Subject: Reading

	Skills and Knowledge	Key Vocabulary
Reception	**Decoding:** • Hears and says the initial sound in words • Can segment the sounds in simple words and blend them together and knows which letters represent some of them. • Links sounds to letters naming and sounding the letters of the alphabet. • Begins to read simple words and sentences • Read and understand simple words and sentences • Use phonic knowledge to decode regular words and read them aloud accurately • Read some common irregular words **Range of Reading/Familiarity with Texts:** • Enjoys an increasing range of books • Use vocabulary and forms of speech that are increasingly influenced by their experiences of books **Poetry and Performance:** • Continues a rhyming string **Word meaning, Discussion and Understanding:** • Use vocabulary and forms of speech that are increasingly influenced by their experiences of books • Demonstrate understanding when talking with others about what they have read • Demonstrate understanding when talking with others about what they have read **Non Fiction:** • Knows that information can be retrieved from books and computers	
Year 1	**Decoding:** • Apply phonic knowledge to decode words • Speedily read all 40+ letters/groups for 40+ phonemes • Read accurately by blending taught GPC • Read common exception words • read common suffixes (-s, -es, -ing, -ed, etc.) • Read multisyllable words containing taught GPCs • Read contractions and understanding use of apostrophe • Read aloud phonically decodable texts **Range of Reading:** • Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently • Link what they read or hear read to their own experiences **Familiarity with Texts:** • Become increasingly familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics • Recognise and join in with predictable phrases **Poetry and Performance:** • Learn to appreciate rhymes and poems, and to recite poems and/or poem parts by heart	RWI vocabulary – See RWI skills and knowledge progression.

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	Word Meaning and Understanding: • Discuss word meanings, linking new meanings to those already known • Draw on what they already know or on background information and vocabulary provided by the teacher • Check that the text makes sense to them as they read and correct inaccurate reading **Inference and Prediction:** • Discuss the significance of the title and events • Make inferences about characters' feelings and thoughts on the basis of what is being said and done • Predict what might happen on the basis of what has been read so far **Non-Fiction:** • Be aware that non-fiction books and texts are structured in different ways **Discussing Reading:** • Participate in discussion about what is read to them, taking turns and listening to what others say • Explain clearly their understanding of what is read to them		
Year 2	**Decoding:** • Secure phonic decoding until reading is fluent • Read accurately by blending, including alternative sounds for graphemes • Read multi-syllable words containing these graphemes • Read common suffixes • Read exception words, noting unusual correspondences • Read most words quickly & accurately without overt sounding and blending **Range of Reading:** • Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently • Link what they read or hear read to their own experiences and record in writing. **Familiarity with Texts:** • Become very familiar with a wider range of stories, fairy stories and traditional tales and retelling them using images and words • Recognise simple recurring literary language in stories and poetry **Poetry and Performance:** • Continue to build a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear **Word Meaning and Understanding:** • Discuss and clarify the meanings of words, linking new meanings to known vocabulary • Discuss and record their favourite words and phrases • Discuss the sequence of events in books and how items of information are related • Draw on what they already know or on background information and vocabulary provided by the teacher • Check that the text makes sense to them as they read and correct inaccurate reading explaining why **Inference and Prediction:** • Make inferences about character's feelings, thoughts and motives, on the basis of what is being said and done	**VIPARS –** Vocabulary Inference Prediction Author Intent Retrieval Summary Vocabulary differs according to the focus text and the topic of choice.	

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	• Answer and ask questions about images and begin to about texts • Predict what might happen on the basis of what has been read so far **Non-Fiction:** • Retrieve and record information from non-fiction **Discussing Reading:** • Participate in discussion about books, poems & other works that are read to them & those that they can read for themselves, taking turns and listening to what others say • Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves	
Year 3	**Decoding:** • read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word **Range of Reading:** • listen to and discuss a range of age-related fiction, poetry, plays, non-fiction and reference books or textbooks • read books that are structured in different ways and for a range of purposes **Familiarity with Texts:** • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some parts of these orally • Begin to identify simple themes and conventions in a range of books **Poetry and Performance:** • recognise some different forms of poetry • read aloud and to perform, showing understanding through intonation, tone, volume and action **Word Meaning and Understanding:** • use dictionaries (with help) to check the meaning of words that they have read • begin to apply knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet • check that the text makes sense to them, discuss their understanding and explain the meaning of words. • Ask basic questions to improve their understanding of a text • identify main ideas drawn from more than one paragraph and summarising verbally or through matching images to sentences **Inference and Prediction:** • draw simple inferences such as inferring characters' feelings, thoughts and motives from their actions • predict what might happen from details stated **Author Intent:** • discuss given words and phrases that capture the reader's interest and imagination • Know that language, structure, and presentation contribute to meaning **Non-Fiction:** • Begin to use skimming and scanning to retrieve and record simple information from non-fiction **Discussing Reading:**	**VIPARS –** Vocabulary Inference Prediction Author Intent Retrieval Summary Vocabulary differs according to the focus text and the topic of choice.

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		• participate in discussion about books that are read to them and those they can read for themselves • take turns and listen to what others say	
Year 4	**Decoding:** • read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. **Range of Reading:** • Read and discuss a wide range of age-related fiction, poetry, plays, non-fiction and reference books or textbooks • Identify that books that are structured in different ways and for a range of purposes. **Familiarity with Texts:** • Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • identify simple themes and conventions in a wider range of books with growing understanding of links **Poetry and Performance:** • read aloud and to perform, showing understanding through intonation, tone, volume and action • recognise and state opinions on different forms of poetry **Word Meaning and Understanding:** • Begin to use dictionaries independently to check the meaning of words that they have read • apply growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of more complex words they meet • Check that the text makes sense to them, discussing their understanding and explaining the meaning of words using context clues • ask a range of questions to improve their understanding of a text • identify main ideas drawn from more than one paragraph and summarising in writing **Inference and Prediction:** • draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and begin to justify using basic evidence • predict what might happen from details stated and include why they think this **Author Intent:** • Identify words and phrases that capture the reader's interest and imagination • identify how language, structure, and presentation contribute to meaning **Non-Fiction:** • Skim and scan to retrieve and record information from non-fiction for a given purpose • present information using layout support **Discussing Reading:** • participate in discussion about books that are read to them and those they can read for themselves, giving reasons for the comments they make • taking turns and listen to what others say, adding comments to build upon other's ideas	**VIPARS –** Vocabulary Inference Prediction Author Intent Retrieval Summary Vocabulary differs according to the focus text and the topic of choice.	
Year 5	**Decoding:** Targets met throughout previous years.	**VIPARS –** Vocabulary Inference	

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	Range of Reading: • continue to read and discuss an increasingly wide range of age-related fiction, poetry, plays, nonfiction and reference books or textbooks • Make simple comparisons within and across books about layout and language features **Familiarity with Texts:** • 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 • Independently identify and discuss themes and conventions in and across a wide range of writing **Poetry and Performance:** • learn a wider range of poetry by heart, showing understanding through intonation, tone and volume so that the meaning is clear to an audience **Word Meaning and Understanding:** • Use dictionaries independently to check word meaning and find synonyms and antonyms of words • Systematically 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 • Use context clues to work out word meaning • check that the book makes sense to them, discuss their understanding and explore the meaning of words and large sections of text in context • ask insightful questions to improve their understanding • Systematically summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas **Inference and Prediction:** • draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences confidently with appropriate evidence • predict what might happen from details stated and implied and record reasons for this **Author Intent:** • identify how language, structure and presentation contribute to meaning • discuss and evaluate how authors use language, including figurative language, considering the impact on the reader **Non-Fiction:** • distinguish between statements of fact and opinion • Confidently and quickly retrieve and record from non-fiction • present information clearly, using layout support where needed **Discussing Reading:** • recommend books that they have read to their peers, giving reasons for their choices both orally and written • participate in discussions about books, building on their own and others' ideas and challenging views courteously • explain and discuss understanding of what has been read, including through formal presentations, debates and writing • provide reasoned justifications for their views	Prediction Author Intent Retrieval Summary Vocabulary differs according to the focus text and the topic of choice.
Year 6	**Decoding:** Targets met throughout previous years. **Range of Reading:**	**VIPARS –** Vocabulary Inference Prediction

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- continue to read and discuss an increasingly wide range of age-related fiction, poetry, plays, nonfiction and reference books or textbooks
- make meaningful and varied comparisons within and across books, discussing structure and language features and justify using evidence

Familiarity with Texts:
- 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
- Instinctively identify and discuss complex themes and conventions in and across a wide range of writing

Poetry and Performance:
- learn a wider range of more complex poetry by heart, showing understanding through intonation, tone and volume so that the meaning is clear to an audience

Word Meaning and Understanding:
- Use dictionaries and thesauruses quickly and confidently to check word meaning and find synonyms and antonyms of words
- Instinctively and confidently apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new and more complex and subject specific words that they meet
- Use context clues to work out word meaning
- check that the book makes sense to them, discuss their understanding and explore the meaning of words and large sections of text in context
- ask open ended questions to further improve their understanding and to check others' understanding
- Instinctively summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas whilst reading

Inference and Prediction:
- Instinctively draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with a variety of evidence and explanation confidently and coherently
- Instinctively predict what might happen from details stated and implied and justify why I think this using appropriate evidence from the text

Author Intent:
- identify how language, structure and presentation contribute to meaning in a variety of ways
- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader and identifying implied meaning

Non-Fiction:
- distinguish between statements of fact and opinion
- Confidently and quickly retrieve and record information from non-fiction
- present information clearly, deciding on layout and structure

Discussing Reading:
- recommend books that they have read to their peers, giving reasons for their choices and using persuasive language both orally and written
- participate in discussion and debates about books, building on their own and others' ideas and challenging views courteously changing their opinions where necessary
- explain and discuss their understanding of what they have read, including through formal presentations and debates, writing and questioning others

Author Intent
Retrieval
Summary

Vocabulary differs according to the focus text and the topic of choice.

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	• provide detailed, reasoned justifications for their views	