

Decoding	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><i>Threshold concept: Developing fluency</i></p>	<p>*Begin to apply phonic knowledge and skills to decode words</p> <p>*Gives the sound when shown all or most of the set 1 and 2 and graphemes (see RWI)</p> <p>*Find all or most set 1 and 2 graphemes when given the sound. (see RWI)</p> <p>*Be able to blend and read cvc words(using set1 and 2 graphemes) (see RWI)</p> <p>*Be able to read the red words (see RWI)</p> <p>*Continues a rhyming string</p> <p>*Links sounds to letters, naming and sounding the letters of the alphabet</p> <p>*Begins to read simple sentences.</p>	<p>*Apply phonic knowledge and skills to decode words</p> <p>*Respond speedily with the correct sound to graphemes (letters or groups of letters) for all the 40+ phonemes, including where appropriate alternative sounds for graphemes (RWI phonics scheme)</p> <p>*Read accurately by blending sounds in unfamiliar words containing phonemes that have been taught.</p> <p>*Read red words noting unusual correspondences between spelling and sound and where these occur in the word (see RWI)</p> <p>*Read words containing taught phonemes and –s, –es, –ing, –ed, –er, and –est endings.</p>	<p>*Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent (RWI phonics scheme)</p> <p>*Read accurately by blending the sounds in words that contain the graphemes taught so far (especially recognising the alternative sounds for graphemes)</p> <p>*Read words accurately of two or more syllables that contain the same graphemes as above</p> <p>Read words containing common suffixes</p> <p>*Read further red words (see RWI for list), noting unusual correspondences between spelling and sound and</p>	<p>*Read words with contractions</p> <p>*Read accurately by blending sounds in words</p> <p>*Read accurately words of more than two syllables</p> <p>*Read words containing common suffixes</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 to the expectations of year 5 spellings</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 to the expectations of year 6 spellings</p>

		<p>*read other words of more than one syllable that contain taught phonemes.</p> <p>*Read words with contractions (for example I'm, I'll, we'll) and understand that the apostrophe represents the omitted letter(s)</p> <p>*Read books accurately that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words</p> <p>*Re-read these books to build up their fluency and confidence in word reading.</p>	<p>where these occur in the word.</p> <p>*Read most words quickly and accurately</p>				
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	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Range of reading <i>Threshold concept:</i> Reading widely and often	*Listen to and talk about a wide range of poems, stories and nonfiction text	*Listen to and discuss a wide range of poems, stories and non – fiction at a level beyond that which they can read independently	*Listen to, discuss and express views about a wide range of contemporary and classic poems, stories and non – fiction at a level beyond that which they can read independently	*Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks *Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally *Reading books that are structured in different ways and reading for a range of purposes	*Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks *Continue reading books that are structured in different ways and reading for a range of purposes	*Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks *Continue reading books that are structured in different ways and reading for a range of purposes *Making comparisons within and across books	*Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks *Continue reading books that are structured in different ways and reading for a range of purposes *Continue making comparisons within and across books

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Text familiarity <i>Threshold concept:</i> Wider world	* Become familiar with key stories, fairy stories ,traditional tales and poems and retell them	* Become very familiar with key stories, fairy stories and traditional tales, retell them and consider their particular characteristics	* Become increasingly familiar with and retell a wider range of stories , fairy stories and traditional tales	*Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally *Recognise themes in age-appropriate texts, such as the triumph of good over evil	*Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally *Identifying themes and conventions in a wide range of books *Explore underlying themes and ideas	*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 *Identifying and discussing themes and conventions in	* Become familiar with key stories, fairy stories ,traditional tales and poems and retell them

				<p>*Recognise conventions in age-appropriate texts e.g. the use of magical devices in fairy stories and folk tales, or the use of first person in diaries</p> <p>*Begin to discuss how language, structure and presentation help the reader to understand the text</p> <p>*Identifying themes and conventions in a wide range of books</p>	<p>*Recognise conventions in age-appropriate texts, such as the use of 'the power of 3' (wishes, characters, e.g. the king's 3 sons etc.) in fairy stories and folk tales</p> <p>*Recognise themes in age-appropriate texts, such as bullying</p> <p>*Identify similarities in themes and conventions across a range of books</p> <p>*Identify specific techniques, e.g. simile, metaphor, repetition, exaggeration and explain the effect on them as a reader</p>	<p>and across a wide range of writing 'heroism' or 'loss', across a range of age-appropriate texts, explaining the theme in the context of the writing</p> <p>*Discuss how the organisation of a text supports its purpose, e.g. persuading, explaining, informing etc.</p> <p>*Identify and comment on genre-specific language features used in age-appropriate texts, e.g. related language to convey information in a non-fiction text</p> <p>*Understand and begin to use technical terms to discuss language effects, e.g. simile, metaphor, personification, with reference to the text</p>	
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	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Poetry and performance <i>Threshold concept:</i> Wider world	*Become familiar with poems and retell them *To express them effectively, showing awareness of listeners' needs.	*Learn to appreciate rhymes and poems, and to recite some by heart	*Discuss their favourite words and phrases continuing to build up a repertoire of poems learnt by heart *Recite some poems by heart using appropriate intonation to make the meaning clear	*Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action *Recognising some different forms of poetry	*Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action *Develop recognition of various forms of poetry e.g. haiku, nonsense, list poems, Kennings	*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	*Learning a wider range of poetry by heart *Preparing poems and plays to read aloud and to perform. Refine reading aloud and performing using intonation, tone and volume so that the meaning is clear to an audience

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Word meanings <i>Threshold concept:</i> Construct meaning	*Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books	*Discuss word meanings, linking new meanings to those already known	*Discuss and clarify the meanings of words linking new meanings to known vocabulary. *Discuss their favourite words and phrases	*Using dictionaries to check the meaning of words that they have read *Use known strategies appropriately to establish meaning, in books that can be read independently *Self-correct misread words when reading age-appropriate texts and discuss the meaning of new words in context	*Using dictionaries to check the meaning of words that they have read *Use known strategies appropriately to establish meaning *Self-correct misread words when reading age-appropriate texts and suggest the meaning of new words in context *Discuss understanding as it develops and explain the meaning of words in context	*Use contextual and genre knowledge to determine alternate meanings of known words	*Identify and comment on genre-specific language features used in age appropriate texts, e.g. shades of meaning between similar words

Comprehension understanding	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><i>Threshold concept:</i> Construct meaning</p>	<p>*Begin to read and understand simple sentences.</p>	<p>*Check that the text makes sense to them as they read and self-correct</p> <p>* Link what they read or hear read to their own experiences</p> <p>* Link what they read or hear read to their own experiences</p> <p>*Explain clearly their understanding of what is read to them</p>	<p>*Check that the text makes sense to them as they read and self-correct</p> <p>*Recognise simple recurring literary language in stories and poetry</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>*Summarise the main details from more than one paragraph in a few sentences, using vocabulary from the text</p> <p>*Show understanding of the main points drawn from more than one paragraph</p> <p>*Extract information from the text and make notes using reference to the text</p> <p>*Begin to use vocabulary from</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>*Summarise main details from more than one paragraph in a few sentences accurately and succinctly using, using vocabulary from the text</p> <p>*Understand how paragraphs are used to order and build up ideas and can be used by readers to monitor and summarise</p> <p>*Use specific vocabulary and ideas expressed in the text to support own</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>*Ask pertinent and helpful questions to improve their understanding of a text</p> <p>*Understand what they read, in books they can read independently, by checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</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>*Produce a succinct summary, paraphrasing the main ideas from across the text or a range of sources</p>

				the text to support responses and explanations	responses, explanations and own views		
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Inference	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><i>Threshold concept:</i> Construct meaning</p>	<p>*To begin to understand and answer how and why answer 'how' and 'why' questions about their experiences and in response to stories or events</p>	<p>*Make inferences on the basis of what is being said or done.</p> <p>*Talk about the significance of the title and events</p>	<p>*Make inferences on the basis of what is being said or done</p>	<p>*Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>*Discuss the actions of characters</p> <p>*Draw generally accurate inferences such as inferring character's feelings from their thoughts and actions, sometimes, but not always, fully supported through reference to the text</p>	<p>*Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>*Draw generally accurate inferences including inferring a character's motives from their thoughts and actions, sometimes supported through reference to the text</p> <p>*Discuss how speech can show a character's emotions</p> <p>*Infer underlying themes and ideas</p>	<p>*Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>*Begin to make links between the authors' use of language and the inferences drawn</p> <p>*Refer accurately to elements from across the text to support predictions and opinions</p>	<p>*Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>*Refer to the text to support predictions and opinions (expanding responses to provide Evidence + Explanation)</p> <p>*Begin to see how inferences draw on the connotations of words, their use in context and that they can be cumulative, as clues are picked up through a text, e.g. action and dialogue (as well as descriptive language) enable inferences to be developed</p>

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Prediction <i>Threshold concept:</i> Construct meaning	*To anticipate key events and phrases in rhymes and stories. *To suggest how a story might end.	*Predict what might happen on the basis of what has been read so far	*Answer and ask questions predicting what might happen on the basis of what has been read so far	*Predicting what might happen from details stated *Make plausible predictions based on knowledge of the text	*Predicting what might happen from details stated and implied *Make plausible predictions based on knowledge of the text *Predict from details implied	*Make predictions and express opinions, explaining and justifying these with reference to the text	*Continue to make predictions and express opinions, explaining and justifying these with reference to the text

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Authorial intent <i>Threshold concept:</i> Construct meaning				*Discussing words and phrases that capture the reader's interest and imagination *Identify specific language which contributes to the development of meaning *Discuss the effect specific language has on the reader	*Discussing words and phrases that capture the reader's interest and imagination *Identifying how language, structure, and presentation contribute to meaning *Discuss how language used has an effect on the reader *Notice and discuss the author's choice and order of content linked to purpose. For example <i>Why has the author started the story in the</i>	*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 *Identify and explain the author's point of view with reference to the text *Consider the similarities and	*Continue identifying how language, structure and presentation contribute to meaning *Continue to discuss and use evidence when evaluating how authors use language, including figurative language, considering the impact on the reader

					<i>middle of the events? Why has the author included that the Vikings created beautiful jewellery?</i>	differences in approaches taken and viewpoints of authors and of fictional characters	
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Non-fiction	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Threshold concept: Construct meaning	*Knows that information can be retrieved from books and computers	*Knows that information can be retrieved from books and computers *Begin to discuss features and layout	*Discuss the features of non-fiction books that are structured in different ways	*Retrieve and record information from non-fiction *Use text features to locate information e.g. contents, indices, subheadings *Begin to recognise fact and opinion in non-fiction texts *Locate information using skimming, scanning and text marking	*Retrieve and record information from non-fiction *Use features to locate information e.g. contents, indices, subheadings *Identify a range of presentational devices used to guide the reader in non-fiction, e.g. appropriate subheadings *Recognise and distinguish between fact and opinion in nonfiction texts *Locate information using skimming, scanning and text marking *Retrieve and record information from non-fiction, extracting information from age-appropriate	*Retrieve and record information from non-fiction Distinguish between statements of fact and opinion and understand why this is important to interpreting the text retrieve, record and present information from non-fiction *Retrieve and record information from non-fiction by using features to locate information e.g. contents, indices, subheadings *Skim and scan efficiently for vocabulary, key ideas and facts on both the printed page and screen *Retrieve, record and present information from non-fiction extracting information from age-appropriate texts and make	*Distinguish between statements of fact and opinion and recognise in the language used by authors to influence readers *Retrieve, record and present information from non-fiction extracting information from age-appropriate texts and make notes using quotation and reference to the text *Skim and scan efficiently to extract information from age-appropriate texts and make well organised notes of the main ideas using quotation and reference to the text using own words

					texts and make notes using quotation and reference to the text	notes using quotation and reference to the text	
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Discussing reading	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><i>Threshold concept: Reading discussions</i></p>	<p>*Demonstrate understanding when talking to others about what they have read or has been read to them</p>	<p>*Draw upon what they already know or on background information and vocabulary</p> <p>*Join in with discussion about what is read to them, taking turns and listening to what others say</p>	<p>*Discuss the sequence of events in books and how items of information are related</p> <p>*Discuss their favourite words and phrases</p> <p>*Draw upon what they already know or on background information and vocabulary</p> <p>*Take part in discussions about books, poems and other works , taking turns and listening to what others say</p> <p>*Explain and discuss their understanding of books, poems and other material that they listen to or those they have read for themselves.</p>	<p>*Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say</p> <p>*Making simple links to other known texts or personal experience</p> <p>*Identify specific techniques, e.g. simile, metaphor, repetition, exaggeration, and say why they interest them</p> <p>*Use specific vocabulary and ideas expressed in the text to support own views</p>	<p>*Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say</p> <p>*Make RELEVANT links to other known texts or personal experience</p> <p>*Discuss words and phrases that capture the reader's interest and imagination</p> <p>*Identify features that characterise books set in different cultures or historical settings</p> <p>*Make links between texts and to the wider world</p> <p>*Give examples to illustrate how language, structure and presentation help</p>	<p>*Recommending books that they have read to their peers, giving reasons for their choices</p> <p>*Participate in discussions about books, building on their own and others' ideas and challenging views courteously</p> <p>*Explain and discuss their understanding of what they have read, including through formal presentations and debates,</p> <p>*Provide reasoned justifications for their views</p> <p>*Make comparisons within and across books by comparing information, characters or events within and between age-appropriate texts</p>	<p>*Recommending books that they have read to their peers, giving reasons for their choices</p> <p>*Continue to participate in discussions about books, building on their own and others' ideas and challenging views courteously</p> <p>*Explain and discuss their understanding of what they have read, including through formal presentations and debates</p> <p>*Provide reasoned justifications for their views</p> <p>*Identify and comment on genre-specific language features used in age-appropriate texts, e.g. shades of meaning between similar words</p>

					the reader to understand the text	<p>*Identify how presentational and organisational choices vary according to the form and purpose of the writing</p> <p>*Make simple links between age-appropriate texts and their audience, purpose, time and culture drawing on a good knowledge of authors</p>	<p>*Understand and begin to use technical terms to discuss language effects, e.g. symbol, imagery, analogy</p> <p>*Explain and justify how texts relate to audience, purpose, time and culture, and refer to specific aspects of a text which exemplify this</p> <p>*Compare and discuss accounts of the same event or characters or settings or viewpoints in texts, exploring a similar theme or topic, or written in a similar genre</p>
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