


STRAND	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
 <p>Reading for a Range of Purposes CHILDREN SHOULD BE ASSESSED USING AGE APPROPRIATE FICTION AND NON-FICTION, FROM A VARIETY OF ORIGINS AND TRADITIONS, COVERING OVER-TIME, A WIDE RANGE OF TEXT TYPES, FORMS AND PURPOSES</p>	<p>Listen to and discuss a wide-range of poems, stories and non-fiction (at a level beyond that which can be read independently). Become very familiar with key stories, fairy stories and traditional tales, (retelling them and) considering their particular characteristics.</p>	<p>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 which can be read independently). Become increasingly familiar with (and retelling) a wider range of stories, fairy stories and traditional tales.</p>	<p>Listen and respond to a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Increase familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.</p>	<p>Is developing preferences after listening and discussing a range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p>	<p>Read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Increase 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</p>	<p>Read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Increase 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</p>
	<p>Begin to be introduced to non-fiction books that are structured in different ways. Read and use captions. Read and follow simple instructions</p>	<p>Read non-fiction books that are structured in different ways</p>	<p>Read books that are structured in different ways and reading for a range of purposes</p>	<p>Chooses to read books that are structured in different ways and reading for a range of purposes</p>	<p>Read books that are structured in different ways and reading for a range of purposes</p>	<p>Read books that are structured in different ways and reading for a range of purposes</p>
	<p>Learn to appreciate rhymes and poems, and to recite some by heart</p>	<p>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>Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. Recognise some different forms of poetry [for example, free verse, narrative poetry]</p>	<p>Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. Recognise some different forms of poetry [for example, free verse, narrative poetry]</p>	<p>Learn a wider range of poetry by heart. Prepare 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</p>	<p>Learn a wider range of poetry by heart. Prepare 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</p>
	<p>Answer and ask questions about the books within this range.</p>	<p>Answer and ask questions about the books within this range.</p>	<p>Participate in discussion about both books that are read to them and</p>	<p>Participate in discussion about both books that are read to them and</p>	<p>Participate in discussions about books that are read to them and those</p>	<p>Participate in discussions about books that are read to them and those</p>

			those they can read for themselves, taking turns and listening to what others say.	those they can read for themselves, taking turns and listening to what others say	they can read for themselves, building on their own and others' ideas and challenging views courteously. Recommend books they have read to their peers, giving reasons for their choices	they can read for themselves, building on their own and others' ideas and challenging views courteously. Recommend books they have read to their peers, giving reasons for their choices
	Participate in discussion about what is read to them, taking turns and listening to what others say	Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say				
Phonics Phase	Phase 5/6 Phonics Screen pass Reading with fluency at this level and able to employ a range of strategies	Phase 6 Reading with fluency and accuracy without overt blending. Able to tackle levelled comprehension paper.	Reading with fluency. Shows secure level of comprehension on a levelled paper			
WORD READING PHONIC KNOWLEDGE	Apply phonic knowledge and skills as the route to decode words TAF WTS Sound out many unfamiliar words accurately	TAF (EXS) In age-appropriate books, the pupil can: • read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words"	Notes unusual correspondence between spelling and sound when reading exception words.	Knows unusual correspondence between spelling and sound when reading so that this does not interrupt the fluency of reading.	Continue to blend phonemes as a prime approach to unfamiliar words	Continue to blend phonemes as a prime approach to unfamiliar words
KNOWLEDGE OF GPCS	Respond speedily with the correct sound to graphemes (letters or groups of letters) for all	TAF (EXS) Read most common exception words. Recognise less common digraphs and	Read age appropriate words - appendix document Y3/4	Read age appropriate words - appendix document Y3/4	Read most age appropriate words - appendix document Y5/6	Read age appropriate words - appendix document Y5/6

	40+ phonemes, including, where applicable, alternative sounds for graphemes TAF WTS read accurately by blending the sounds within words that contain the common graphemes for all 40 phonemes	trigraphs, exploring word families				
BLENDING	Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.	Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.	Read accurately by blending the sounds that contain ALL graphemes, especially recognising alternative sounds for graphemes.	Read accurately by blending the sounds that contain ALL graphemes and apply this to unfamiliar roles.	Read accurately by blending the sounds that contain ALL graphemes and apply this to unfamiliar roles.	Read accurately by blending the sounds that contain ALL graphemes and apply this to unfamiliar roles.
COMMON EXCEPTION WORDS	Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. Be able to read by sight tricky words.	Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.	Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.	Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word	Work out the meaning of unknown words from the context.	Apply knowledge of exception words.
BEGINNINGS/ENDINGS/	Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings	TAF (EXS) Read words containing common suffixes	Applies knowledge of root words, prefixes and suffixes to understand new words when reading aloud. Appendix 1, both to read aloud and to understand the meaning of new words they meet.	Uses knowledge of root words, prefixes and suffixes to understand a wider range of new words when reading aloud and silently	Use knowledge of prefixes to explain the meaning of most words containing them. Read many words ending in cious, tious, cial, tial, ant, ance, ancy, ent, ence, ency, able, ible, ably, ibly	Apply growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet.
SYLLABLES	Read other words of more than one syllable that contain taught	TAF (EXS) Read accurately words of two or more syllables that contain the same	Read accurately words of two or more syllables that contain the same	Read accurately words of two or more syllables that contain the same	Read accurately words of two or more syllables that contain the same	Read accurately words of two or more syllables that contain the same

	GPCs TAF WTS Read accurately some words of two or more syllables that contain the same grapheme-phoneme correspondences	graphemes as above	graphemes as above	graphemes as above	graphemes as above	graphemes as above
OMISSION	Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s.) TAF WTS read many common exception words	Read words with a wider range of contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s.)	Read words with irregular omissions in age appropriate.	. Read words with irregular omissions in age appropriate.	Understand how words can be formed from longer words e.g. o'clock.	
ACCURACY	Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words. TAF WTS read aloud many words quickly and accurately without over sounding and blending.	TAF (EXS) In a book that they can already read fluently, the pupil can: check it makes sense to them, correcting any inaccurate reading. Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered. Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation	Can read accurately an age appropriate text without undue hesitation	Can read accurately an age appropriate text without undue hesitation.	Begin to recognise keywords that supports the meaning of the text.	Read accurately words which are key to the meaning of a sentence, paragraph or whole text.
FLUENCY AND EXPRESSION	Re-read these books to build up their fluency and confidence in word reading.	Re-read these books to build up their fluency and confidence in word reading.	Can read fluently in an age appropriate way beginning to use intonation.	Develop use of intonation to aid fluency.	Read confidently and fluently from a range of books with intonation.	Read confidently and fluently from a range of books with intonation that shows understanding