



Content Domains	Nursery*	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Phonic Knowledge Word Reading/ Decoding/ Fluency	<p>Begins to develop phonological and phonemic awareness</p> <p>Shows awareness of rhyme and alliteration.</p> <p>Recognises rhythm in spoken words, songs and poems.</p> <p>Claps or taps the syllables in word during sound play.</p> <p>Hears and says the initial sound in words.</p>	<p>RWI Phonics</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>	<p>RWI Phonics</p> <p>apply phonic knowledge to decode words</p> <p>speedily read all 40+ letters/groups for 40+ phonemes</p> <p>read accurately by blending taught GPC</p> <p>read common exception words</p> <p>read common suffixes (-s, -es, -ing, -ed, etc.)</p> <p>read multisyllable words containing taught GPCs</p> <p>read contractions and understanding use of apostrophe</p> <p>read aloud phonically-decodable texts</p>	<p>RWI Phonics</p> <p>Can read fluently at 100+ words per minute when reading unknown texts</p> <p>Can decode unknown words applying phonic knowledge</p> <p>Can recognise, read and identify the full range of vowel graphemes</p> <p>Can recognise, read and identify the full range of consonant graphemes –</p> <p>Can break words into two or more syllables</p> <p>- Can read further common exception words</p> <p>Can recognise and read a range of suffixes and use these to construct the meanings of words in context e.g. ed, ing,</p>	<p>RWI Phonics</p> <p>Can decode unknown words rapidly and without undue hesitation</p> <p>Can recognise, read and identify the full range of vowel graphemes</p> <p>Can recognise, read and identify the full range of consonant graphemes</p> <p>Can break words into syllables</p> <p>Can read 200 words at expected level in 5 minutes</p> <p>Can recognise and read a range of prefixes and use these to construct the meaning of words in context e.g. re..., de..., pre..., non..., mis..., ex..., co..., anti...</p>	<p>Can read age appropriate texts with a good level of fluency and stamina</p> <p>Can use a range of strategies to decode unfamiliar words</p> <p>Can read and understand the meaning of words with prefixes from the Year 3/4 curriculum</p> <p>Can read and understand the meaning of words with suffixes from the Year 3/4 curriculum</p> <p>Uses a range of punctuation to add meaning to what they are reading</p> <p>Gives meaning to new language using the context in which it appears</p>	<p>Reads with fluency and stamina</p> <p>Can use a range of strategies to decode unfamiliar words without impacting on overall fluency</p> <p>Can read and understand the meaning of words with prefixes from the Year 5/6 curriculum</p> <p>Can read and understand the meaning of words with suffixes from the Year 5/6 curriculum</p> <p>Explains how punctuation and sentence construction is used to enhance meaning</p> <p>Uses knowledge of vocabulary and context to give meaning to new language</p>	<p>Individualised phonics programmes of study as and when appropriate</p>



				er,est, ly, ful, less, ness, ment Can recognise an increasing range of punctuation (. CL ! ? " " , ') and use this to add expression and understanding to the text	Can recognise and read a range of suffixes and use these to construct the meaning of words in context e.g. ...tion, ...ive, ...ic Can recognise an increasing range of punctuation (. CL ! ? " " , ') and use this to add expression and understanding			
Child as a Reader/Reading for Pleasure	Has some favourite stories, rhymes, songs, poems or jingles Shows interest in illustrations and words in print and digital books and words in the environment Listens to and joins in with stories and poems, when reading one-to-one and in small groups Joins in with repeated	Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. Make use of props and materials when role playing	•listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently being encouraged to link what they read or hear read to their own experiences *becoming very familiar with key stories, fairy stories and traditional tales,	Developing pleasure in reading Can participate in discussion about both books that are read to them and those they read for themselves Is increasingly familiar with a wide range of stories, fairy stories and traditional tales. Can recognise recurring literary language in poems and stories Can make links between the	Is increasing their familiarity with a wide range of books (including fairy stories, myths and legends) and retelling some of these orally Can read for enjoyment and chooses to read (can absorb themselves in a book/text) Can recognise some different forms of poetry (for example, free verse, narrative poetry)	Can discuss a range of books and texts that they have read, explaining key information and giving their opinion about it Is able to choose books that they enjoy and will challenge them Is familiar with different types of poetry Recognises similarities and differences between texts structured in different ways	Gives developed detail in discussion about a range of texts, including personal opinion Explains different reasons for reading, including for enjoyment Perseveres with challenging texts Can read and discuss the construction and meaning of different types of poetry Can compare and evaluate different texts	Can use appropriate decoding strategies fluently and accurately Can skim texts to get the general idea of the content of a piece Can scan texts to find particular information Can read aloud with intonation that shows understanding Can construct visual images Can compare, contrast and



	refrains and anticipates key events and phrases in rhymes and stories	characters in narratives and stories.	retelling them and considering their particular characteristics *recognising and joining in with predictable phrases *learning to appreciate rhymes and poems, and to recite some by heart *drawing on what they already know or on background information and vocabulary provided by the teacher *checking that the text makes sense to them as they read and correcting inaccurate readin	book they are reading and other books they have read Reads for pleasure and is developing reading preferences	Can read books that are structured in different ways and comment on their structures Can read for a range of purposes Can use a dictionary to check the meaning of words they have read	Uses reading as a tool to support other aspects of learning Understands when it would be helpful to use a dictionary to support reading	against their intended purpose	evaluate different texts Can talk about the types of texts they enjoy and that interest them Can persevere with challenging texts (whole texts, including novels) to read with fluency, understanding and expression
Retrieval	Shows interest in illustrations and words in print and digital books and words in the environment Recognises familiar words and signs such as own name, advertising	Recall basic details from the story or illustrations.		Recall main points with reference to the text (who, what, where, when, how, why answers) Can read closely to obtain specific information e.g. what type of clothes	Shows understanding of main points with reference to the text (who, what, where, when, how, why) Can read closely to obtain specific information e.g. what type of clothes	Understands and explains the main points from what they have read, with direct reference to the text Identify explicit details from the text, showing the section of the text they found the information	Explains clearly how vocabulary choices affect meaning in a range of text types Recognises a range of descriptive devices including figurative language Comments upon language	Can retrieve key details and quotations to demonstrate understanding of character, events and information Can answer who, what, why, where, when, which, how questions, using direct reference to and quotes from the text Can



	logos and screen icons			<p>someone was wearing</p> <p>Can identify, select and highlight key words in a sentence to answer recall questions</p> <p>Is beginning to scan for a specific purpose e.g. looking for specific information e.g. names of characters</p> <p>Can recognise and talk about the main differences between fiction and non-fiction texts</p>	<p>someone was wearing</p> <p>Can identify, select and highlight key words in a sentence to answer recall questions</p> <p>Is beginning to scan for a specific purpose e.g. looking for specific information: names of characters etc</p> <p>Is beginning to skim e.g. to search for adjectives which describe a character</p> <p>Can recognise and talk about the main differences between fiction and non-fiction texts</p> <p>Can identify the key features of different text types</p> <p>Can understand and talk about the purpose of a</p>	<p>Is able to skim short passages to answer recall questions</p> <p>Is able to scan short passages to answer recall questions</p> <p>Can talk about key differences between text types, including texts of the same type but written by different authors</p> <p>Is able to explain how paragraphs have been used to organise a text</p> <p>Is able to explain how the format and presentation of a text impacts on the reader</p>	<p>choices/structures of different authors (particularly in poetry)</p> <p>Confidently uses new language from their own reading experiences in their written and spoken work</p> <p>Explains the use of sentence structures according to desired effect on the reader</p>	<p>provide developed explanations for key information, events, character actions and motivations</p> <p>Can provide straightforward explanations for the purpose of the language, structure and presentation of texts e. Can identify whether statements from a text are fact or opinion</p> <p>Can decide whether statements about a text are true or false, using direct reference to the text.</p>
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					<p>specific paragraph e.g. it groups information together about...</p> <p>Can understand and talk about the features of page layout in non-fiction texts e.g. titles, subheadings, labels, diagrams and charts</p>			
Language and Vocabulary	<p>Fills in the missing word or phrase in a known rhyme, story or game, e.g. "Humpty Dumpty sat on a ..."</p> <p>Knows information can be relayed through signs and symbols in various forms (e.g. printed materials, digital screens and environmental print)</p>	<p>Make comments about what they have heard and ask questions to clarify their understanding</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary</p>	*discussing word meanings, linking new meanings to those already known	<p>Can use the context of the text to help read unfamiliar words</p> <p>Can discuss word meanings, linking new meanings to those they already know</p> <p>Can recognise adjectives, adverbs and similes</p> <p>Can identify how vocabulary choices effect meaning</p>	<p>Can discuss word meanings, linking new meanings to those they already know</p> <p>Can recognise adjectives, adverbs/simple adverbial phrases and similes</p> <p>Can identify how vocabulary choices affect meaning e.g. 'Crept lets you know that he is trying to be quiet but also that he was going slowly because he did not want to be caught'</p>	<p>Can discuss word meanings, based on their existing vocabulary knowledge</p> <p>Can identify descriptive devices within a text i.e. expanded noun phrases, adverbial phrases, similes etc</p> <p>Can explain how vocabulary choices affect meaning in a range of text types</p> <p>Can identify language used to create</p>	<p>Explains clearly how vocabulary choices affect meaning in a range of text types</p> <p>Recognises a range of descriptive devices including figurative language</p> <p>Comments upon language choices/structures of different authors (particularly in poetry)</p> <p>Confidently uses new language from their own reading experiences in their written and</p>	<p>Can show an understanding of the meaning of vocabulary in different contexts</p> <p>Can find and copy one word/groups of words with a particular meaning</p> <p>Can find words in a text that most closely match the meaning of a given word</p> <p>Can explain what words suggest about a given subject</p> <p>Can talk about a growing repertoire of vocabulary and know how to independently find</p>



					<p>Can comment on the author's choice of language to create mood and build suspense e.g. suddenly is used to show that something surprising is coming next</p> <p>Can collect words from their reading to use in their own writing</p> <p>Can explain how simple and complex sentences influence meaning</p>	<p>atmosphere and discuss why this language has been chosen</p> <p>Uses new language from their own reading experiences in their written and spoken work</p> <p>Can discuss how the use of different sentence types changes the meaning of a passage</p>	<p>spoken work f.</p> <p>Explains the use of sentence structures according to desired effect on the reader</p>	<p>out what unknown words in text mean</p> <p>Can identify a range of figurative language e.g. metaphor, simile, alliteration, idioms, euphemism, personification etc.</p> <p>Can comment upon the use and effect of the author's language on the reader</p> <p>Can explain the effect of figurative language upon the reader</p> <p>Can identify what impression a word/words give the reader</p> <p>Can understand and recognise different forms of poetry, discuss their meaning and impact on the reader</p>
Inference	N/A	N/A	*discussing the significance of the title and events	Can discuss the actions of characters and justify views on	. Can discuss the actions of the main characters and justify views	Is able to describe the actions of characters in a	Explains isolated events from a text, in the context of	Can search for simple clues within the text to support



			*making inferences on the basis of what is being said and done	<p>the basis of what is being said and done</p> <p>Can summarise the main points from a passage or a text</p> <p>Can ask questions to improve their understanding of a text</p> <p>Can identify and discuss favourite words and phrases</p> <p>Can explain what the writer might be thinking Is beginning to identify the author's main purpose for writing</p>	<p>using evidence from the text</p> <p>Can make inferences about characters' actions in a story based upon evidence from the text</p> <p>Can identify and discuss characters, speculating how they might behave and giving reasons linked to the text</p> <p>Can empathise with a character's motives and behaviour</p> <p>Can identify the language used to create mood</p>	<p>text and begin to explain them, in the context of the narrative</p> <p>Can make inferences about characters' actions in a story based on evidence from the text</p> <p>Can empathise with a character's motives and behaviours</p>	<p>the whole narrative,</p> <p>can prove or disprove simple statements about a character by finding evidence in a text</p> <p>begins to use evidence from description, dialogue and action to support their ideas</p> <p>Can empathise with a character's motives and behaviours</p>	<p>'reading between the lines'</p> <p>Can make developed inferences drawing on evidence from the text and wider personal experience</p> <p>Can use clues from action, dialogue and description to interpret meaning</p> <p>Can prove or disprove a statement about character or setting by finding evidence in the text</p> <p>Can explain and justify inferences, providing evidence from the text to support reasoning Can empathise with different characters' points of view</p>
Sequencing and Summarising		Anticipate (where appropriate) key events in stories.		<p>Identify components of a story - beginning, middle and end</p> <p>Can sequence events in text</p>	Can summarise the main points from a passage or a short text.	Can summarise the main points from a section of text	a. Can summarise the main points from a whole text	<p>Can accurately and selectively summarise main ideas, events, characters and information from fiction</p> <p>Can accurately and selectively summarise main</p>



								<p>ideas, events, and information from non-fiction</p> <p>Can identify key details and use quotes for illustration</p> <p>Can accurately order summaries of different paragraphs within a text</p> <p>Can identify the main message in a poem/story</p> <p>Can use information from the whole text to answer questions e.g. true or false</p>
Prediction	Talks about events and principal characters in stories and suggests how the story might end		*predicting what might happen on the basis of what has been read so far	Can make predictions on basis of what has been read so far	Can make plausible predictions based on knowledge of the text (or of books on similar themes or by the same author)	Can make predictions based on knowledge of the text or similar reading experiences, giving clear reasons for their ideas	Gives feasible, reasoned predictions based on evidence	<p>Can make developed predictions that are securely rooted in the text</p> <p>Can explain their prediction choices fully, using evidence from the text</p> <p>Can make predictions about characters including how their behaviour may/may not change and how</p>



								they may/may not appeal to the reader, justifying answers with reference to the text
Responding to the Text					Is beginning to identify the author's main purpose for writing - 'He doesn't want any more turtles to be killed' b. Is beginning to identify main ideas drawn from more than one paragraph c. Can explain how they think the author wants the reader to respond d. Can explain what the writer might be thinking - 'He thinks they are being mean' e. Is beginning to identify and comment on different points of view in the text f. Can simply evaluate specific texts with reference to text	Identifies the main purpose of a text b. Discusses ideas from throughout a text e.g. how a conclusion may be linked to an opening c. Is able to identify intended impact of a text and explain whether they feel the text has had the desired effect d. Discusses viewpoints in a text, where appropriate of more than one character e. Can evaluate the overall quality of a text, as well as the inclusion of specific features	Explains the inclusion of different sections of a text i.e. tables in NF, flashbacks in narrative etc b. Selects information from across a text to explain or illustrate their ideas c. Compares the behaviour and feelings of different characters in a text	Can make accurate and appropriate comparisons within texts b. Can make comparisons about how a character changes e.g. their opinion, how they are different after a certain event
Themes and Conventions	Knows that print carries meaning and,	Offer explanations for why things			Can make simple connections	Uses their broad reading experiences to	Identifies key themes and styles in books and	Can identify/explain



(Explain)	in English, is read from left to right and top to bottom	might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.			between books by the same author e.g. 'Dick King Smith often writes about animals' Can recognise some features of the text that relate to its historical setting or its social or cultural background e.g. 'The girls had on red flannel petticoats because that is what the y wore then' or 'Grandpa Chatterji wears a dohti because he comes from India.'	compare books by the same author or on a similar theme b. Begins to recognise the importance of cultural or historical settings on how a text is composed	extracts by a range of authors Can explain the importance of cultural or historical settings on how a text is composed	how the sequence of events in narrative fiction contributes to meaning as a whole Can find and discuss evidence of themes and conventions in different genres and forms of text Can identify and comment on the grammatical features of text Can identify key features such as setting, action, past events Can identify and comment on the presentational features of text Can use text format and text features accurately to determine text type
Oracy and Reading	Enjoys rhythmic and musical activity with percussion instruments, actions, rhymes and songs, clapping along with the beat	Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when			Can listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or text books Can participate in discussion	Confidently discusses a range of reading experiences with peers and adults Responds orally to texts read to them and those	Makes links between own reading experiences and that of others Constructs detailed responses about what they have read,	



	<p>and joining in with words of familiar songs and nursery rhymes</p> <p>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories</p> <p>Begins to be aware of the way stories are structured, and to tell own stories.</p>	<p>appropriate) try to move in time with music.</p>			<p>about both books that are read to them and those they read for themselves, taking turns and listening to what others say</p> <p>Can ask questions to improve their understanding of a text</p> <p>Can prepare poems and playscripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p> <p>Can read dialogue with appropriate expression</p>	<p>that they have read themselves, showing increasing maturity in the way they engage with the discussion</p> <p>Chooses skilful questions to improve their understanding of the text</p> <p>Confidently reads a range of texts aloud, considering intonation, tone, volume and actions</p> <p>Demonstrates an ability to interpret how a character is feeling or behaving, when reading dialogue aloud.</p>	<p>demonstrating deep understanding and maturity as a reader</p> <p>Probes texts deeply through their own questioning and evaluation</p> <p>Confidently presents texts aloud to a range of audiences</p> <p>Uses information from the text to direct their presentation of it to other</p>	
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* Objectives taken from Birth to 5 Matters: Non statutory guidance for the Early Years Foundation Stage Completed December - updated January 2023