

Skills	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
WORD	Use phonics to	Use phonics to	Use knowledge of	Use knowledge of	Use knowledge of	Use knowledge
	read words.	read until my	root words,	root words,	root words,	of root words,
		reading is	prefixes and	prefixes and	prefixes and	prefixes and
	Say the sound	fluent.	suffixes to read	suffixes to read	suffixes to read	suffixes to
	for each letter	Dand annuabali.	aloud and to	aloud and to	aloud and to	read aloud and
	and letter	Read accurately by blending the	understand the	understand the	understand the	to understand
	blend (all 40+	, ,	meaning of new	meaning of new	meaning of new	the meaning of
	sounds).	sounds learnt, recognising how	words I meet.	words I meet.	words I meet.	new words I meet.
	Read unfamiliar	the same	Read a wide range	Read a wide range		
	words by	letters can	of exception words	of exception words		
	blending the	sometimes give	(and know why	(and know why		
	sounds learnt.	different sounds.	they are unusual).	they are unusual).		
	Read common					
	exception	Read words				
	words (know	with two				
	why they are	syllables or				
	unusual).	more by				
		blending the				
	Read words	sounds learnt.				
	with sounds					
	learnt and -s, -	Read words				
	es, -ing, -ed, -	with common				
	er and -est	suffixes.				
	endings.					
		Read more				
	Read other	common				
	words (using	exception				
	sounds learnt)	(know why they				
	with more than one syllable.	are unusual).				
		Read most				
	Read words	words quickly				
	with	and accurately				
	contractions,	(without too				
	understanding	much sounding				
	that the	out when I have				
	apostrophe	seen words				
	takes the place	often enough).				
	of the missing					
	letter(s).					



COMPREHENSION	Check the text	Check the text	Find and record	Find and record	Find, record and	Find, record
ON THE	makes sense	makes sense	information from	information from	present	and present
	when reading	when reading	fiction and non-	fiction and non-	information from	information
LINES	and correct	and correct	fiction.	fiction.	non-fiction.	from non-
	mistakes.	mistakes.				fiction.
			Identify main	Identify main		
	Use what	Use what	ideas drawn from	ideas drawn from	Summarise main	Summarise
	already known,	already known,	more than one	more than one	ideas drawn from	main ideas
	background	background	paragraph and	paragraph and	more than one	drawn from
	information and	information and	summarise these.	summarise these.	paragraph and	more than one
	vocabulary	vocabulary			identify key	paragraph and
	provided by the	provided by the			details that	identify key
	teacher.	teacher.			support the main	details that
					ideas.	support the
	Explain clearly	Explain and				main ideas.
	understanding	discuss				
	of text read by	understanding				
	teacher.	of books, poems				
		and other				
		texts.				
	Discuss	Discuss				
	-	thoughts about				
	thoughts about a wide range of	a wide range of				
	poetry, stories	poetry, stories				
	and non-fiction	and non-fiction				
	that are	that are				
	difficult to	difficult to				
	read	read				
	independently.	independently.				
	Discuss the	Answer and ask				
	meaning of the	questions.				
	title and the					
	importance of	Discuss the				
	events.	sequence of				
		events in books				
		and how details				
		link with each				
		other.				



COMPREHENSION	Work out what	Make	Draw inferences:	Draw inferences:	Discuss my	Discuss my
	is being	inferences on	inferring	inferring	understanding of	understanding
BETWEEN	suggested	the basis of	characters'	characters'	a text and	of a text and
THE LINES	(inferred) by	what is being	feelings, thoughts	feelings, thoughts	explore the	explore the
	what is said and	said and done in	and motives for	and motives for	meaning of words	meaning of
	done in the	the text.	their actions) and	their actions) and	in context.	words in
	text.		back them up with	back them up with	Predict what	context.
			evidence.	evidence.	might happen	Predict what
	Link reading to				from details	might happen
	own	Clarify the	Explain the	Explain the	stated and	from details
	experiences.	meaning of new	meaning of words	meaning of words	implied.	stated and
		words (linking	in context.	in context.		implied.
	Discuss new	their meaning				
	words, linking	to words	Predict what might	Predict what might		
	meaning to	already known)	happen next.	happen next.		
	words already	and discuss				
	known.	favourite words				
		and phrases.				
	Predict what					
	might happen	Predict what				
	next.	might happen				
		next.				
		next.				
COMPREHENSION	Decemies and		Talantifu ham	Talantify have	Talontifu ban	Talontific barre
COMPREHENSION	Recognise and	Read non-	Identify how	Identify how	Identify how	Identify how
	join in with	Read non- fiction books	structure and	structure and	structure and	structure and
OUTSIDE	join in with repeated	Read non- fiction books that are	structure and presentation	structure and presentation	structure and presentation	structure and presentation
	join in with	Read non- fiction books that are structured in	structure and presentation contribute to			
OUTSIDE	join in with repeated	Read non- fiction books that are	structure and presentation	structure and presentation	structure and presentation	structure and presentation
OUTSIDE	join in with repeated	Read non- fiction books that are structured in different ways.	structure and presentation contribute to			
OUTSIDE	join in with repeated	Read non- fiction books that are structured in different ways. Recognise	structure and presentation contribute to			
OUTSIDE	join in with repeated	Read non- fiction books that are structured in different ways. Recognise simple language	structure and presentation contribute to			
OUTSIDE	join in with repeated	Read non- fiction books that are structured in different ways. Recognise simple language that is	structure and presentation contribute to			
OUTSIDE	join in with repeated	Read non- fiction books that are structured in different ways. Recognise simple language that is repeated in	structure and presentation contribute to			
OUTSIDE	join in with repeated	Read non- fiction books that are structured in different ways. Recognise simple language that is repeated in stories and	structure and presentation contribute to			
OUTSIDE	join in with repeated	Read non- fiction books that are structured in different ways. Recognise simple language that is repeated in	structure and presentation contribute to			
OUTSIDE	join in with repeated	Read non- fiction books that are structured in different ways. Recognise simple language that is repeated in stories and	structure and presentation contribute to			
OUTSIDE	join in with repeated	Read non- fiction books that are structured in different ways. Recognise simple language that is repeated in stories and	structure and presentation contribute to			
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BEYOND THE LINES		Identify how language contributes to meaning. Identify themes and conventions in a wide range of books.	Identify how language contributes to meaning. Identify themes and conventions in a wide range of books.	Identify how language contributes to meaning. Discuss and evaluate how authors use language (including	Identify how language contributes to meaning. Discuss and evaluate how authors use language (including
				figurative language), considering impact on the reader. Identify the difference between statements of	figurative language), considering impact on the reader. Identify the difference between statements of
				fact and opinion. Make comparisons within and across books. Identify and discuss themes and conventions in and across a wide range of	fact and opinion. Make comparisons within and across books. Identify and discuss themes and conventions in and across a
				writing.	wide range of writing.



COMPREHENSION	Use phonics to	Use phonics to	Ask questions to	Ask questions to	Ask questions to	Ask questions
	read out loud	read out loud	improve	improve	improve my	to improve my
	accurately.	accurately,	understanding of a	understanding of a	understanding of	understanding
		sounding out	text.	text.	a text.	of a text.
	Re-read books	new words				
	to build up my	accurately and	Read a wide range	Read a wide range	Read/discuss an	Read/discuss
	fluency and	with little	of books, including	of books, including	increasingly wide	an increasingly
	confidence in	hesitation.	fairy stories,	fairy stories,	range of fiction,	wide range of
	word reading		myths and legends,	myths and legends,	poetry, plays,	fiction, poetry,
	J	Re-read books	and retell some of	and retell some of	non-fiction and	plays, non-
	Begin to know	to build up	these.	these.	reference books.	fiction and
	and	fluency and				reference
	re-tell some	confidence in	Select appropriate	Select appropriate	Become	books.
	stories, fairy	word reading.	reading material	reading material	increasingly	
	tales and		for a task across	for a task across	familiar with a	Become
	traditional	Know and	the curriculum.	the curriculum.	wide range of	increasingly
	tales.	re-tell a wider			books, including	familiar with a
	14100.	range of	Use a dictionary to	Use a dictionary to	myths, legends &	wide range of
	Enjoy rhymes	stories, fairy	check the meaning	check the meaning	traditional	books, including
	and poems and	tales and	of words I have	of words I have	stories, modern	myths, legends
	recite some by	traditional	read.	read.	fiction and books	& traditional
	heart.	tales.			from other	stories, modern
			Discuss a wide	Discuss a wide	cultures.	fiction and
	Discuss what is	Learn more	range of fiction,	range of fiction,		books from
	read in class,	poems by heart	poetry, plays, non-	poetry, plays, non-	Recommend	other cultures.
	taking turns	and change the	fiction &	fiction &	books read to	
	and listening to	tone of my	reference books.	reference books.	peers, giving	Recommend
	others.	voice to make			reasons for my	books read to
	·	meaning clear.	Build on others'	Build on others'	choices.	peers, giving
			ideas and opinions	ideas and opinions		reasons for my
		Take part in	about a text in	about a text in		choices.
		discussion	discussion.	discussion.		
		about books,				
		poems and				
		other texts,	Discuss and note	Discuss and note	Select	Select
		taking turns	down words that	down words that	appropriate	appropriate
		and listening to	the author has	the author has	reading material	reading
		the views of	used to capture	used to capture	and read for a	material and
		others.	the reader's	the reader's	range of	read for a
			interest and	interest and	purposes across	range of
			imagination.	imagination.	the curriculum.	purposes across
						the curriculum.
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	Recognise some different forms of poetry (e.g. free verse, narrative poetry). Show understanding through tone, volume and action when reading out/performing own poems and play scripts.	Recognise some different forms of poetry (e.g. free verse, narrative poetry). Show understanding through tone, volume and action when reading out/performing own poems and play scripts .	Build on others' ideas and opinions about a text in discussion and challenge views courteously. Provide sensible explanations for views. Explain and discuss my understanding of texts (including through formal presentations and debates), maintaining a focus on the topic and using notes where appropriate.	Build on others' ideas and opinions about a text in discussion and challenge views courteously. Provide sensible explanations for views. Explain and discuss my understanding of texts (including through formal presentations and debates), maintaining a focus on the topic and using notes where appropriate.
			Learn a wider range of poetry by heart. Prepare poems and plays to read aloud and to perform, using tone and volume to ensure the meaning is clear to an audience.	Learn a wider range of poetry by heart. Prepare poems and plays to read aloud and to perform, using tone and volume to ensure the meaning is clear to an audience.