	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Word Reading and Understanding	• 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. • Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught. • **Read many common exception words from English Appendix 1.** • Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings. • **Read other words of more than one syllable that contain taught GPCs.** • Read words with contractions e.g. I'm, I'll, we'll, and understand that the apostrophe represents the omitted letter(s). • **Read aloud many words containing taught GPCs quickly and accurately without overt sounding and blending.** • Read aloud accurately books that are consistent with developing phonic knowledge and that do not require use of other strategies to work out words. • Re-read phonically decodable books to build up fluency and confidence in word reading.	• 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 that contain the graphemes for all 40+ phonemes.** • Recognise alternative sounds for graphemes. • **Read accurately words of two or more syllables that contain graphemes taught so far.** • **Read words containing common suffixes.** • **Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.** • **Read words in age-appropriate books accurately and fluently, without overt sounding and blending e.g. at over 90 words per minute.** • **Read aloud books closely matched to his/her improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.** • **Re-read books, sounding out unfamiliar words accurately, to build up fluency and confidence in word reading.**	• Apply growing knowledge of root words, prefixes and suffixes (etymology and morphology), both to read aloud and to understand the meaning of new words he/she meets, including dis-, mis-, in-, il-, im-, ir-, -ly, English Appendix 1. • Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word with reference to spelling English Appendix 1. • Use dictionaries to check the meaning of words they have read • Discuss and explain the meaning of words and phrases that capture the readers' attention	• Apply his/her growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words he/she meets, to include re-, sub-, inter-, super-, anti-, auto-, -ation, -ous; (English Appendix 1) • Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word with reference to spelling English Appendix 1. • Use dictionaries to check the meaning of words they have read • Discuss and explain the meaning of words and phrases that capture the readers' attention	• Read aloud and understand the meaning of new words that he/she meets linked to the expectations of Year 5 spelling.	• Read aloud and understand the meaning of new words that he/she meets linked to the expectations of Year 6 spelling.

Enjoyment and Performance	Develop pleasure in reading, motivation to read, vocabulary and understanding by:
	• listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which he/she can read independently.
	• being encouraged to link what is read or heard read to his/her own experiences.
	• becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
	• joining in with predictable phrases.
	• learning to appreciate rhymes and poems, and to recite some by heart.
		Develop pleasure in reading, motivation to read, vocabulary and understanding by:
		• listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which he/she can read independently.
		• discussing the sequence of events in books and how items of information are related.
		• becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.
		• recognising simple recurring literary language in stories and poetry.
		• continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.
			Maintain positive attitudes to reading and understanding by:
			• Reading, listening to and discussing
			  o Stories/fiction
			  o Classic fiction
			  o Myths and legends
			  o Traditional tales
			  o Books from the past
			  o Stories from other cultures
			  o A range of poetry
			  o Non-fiction texts
			• Reading books that are structured in different ways.
			• Retelling some of these orally.
			• Reading aloud poems and performing play scripts.
				Maintain positive attitudes to reading and understanding by:
				• Reading, listening to and discussing
				  o Stories/fiction
				  o Classic fiction
				  o Myths and legends
				  o Traditional tales
				  o Books from the past
				  o Stories from other cultures
				  o Non-fiction
				  o Read and identify a range of poetry e.g. free verse or narrative poetry
				• Reading books that are structured in different ways.
				• Retelling some of these orally.
				• Reading aloud poems and performing play scripts.
					Maintain positive attitudes to reading and understanding of what he/she reads by:
					• continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
					• increasing his/her 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.
					• **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.**
						Maintain positive attitudes to reading and understanding of what he/she reads by:
						• increasing his/her familiarity with a wide range of books, including books from our literary heritage and books from other cultures and traditions.
						• **reading age-appropriate books, including whole novels, with confidence and fluency.**
						• performing his/her own compositions to a range of audiences, using appropriate intonation, volume, and movement so that the meaning is clear.
						• learning a wider range of poetry by heart

Comprehend and Retrieve	• Understand both the books he/she can already read accurately and fluently and those he/she listens to by discussing the significance of the title and events. • Find simple information in a text.	Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by: • drawing on what he/she already knows or on background information and vocabulary provided by the teacher. • **answering and asking questions and making links.** • Explain and discuss his/her understanding of books, poems and other material, both those that he/she listens to and those that he/she reads for himself/herself.	Maintain positive attitudes to reading and understanding by: • Checking the text makes sense • Asking and answering questions to develop understanding • identifying main ideas drawn from within one paragraph and summarise these. • Retrieve and record information from non-fiction.	Maintain positive attitudes to reading and understanding by: • Checking the text makes sense • Asking and answering questions to develop understanding • identifying main ideas drawn from within one paragraph and summarise these. • Identify themes in books • Retrieve and record information from non-fiction	• Understand what he/she reads by asking questions to improve his/her understanding of complex texts. • **Retrieve, record and present information from non-fiction.**	• **Understand what he/she reads by summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas and using quotations for illustration.**

Infer, Deduce and Predict	Understand both the books he/she can already read accurately and fluently and those he/she listens to by: • **making inferences on the basis of what is being said and done.** • drawing on what is already known or on background information and vocabulary provided by the teacher. • Predicting what might happen on the basis of what has been read so far. • Explain clearly his/her understanding of what is read to him/her.	Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by: • answering questions and making inferences on the basis of what is being said and done. • Making inferences on the basis of what is said and done in a book he/she is reading independently. • predicting what might happen on the basis of what has been read so far.	Understand what is reads independently by: • inferring characters' feelings, thoughts and motives from their actions, • justifying inferences with evidence from the text • predict what might happen from details stated and implied	Understand what is reads independently by: • inferring characters' feelings, thoughts and motives from their actions, • justifying inferences with evidence from the text • predict what might happen from details stated and implied	Maintain positive attitudes to reading and understanding of what he/she reads by: • recommending books that he/she has read to his/her peers, giving reasons for his/her choices. • Understand what he/she reads by drawing inferences, such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. • **Understand what he/she reads in increasingly complex texts by predicting what might happen from details stated and implied.** • Distinguish between statements of fact and opinion.	• Maintain positive attitudes to reading and understanding of what he/she reads by: • identifying and discussing themes and conventions in and across a wide range of writing. • **making comparisons within and across books.** • Provide reasoned justifications for his/her views. • Justify inferences and predictions with reference to the text.
Language and Structure	• **Understand both the books he/she can already read accurately and fluently and those he/she listens to by checking that the text makes sense as he/she reads and correcting inaccurate reading.** • Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing word meanings, linking new meanings to those already known.	Develop pleasure in reading, motivation to read, vocabulary and understanding by: • discussing and clarifying the meanings of words, linking new meanings to known vocabulary. • discussing his/her favourite words and phrases • Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by checking that the text makes sense to him/her as he/she reads and corrects inaccurate reading.	• identify how language, structure, and presentation contribute to meaning, including, paragraphs, headings, sub-headings, and inverted commas to punctuate speech.	• Identify how language, structure, and presentation contribute to meaning, including, paragraphs, headings, sub-headings, and inverted commas to punctuate speech, apostrophes for possession and fronted adverbials	• **Understand what he/she reads by checking that the book makes sense to him/her, discussing his/her understanding and exploring the meaning of words in context.** • Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.	• Maintain positive attitudes to reading and understanding of what he/she reads by reading books that are structured in different ways and reading for a range of purposes. • Understand what he/she reads by identifying how language, structure and presentation contribute to meaning. • **Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.**
Spoken Language	• Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which he/she can read independently. • Participate in discussion about what is read to him/her, taking turns and listening to what others say. • Discuss the significance of the title and events. • Say out loud what is read to him/her is going to write about. • Compose a sentence orally before writing it. • Read aloud his/her writing clearly enough to be heard by the group and the teacher.	• Listen to, discuss and express views about a wide range of poetry (including contemporary and classic), stories and non-fiction at a level beyond that at which he/she can read independently. • Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear. • Discuss his/her favourite words and phrases. • Participate in discussion about books, poems and other works that are read to him/her and those that he/she can read for himself/herself, taking turns and listening to what others say.	• Prepare poems and play scripts to read aloud and to perform, showing basic understanding through intonation, tone, volume and action. • Participate in reasoned discussion about books, poems and other material that is read to him/her and those he/she can read for himself/herself, taking turns and listening to what others say.	• Prepare poems and play scripts to read aloud and to perform, showing basic understanding through intonation, tone, volume and action. • Participate in clear reasoned discussion about books, poems and other material that is read to him/her and those he/she can read for himself/herself, taking turns and listening to what others say.	• Maintain positive attitudes to reading and understanding of what he/she reads by identifying and discussing themes and conventions in writing. • Maintain positive attitudes to reading and understanding of what he/she reads by making comparisons within a book. Participate in discussions about books that are read to him/her and those that can be read for himself/herself, building on his/her own and others' ideas and challenging views courteously.	• Ask specific reasoned questions to improve his/her understanding. • Participate in discussions about books that are read to him/her and those that can be read for himself/herself, building on his/her own and others' ideas and challenging views courteously and with clear reasoning. • Explain and discuss his/her understanding of what he/she has read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.

Subject Intent Statement

Children speak with confidence and are able to articulate ideas, accessing and utilising a broad range of vocabulary. They are immersed in a range of high quality texts as a stimulus for their own creativity and innovation. Children read for pleasure across different genres, and as such develop fluency and understanding using a range of skills. They are stimulated and engaged to create purposeful writing across the curriculum, with a clear understanding of the power of editing and refinement to develop their skills.

KS2 Whole Class Guided Reading books

Class	Books
Owls (Year 3)	**Horrid Henry** Francesca Simon **Stone Age Boy** Satoshi Kitamura. **Matilda** Roald Dahl
Deer (Year 4)	**Harriet's Hare** Dick King Smith **Bill's New Frock** Ann Fine
Falcons (Year 5)	**How to Train Your Dragon** Cressida Cowell **Carrie's War** Nina Bawden **Raiders Peril** Twinkl **Kensuke's Kingdom** Michael Morpurgo
Otters (Year 6)	**Oranges in No Man's Land** – Elizabeth Laird **Holes** Louis Sachar **The Night the Diamonds Fell** (short story by Johnny Zucker – Purple Mash) **The Jabberwocky –** Lewis Carroll

A variety of fiction and non-fiction texts are also used when teaching writing - See writing provision map for details.