions during the reading process to deepen understanding *e.g. I wonder why the character…?*  Draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justify inferences with evidence.  Retrieve and record relevant information.  Make and justify predictions based on details stated in the text.  Identify a key idea in a paragraph.  Explain the meaning of unfamiliar words by using the context. | | Apply a range of strategies to decode the meaning of unfamiliar words with some success *e.g. reading around the word, get the gist, replace the word with feasible alternatives.*  Explain the meaning of key vocabulary within the context of the text.  Ask questions to improve their understanding of a text.  Draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justify inferences with evidence.  Predict what might happen from details stated and implied, making direct reference to the text.  Identify main ideas drawn from more than 1 paragraph and summarise these.  Discuss and analyse an author’s language choices and the impact they have on the reader. | | Confidently explain the meaning of words within the context of the text.  Check that the text makes sense to them and demonstrate understanding through both verbal discussion and written responses.  Make inferences and justify inferences with evidence.  Make comparisons within texts *e.g. characters’ viewpoints of same events.*  Distinguish between statements of fact and opinion within a text.  Scan for key words and text mark to locate key information.  Summarise main ideas drawn from more than one paragraph. | | Provide reasoned justifications for their views.  Identify and discuss themes and conventions in and across a wide range of writing  Make comparisons within and across books  Refers to text to support opinions and predictions.  Gives a view about choice of vocabulary, structure etc.  Distinguish between fact & opinion across a range of texts  Draw inferences and justify with evidence from the text.  Skim read for gist and scan for key information.  Confidently and independently apply a range of strategies to decode the meaning of unfamiliar words. | |
| **Reading Toolkit**  \*Order vocabulary and skills are introduced. Continue to teach skills introduced in previous year groups. |  | |  | |  | |  | |
| **Book Bands** | White | Lime | Lime | Brown | Grey | Dark Blue | Dark Blue | Burgundy |