

Word Reading	Comprehension
<p>Apply phonic knowledge and skills as the route to decode words.</p> <p>Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.</p> <p>Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.</p> <p>Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p> <p>Read words containing taught GPCs and –s, -es, -ing, -ed, -er and –est endings.</p> <p>Read other words of more than one syllable that contain taught GPCs.</p> <p>Read words with contractions e.g. I'm, I'll, we'll and understand that the apostrophe represents the omitted letter(s).</p> <p>Read aloud accurately books that are consistent with developing phonic knowledge and that do not require use of other strategies to work out words.</p> <p>Re-read phonically decodable books to build up fluency and confidence in word reading.</p>	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which he/she can read independently.</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by being encouraged to link what is read or heard to his/her own experiences.</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by learning to appreciate rhymes and poems and to recite some by heart.</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing word meanings, linking new meanings to those already known.</p> <p>Understand both the books he/she can already read accurately and fluently and those he/she listens to by checking that the text makes sense as he/she reads and correcting inaccurate reading.</p> <p>Understand both the books he/she can already read accurately and fluently and those he/she listens to by checking that the text makes sense as he/she reads and correcting inaccurate reading.</p> <p>Understand both the books he/she can already read accurately and the title and events.</p> <p>Understand both the books he/she can already read accurately and fluently and those he/she listens to by making inferences on the basis of what is being said and done.</p> <p>Understand both the books he/she can already read accurately and fluently and those he/she listens to by predicting what might happen on the basis of what has been read so far.</p> <p>Participate in discussion about what is read to him/her, taking turns and listening to what others say.</p> <p>Explain clearly his/her understanding of what is read to him/her.</p>

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<p>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>Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</p> <p>Read accurately words of two or more syllables that contain graphemes taught so far.</p> <p>Read words containing common suffixes.</p> <p>Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p> <p>Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.</p> <p>Read aloud books closely matched to his/her improving phonic knowledge sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>Re-read books, sounding out unfamiliar words accurately, to build up fluency and confidence in word reading.</p>	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which he/she can read independently.</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing the sequence of events in books and how items of information are related.</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by recognising simple recurring literary language in stories and poetry.</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing and clarifying the meanings of words, linking new meanings to known vocabulary.</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing his/her favourite words and phrases.</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by continuing 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>Understand both the books that he/she can already read accurately, he/she already knows or on background information and vocabulary provided by the teacher.</p> <p>Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by checking that the text makes sense to him/her as he/she reads and corrects inaccurate reading.</p> <p>Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by making inferences on the basis of what is being said and done.</p> <p>Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by answering and asking questions.</p> <p>Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by predicting what might happen on the basis of what has been read so far.</p> <p>Participate in discussion about books, poems and other works that are read to him/her and those that he/she can read for himself/herself, taking turns and listening to what others say.</p> <p>Explain and discuss his/her understanding of books, poems and other material, both those that he/she listens to and those that he/she reads for himself/herself.</p>

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<p>Apply his/her growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words he/she meets, to include: dis-, mis-, in-, il-, im-, ir-, -ly; English Appendix 1.</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound and where these occur in the word (linked to spelling English Appendix 1).</p>	<p>Maintain positive attitudes to reading and understanding of what he/she reads by listening to and discussing a wide range of fiction, poetry, plays and non-fiction.</p> <p>Maintain positive attitudes to reading and understanding of what he/she reads by reading books that are structured in different ways.</p> <p>Maintain positive attitudes to reading and understanding of what he/she reads by increasing his/her familiarity with a wide range of books, including fairy stories, myths and legends and retell some of these orally.</p> <p>Maintain positive attitudes to reading and understanding of what he/she reads by identifying themes in books.</p> <p>Maintain positive attitudes to reading and understanding of what he/she reads by reading aloud poems and perform play scripts.</p> <p>Maintain positive attitudes to reading and understanding of what he/she reads by discussing words that capture the reader's interest and imagination.</p> <p>Understand what he/she reads by checking that the text makes sense to him/her, discussing his/her understanding of words.</p> <p>Understand what he/she reads by asking questions to improve his/her understanding of the text.</p> <p>Understand what he/she reads by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences and evidence.</p> <p>Understand what he/she reads by predicting what might happen from details stated.</p> <p>Understand what he/she reads by identifying main ideas drawn from within one paragraph and summarise these.</p> <p>Understand what he/she reads by identifying how language, structure and presentation contribute to meaning to include paragraphs, headings, sub-headings, inverted commas to punctuate speech.</p> <p>Retrieve and record information from non-fiction.</p> <p>Participate in reasoned discussion about books, poems and other material that are read to him/her and those he/she can read for himself/herself, taking turns and listening to what others say.</p>

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<p>Apply his/her growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words he/she meets, to include re-, sub-, inter-, super-, anti-, auto-, -ation, -ous; English Appendix 1.</p> <p>Read and decode further exception words accurately, noting the unusual correspondences between spelling and sound and where these occur in the word (linked to spelling English Appendix 1).</p>	<p>Maintain positive attitudes to reading and understanding of what he/she reads by listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Maintain positive attitudes to reading and understanding of what he/she reads by reading for a range of purposes.</p> <p>Maintain positive attitudes to reading and understanding of what he/she reads by using dictionaries to check the meaning of words that he/she has read.</p> <p>Maintain positive attitudes to reading and understanding of what he/she reads by reading a wide range of books, including fairy stories, myths and legends and retell some of these orally.</p> <p>Maintain positive attitudes to reading and understanding of what he/she reads by discussing words and phrases that capture the reader's interest and imagination.</p> <p>Maintain positive attitudes to reading and understanding of what he/she reads by recognising some different forms of poetry e.g. free verse, narrative poetry.</p> <p>Understand what he/she reads by checking that the text makes sense to him/her, discussing his/her understanding and exploring the meaning of words in context.</p> <p>Understand what he/she reads by asking questions to improve his/her understanding of the text with increasing complexity.</p> <p>Understand what he/she reads by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence clearly taken from the text.</p> <p>Understand what he/she reads by predicting what might happen from details stated and implied.</p> <p>Understand what he/she reads by identifying main ideas drawn from more than one paragraph and summarise these.</p> <p>Understand what he/she reads by identifying how language, structure and presentation contribute to meaning, to include: paragraphs, use of pronouns for cohesion, inverted commas for speech, apostrophes to mark possession, fronted adverbials.</p> <p>Retrieve and record information from non-fiction over a wide range of subjects.</p> <p>Participate in clear reasoned discussion about books, poems and other material that are read to him/her and those he/she can read for himself/herself, taking turns and listening to what others say.</p>

Word Reading	Comprehension
<p>Read aloud and understand the meaning of new words that he/she meets linked to the expectations of year 5 spelling.</p>	<p>Maintain positive attitudes to reading and understanding of what he/she reads by continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Maintain positive attitudes to reading and understanding of what he/she reads by increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literacy heritage and books from other cultures and traditions.</p> <p>Maintain positive attitudes to reading and understanding of what he/she reads by recommending books that he/she has read to his/her peers, giving reasons for their choices.</p> <p>Maintain positive attitudes to reading and understanding of what he/she reads by identifying and discussing themes and conventions in writing.</p> <p>Maintain positive attitudes to reading and understanding of what he/she reads by making comparisons within a book.</p> <p>Maintain positive attitudes to reading and understanding of what he/she reads by preparing 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>Understand what he/she reads by checking that the book makes sense to him/her, discussing his/her understanding and exploring the meaning of words in context.</p> <p>Understand what he/she reads by asking questions to improve his/her understanding of complex text.</p> <p>Understand what he/she reads by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence.</p> <p>Understand what he/she reads in increasingly complex texts by predicting what might happen from details stated and implied.</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p> <p>Distinguish between statements of fact and opinion.</p> <p>Retrieve, record and present information from non-fiction.</p>

Word Reading	Comprehension
<p>Read aloud and understand the meaning of new words that he/she meets linked to the expectations of year 6 spelling.</p>	<p>Maintain positive attitudes to reading and understanding of what he/she reads by reading books that are structured in different ways and reading for a range of purposes.</p> <p>Maintain positive attitudes to reading and understanding of what he/she reads by increasing his/her familiarity with a wide range of books, including from our literary heritage and books from other cultures and traditions.</p> <p>Maintain positive attitudes to reading and understanding of what he/she reads by identifying and discussing themes and conventions in and across a wide range of writing.</p> <p>Maintain positive attitudes to reading and understanding of what he/she reads by making comparisons within and across books.</p> <p>Maintain positive attitudes to reading and understanding of what he/she reads by learning a wider range of poetry by heart.</p> <p>Understand what he/she reads by summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.</p> <p>Understand what he/she reads by identifying how language, structure and presentation contribute to meaning.</p> <p>Discuss and evaluate how authors use language, including figurative language considering the impact on the reader.</p> <p>Explain and discuss his/her understanding of what he/she has read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.</p> <p>Provide reasoned justifications for his/her views.</p>