

To read some common irregular words.	To read Y1 common exception words, noting unusual correspondences.	To read most Y1 and Y2 common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.	To begin to read Y3/Y4 exception words.	To read all Y3/Y4 exception words, discussing the unusual correspondences between spelling and these occur in the word.	To read most Y5/Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.	
<div>Word Reading Fluency</div> <ul style="list-style-type: none">Reception: 30 – 50 months, 40 – 60 months, Early Learning Goals						
<div>To show interest in illustrations and print in books and print in the environment.</div> <div>To recognise familiar words and signs such as own name and advertising logos.</div> <div>To look and handle books independently (holds books the correct way up and turns pages).</div> <div>To ascribe meanings to marks that they see in different places.</div> <div>To begin to break the flow of speech into words.</div> <div>To begin to read words and simple sentences.</div> <div>To read and understand simple sentences.</div>	<div>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.</div> <div>To reread texts to build up fluency and confidence in word reading.</div>	<div>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.</div>	<div>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.</div>			
<div>Book banding</div>						
<div>Pink 1A / 1B</div> <div>Red 2A / 2B</div> <div>Yellow</div>	<div>Blue</div> <div>Green</div> <div>Orange</div>	<div>Turquoise</div> <div>Purple</div> <div>Gold</div> <div>White</div>	<div>Lime</div> <div>Copper</div> <div>Topaz</div>	<div>Ruby</div> <div>Emerald</div> <div>Sapphire</div>	<div>Diamond</div> <div>Pearl</div>	<div>Pearl</div> <div>Infinity</div> <div>Free Raeder</div>

Comprehension

Understanding and correcting inaccuracies

- Reception: 30 – 50 months, 40 – 60 months, Early Learning Goals

<p>To know that print carries meaning and, in English, is read from left to right and top to bottom.</p> <p>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>Check that the text makes sense to them, discuss their understanding and explain the meaning of words in context ask questions to improve their understanding of a text identify main ideas drawn from more than one paragraph and summarise these identify morals and messages in a story.</p>	<p>Check that the text makes sense to them, discuss their understanding and explain the meaning of words in context ask questions to improve their understanding of a text identify main ideas drawn from more than one paragraph and summarise these identify morals and messages in a story.</p>	<p>Check that the book makes sense to them, discuss their understanding and explore the meaning of words in context ask questions to improve their understanding summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas.</p>	<p>Check that the book makes sense to them, discuss their understanding and explore the meaning of words in context ask questions to improve their understanding summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas.</p>
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Reading for Pleasure

Listening to and discussing texts

Comparing, contrasting & commenting

- Reception: 30 – 50 months, 40 – 60 months, Early Learning Goals

<p>To listen to stories with increasing attention and recall.</p> <p>To anticipate key events and phrases in rhymes and stories.</p> <p>To begin to be aware of the way stories are structured.</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 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. To</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.</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). To identify how language, structure and presentation contribute to</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.</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</p>
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To listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.	recognise simple recurring literary language in stories and poetry. To ask and answer questions about a text. To make links between the text they are reading and other texts they have read (in texts that they can read independently).	To discuss the sequence of events in books and how items of information are related.		meaning. To identify main ideas drawn from more than one paragraph and summarise these.	To identify main ideas drawn from more than one paragraph and to summarise these. To recommend texts to peers based on personal choice.	what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary. To listen to guidance and feedback on the quality of their explanations and contributions to discussions and to make improvements when participating in discussions. To draw out key information and to summarise the main ideas in a text. To distinguish independently between statements of fact and opinion, providing reasoned justifications for their views. To compare characters, settings and themes within a text and across more than one text.
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Developing Vocabulary

Words in Context and Authorial Choice

- Reception: 30 – 50 months, 40 – 60 months, Early Learning Goals

To build up vocabulary that reflects the breadth of their experiences. To extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. To use vocabulary and forms of speech that	To discuss word meaning and link new meanings to those already known.	To discuss and clarify the meanings of words, linking new meanings to known vocabulary. To discuss their favourite words and phrases.	To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. To discuss authors' choice of words and phrases for effect. To identify	Discuss vocabulary used to capture readers' interest and imagination.	To discuss vocabulary used by the author to create effect including figurative language. To evaluate the use of authors' language and explain how it has created an impact on the reader.	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. To identify and
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are increasingly influenced by their experiences of books.			vocabulary that captures the reader's interest.			evaluate the effectiveness of an author's choice and use of language, explaining the impact on the reader.
Inference and Prediction <ul style="list-style-type: none"> Reception: 30 – 50 months, 40 – 60 months, Early Learning Goals 						
<p>To suggest how a story might end.</p> <p>To begin to understand 'why' and 'how' questions.</p> <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 predict what might happen on the basis of what has been read so far.</p>	<p>To make inferences on the basis of what is being said and done.</p> <p>To predict what might happen on the basis of what has been read so far in a text.</p>	<p>To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives. To justify predictions using evidence from the text.</p>	<p>To draw inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text. To justify predictions from details stated and implied.</p>	<p>To draw inferences from characters' feelings, thoughts and motives with supporting evidence. To make predictions based on details stated and implied, justifying them in detail with evidence from the text.</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>
Poetry and Performance <ul style="list-style-type: none"> Reception: 30 – 50 months, 40 – 60 months, Early Learning Goals 						
<p>To listen to and join in with stories and poems, one-to-one and also in small groups.</p> <p>To join in with repeated refrains in rhymes and stories.</p> <p>To use intonation, rhythm and phrasing to make the meaning clear to others.</p> <p>To develop preference for forms of expression.</p> <p>To play cooperatively as part of a group to develop and act out a narrative.</p> <p>To express themselves</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.</p> <p>To begin to use appropriate intonation and volume when reading aloud. To begin to recognise different forms of poetry (e.g. free verse or narrative poetry)</p>	<p>To recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry).</p> <p>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 learn a wider range of poetry by heart</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>

effectively, showing awareness of listeners' needs.						
Non-fiction Structure and Organisation <ul style="list-style-type: none"> Reception: 30 – 50 months, 40 – 60 months, Early Learning Goals 						
<p>To know that information can be relayed in the form of print.</p> <p>To know that information can be retrieved from books and computers.</p>	Listen to and discuss a wide range of non-fiction at a level beyond that at which they can read independently.	To recognise that non-fiction books are often structured in different ways.	To retrieve and record information from non-fiction texts using contents and glossary to locate it.	<p>To use all of the organisational devices available within a non-fiction text to retrieve, record and discuss information.</p> <p>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 distinguish between fact and opinion.</p>	<p>To retrieve, record and present information from non-fiction texts.</p> <p>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 recognise bias, fact and opinion.</p>