

Reading domain	EYFS EYFS (22-36 mths to ELGs) 22-36 months 30 – 50 months 40 – 60 months Early Learning Goals	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Phonics and Decoding	<p>To enjoy rhyming and rhythmic activities.</p> <p>To show an awareness of rhyme and alliteration.</p> <p>To recognise rhythm in spoken words.</p> <p>To continue a rhyming string.</p> <p>To hear and say the initial sound in words.</p> <p>To segment the sounds in simple words and blend them together and know which letter represents some of them.</p> <p>To link sounds to letters, naming and sounding the letters of the alphabet.</p> <p>To use phonic knowledge to decode regular words and read them aloud accurately. RWI Set 1 and Set 2 sounds to be taught in reception.</p>	<p>RWI Set 3 sounds to be taught, whilst still recapping Set 1 and Set 2 sounds.</p> <p>To apply phonic knowledge and skills as the route to decode words.</p> <p>To blend sounds in unfamiliar words using the phonics sounds that they have been taught.</p> <p>To respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes.</p> <p>To read words containing taught phonic sounds.</p> <p>To read words containing -s, -es, -ing, -ed and -est endings.</p> <p>To read words with contractions, e.g. I'm, I'll and we'll.</p>	<p>RWI Children to have a good knowledge and understanding of Set 1, Set 2 and Set 3 sounds.</p> <p>To continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.</p> <p>To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</p> <p>To accurately read most words of two or more syllables.</p> <p>To read most words containing common suffixes.*</p>	<p>Complex speed sound is revisited daily.</p> <p>To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words).</p> <p>To apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- to begin to read aloud.*</p> <p>To apply their growing knowledge of root words and suffixes/word endings, including -ation, -ly, -ous, -ture, -sure, -sion, -ssion and -cian, to begin to read aloud.*</p>	<p>Complex speed sound is revisited daily.</p> <p>To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill.</p> <p>To apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.*</p>	<p>Complex speed sound is revisited daily.</p> <p>To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</p> <p>To apply their growing knowledge of root words, prefixes and suffixes/word endings, including -sion, -tion, -cial, -tial, -ant/-ance/-ancy, -ent/-ence/-ency, -able/-ably and -ible/ibly, to read aloud fluently.*</p>	<p>Complex speed sound is revisited daily.</p> <p>To read fluently with full knowledge of all Y5/ Y6 exception words, root words, prefixes, suffixes/word endings* and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</p>

<p>Reading and identifying of Common Exception Words within texts.</p>	<p>To read some common irregular words.</p>	<p>To read Y1 common exception words , noting unusual correspondences between spelling and sound and where these occur in words. These words will be taught during RWI lessons and will be called Red words.</p>	<p>To read most Y1 and Y2 common exception words*, noting unusual correspondences between spelling and sound and where these occur in the word.</p>	<p>To begin to read Y3/Y4 exception words.*</p>	<p>To read all Y3/Y4 exception words*, discussing the unusual correspondences between spelling and these occur in the word.</p>	<p>To read most Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.</p>	<p>To continue to use strategies taught to make relationships between words to read unknown vocabulary.</p>
	<p>To show interest in illustrations and print in books and print in the environment. To recognise familiar words and signs such as own name and advertising logos. To look and handle books independently (holds books the correct way up and turns pages). To ascribe meanings to marks that they see in different places. To begin to read words and simple sentences. To read and understand simple sentences.</p>	<p>To accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words. To reread texts to build up fluency and confidence in word reading.</p>	<p>To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation. To reread these books to build up fluency and confidence in word reading. To read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts.</p>	<p>At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary. Whole class guided reading sessions taking place.</p>			

<p>Understanding and correcting inaccuracies.</p>	<p>To know that print carries meaning and, in English, is read from left to right and top to bottom. To understand humour, e.g. nonsense rhymes, jokes</p>	<p>To check that a text makes sense to them as they read and to self-correct.</p>	<p>To show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher. To check that the text makes sense to them as they read and to correct inaccurate reading.</p>				
<p>Comparing, Contrasting and Commenting</p>	<p>To listen to stories with increasing attention and recall. To anticipate key events and phrases in rhymes and stories. To begin to be aware of the way stories are structured. To describe main story settings, events and principal characters. To enjoy an increasing range of books. To follow a story without pictures or props.</p>	<p>To listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently. To link what they have read or have read to them to their own experiences. To retell familiar stories in increasing detail. To join in with discussions about a text, taking turns and listening to what others say. To discuss the significance of titles and events.</p>	<p>To participate in discussion about books, poems and other works that are read to them (at a level beyond at which they can read independently) and those that they can read for themselves, explaining their understanding and expressing their views. To become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales. To discuss the sequence of events in books and how items of information are related.</p>	<p>To recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. To use appropriate terminology when discussing texts (plot, character, setting).</p>	<p>To discuss and compare texts from a wide variety of genres and writers. To read for a range of purposes. To identify themes and conventions in a wide range of books. To refer to authorial style, overall themes (e.g. triumph of good over evil) and features (e.g. greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings).</p>	<p>To read a wide range of genres, identifying the characteristics of text types (such as the use of the first person in writing diaries and autobiographies) and differences between text types. To 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. To identify main ideas drawn from more than one paragraph and to</p>	<p>To read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions. To recognise more complex themes in what they read (such as loss or heroism). To explain and discuss their understanding of what they have read, including through formal presentations and debates,</p>

<h2>Vocabulary</h2>	<p>To build up vocabulary that reflects the breadth of their experiences.</p> <p>To extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</p> <p>Uses vocabulary and forms of speech that are increasingly influenced by their experience of books.</p>	<p>To discuss word meaning and link new meanings to those already known.</p>	<p>To discuss and clarify the meanings of words, linking new meanings to known vocabulary.</p> <p>To discuss their favourite words and phrases.</p>	<p>To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p>	<p>Discuss vocabulary used to capture readers' interest and imagination.</p> <p>To discuss words and phrases that capture the reader's interest</p>	<p>To discuss vocabulary used by the author to create effect including figurative language.</p> <p>To evaluate the use of authors' language and explain how it has created an impact on the reader.</p>	<p>To analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology such as metaphor, simile, analogy, imagery, style and effect.</p>
<h2>Inference (figure out)</h2>	<p>To answer 'how' and 'why' questions about their experiences and in response to stories or events.</p>	<p>To begin to make simple inferences.</p> <p>To make inference from texts based on what has been said or done in the book.</p> <p>To make links from my own experience to what has been read which will help develop an understanding of the text.</p>	<p>To make inferences on the basis of what is being said and done.</p> <p>To make inference from the text based on what has been said in the book.</p> <p>To draw on what is already know or on background information and vocabulary provided by the author.</p>	<p>To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives.</p> <p>To draw inferences such as inferring characters' feeling from their actions.</p>	<p>To draw inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text.</p> <p>To discuss words and phrases that capture the readers' interest and imagination.</p> <p>To identify how language, structure and presentation contributes to meaning.</p>	<p>To draw inferences from characters' feelings, thoughts and motives.</p> <p>To discuss and evaluate how authors use language to contribute to meaning.</p>	<p>To consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters).</p> <p>To discuss how characters change and develop through texts by drawing inferences based on indirect clues.</p> <p>To draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence.</p>
<h2>Prediction</h2>	<p>To suggest how a story might end.</p>	<p>To predict what might happen on the basis of what has been read so far.</p>	<p>To predict what might happen on the basis of what has been read so far in a text.</p>	<p>To justify predictions using evidence from the text</p>	<p>To justify predictions from details stated and implied.</p>	<p>To make predictions based on details stated and implied, justifying them in detail with evidence from the text.</p>	<p>To continue make predictions based on details stated and implied, justifying them in detail with evidence from the text (using 'show not tell' sentences').</p>

<p>Explain an author's choice</p>	<p>To describe main story settings, events and principal characters.</p> <p>To enjoy an increasing range of books.</p> <p>To follow a story without pictures or props.</p>	<p>To explain preferences, thought and opinions about the text.</p>	<p>To discuss their favourite words and phrases and explain why they enjoyed them.</p> <p>To explain their preferences, thoughts and opinions about the text.</p> <p>To explain why organisation of a text are important.</p>	<p>To justify answers using evidence from the text.</p> <p>To explain how content is related and contributes to the meaning as a whole.</p> <p>To explain how meaning is enhanced through choice of language given by the author.</p> <p>To explain themes and patterns that develop across a text.</p>	<p>To justify answers using a range of evidence from the text.</p> <p>To explain how meaning is enhanced through languages, phrases and actions written by the author.</p> <p>I can explain how information contributes to the overall experience.</p>	<p>To explain how language structure and presentation contribute to meaning.</p> <p>To explain how actions and descriptions can effect what might happen in a text.</p>	<p>To continue to explain how language structure and presentation contribute to meaning.</p> <p>To continue to explain how actions and descriptions can effect what might happen in a text.</p>

<p>Retrieval (find)</p>	<p>They demonstrate understanding when talking with others about what they have read.</p>	<p>To explain clearly, what has been read by retelling the main points.</p> <p>To discuss the significance of the title and events of a book.</p> <p>To explain clearly their understanding of what has happened in the story someone has read to me.</p>	<p>To explain clearly my understanding of a text when it has been read to me or when I read it myself.</p> <p>I can ask and answer question about what I have read by using the RWI 'find it, prove it!' technique.</p>	<p>To ask questions to improve their understanding.</p> <p>To retrieve, record and present information from non-fiction.</p> <p>To retrieve, record and present information and explain the purpose.</p>	<p>To ask challenging questions to improve their understanding.</p> <p>To retrieve, record and present information from non-fiction.</p> <p>To retrieve, record and present information and explain the purpose.</p> <p>To recognise and discuss some different forms of poetry</p>	<p>To retrieve, record and present information from non-fiction.</p> <p>To ask questions to improve my understanding and use evidence to support my answers.</p>	<p>To retrieve, record and present information from non-fiction.</p> <p>To ask questions to improve my understanding.</p> <p>To answer arrange of inference question using evidence to support my answers</p>
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Summarise and sequencing

To begin to sequence sentences from a story.
To begin to identify what happens at the start of the story.

To sequence sentences from a story.
To begin to identify what happens at different points in the story.
To number sentences to show the order in which main events happened in a story.

To identify what happens at different points in the story. (what happened before or after)
To number sentences to show the order in which main events happened in a story. (1-3)
To understand what happened to characters at different points in a story.
To begin to use 'somebody' 'wanted' 'but' and 'so' to support the summarising of main events in a chapter or short story.
To be able to recommend a story to a friend and explain why. (verbally)

To identify what happens at different points in the story. (what happened before or after)
To order multiple events to show sequence. (1-4)
To understand what happened to characters at different points in a story.
To use 'somebody' 'wanted' 'but' and 'so' to support the summarising of main events in a chapter or short story.
To be able to recommend a story to a friend and explain why.
To begin to decide which would be the most suitable summary and why.

To identify what happens at different points in the story.
To order multiple events to show sequence. (1-)
To understand what happened to characters at different points in a story. (including emotional changes)
To use 'somebody' 'wanted' 'but' and 'so' to support the summarising of main events in a chapter or short story.
To be able to recommend a story to a friend and explain why.
To decide which would be the most suitable summary and why.

To identify what happens at different points in the story.
To order multiple events to show sequence. (1-)
To understand what happened to characters at different points in a story. (including emotional changes)
To use 'somebody' 'wanted' 'but' and 'so' to support the summarising of main events in a chapter or short story.
To be able to recommend a story to a friend and explain why.
To decide which would be the most suitable summary and why.

<h2>Poetry and performance</h2>	<p>Repeats words or phrases from familiar stories. Fills in the missing word or phrase from familiar stories. Fill in the missing word or phrase in a known thyme or familiar story.</p> <p>To listen to and join in with stories and poems, one-to-one and also in small groups. To join in with repeated refrains in rhymes and stories. To use intonation, rhythm and phrasing to make the meaning clear to others. To play cooperatively as part of a group to develop and act out a narrative. They represent their own ideas, thoughts and feelings through stories.</p>	<p>To recite simple poems by heart.</p>	<p>To continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear</p>	<p>To prepare and perform poems and play scripts that show some awareness of the audience when reading aloud. To begin to use appropriate intonation and volume when reading aloud.</p>	<p>To recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry). To prepare and perform poems and play scripts with appropriate techniques (intonation, tone, volume and action) to show awareness of the audience when reading aloud.</p>	<p>To continually show an awareness of audience when reading out loud using intonation, tone, volume and action.</p>	<p>To confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect</p>
<h2>Non-Fiction</h2>	<p>To know that information can be relayed in the form of print. To know that information can be retrieved from books and computers.</p>	<p>To recognise that non-fiction books are often structured in different ways.</p>	<p>To retrieve and record information from non-fiction texts.</p>	<p>To use all of the organisational devices available within a non-fiction text to retrieve, record and discuss information. To use dictionaries to check the meaning of words that they have read.</p>	<p>To use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts.</p>	<p>To retrieve, record and present information from non-fiction texts. To use non-fiction materials for purposeful information retrieval (e.g. in reading history, geography and science textbooks) and in contexts where pupils are genuinely motivated to find out information (e.g. reading information leaflets before a gallery or museum visit or reading a theatre programme or review).</p>	<p>To know that information can be relayed in the form of print. To know that information can be retrieved from books and computers.</p>