

	EFYS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Decoding	<p>Identify the taught GPCs.</p> <p>Blend the taught sounds to read CVC, CVCC and CCVC words.</p> <p>Read some taught common/high frequency (tricky) and familiar words.</p> <p>Read sentences made up of words with taught sounds and common exception words.</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 Y1 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 understand the use of apostrophes.</p> <p>Read aloud phonically-decodable</p>	<p>Secure phonic decoding until reading is fluent.</p> <p>Read accurately by blending, including alternative sounds for graphemes. Read multisyllable words containing these graphemes.</p> <p>Read common suffixes.</p> <p>Read exception words, noting unusual correspondences.</p> <p>Read most words quickly and accurately without overt sounding and blending.</p> <p>Re-read books to build fluency and confidence.</p>	<p>Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud with increasing fluency and to understand the meaning of new words they meet.</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p> <p>To read all Y3/4 common exception words, discussing their meanings.</p>	<p>Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud with fluency and to understand the meaning of new words they meet.</p> <p>To read all Y5/6 common exception words, discussing their meanings.</p>		

		texts. Develop some fluency and expression, pausing at full stops.	To read all Y1/2 common exception words, discussing their meanings.		
Range of reading	Listen to and discuss stories, nursery rhymes, poems and songs, recalling key events and with actions. Be exposed to non-fiction texts to develop new knowledge and vocabulary.	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.	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 they can read independently.	Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or text books. Reading books that are structured in different ways and reading for a range of purposes.	Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or text books. Reading books that are structured in different ways and reading for a range of purposes. Making comparisons within and across books.
Familiarity with texts	Talk about and respond to a wide range of texts: poetry, non-fiction, fiction, nursery rhymes etc. To begin to interpret stories, rhymes and poetry making suggestions for actions and events.	Becoming very familiar with key stories, fair stories, traditional tales, retelling them and considering their particular characteristics. Recognising and joining in with predictable phrases.	Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales. Recognising simple recurring literary language in stories and poetry.	Increasing their familiarity with a wide range of books, including fairy stories, myths and legends and retelling some of these orally. Identifying themes and conventions in a wide range of books.	Increasing their familiarity with a wide range of books, including myths and legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions. Identifying and discussing themes and conventions in and across a wide range of writing.

<p>Poetry and performance</p>	<p>Listen to and sing nursery rhymes and songs; recalling whole songs and rhymes singing some independently and performing in groups.</p>	<p>Learning to appreciate rhymes and poems, and to recite some by heart.</p>	<p>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>Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.</p> <p>Recognising some different forms of poetry.</p>	<p>Learning a wider range of poetry by heart.</p> <p>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; distinguishing between statements of fact and opinion, identifying bias.</p>
<p>Word meaning (vocabulary)</p>	<p>Talk about elements of a topic using key vocabulary.</p>	<p>Discussing word meanings, linking new meanings to those already known.</p>	<p>Discussing and clarifying the meanings of new words, linking new meanings to known vocabulary.</p> <p>Discussing their favourite words and phrases.</p>	<p>Using dictionaries to check the meaning of words that they have read.</p> <p>Identify how language choices help build meaning</p> <p>Discuss words that capture the reader's interest or imagination.</p>	
<p>Understanding (summarising)</p>	<p>Understand how to listen carefully.</p> <p>Respond to stories, rhymes and songs with actions, relevant comments, questions; recalling key events.</p> <p>Talk about elements of a topic using newly</p>	<p>Drawing on what they already know or on background information and vocabulary provided by the teacher.</p> <p>Checking that the text makes sense to them as they read and correcting inaccurate reading.</p>	<p>Discussing the sequence of events in books and how items of information are related, drawing on what they already know or on background information and vocabulary provided by the teacher.</p>	<p>Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p> <p>Asking questions to improve their understanding of a text.</p> <p>Identifying main ideas drawn from more than one paragraph and summarising these.</p>	

	introduced vocabulary and extending sentences using a range of conjunctions to offer extra explanation and detail.		Checking that the text makes sense to them as they read and correcting inaccurate reading.			
Inference	Begin to interpret stories, rhymes and poetry making suggestions for actions and events.	Discussing the significance of the title and events on reader expectations. Making inferences on the basis of what has been read so far. Making inferences on the basis of what is being said and done.	To draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence.	To draw inferences from characters feelings, thoughts and motives that justify their actions, supporting their views with evidence from the text.	To draw inferences from characters' feelings, thoughts and motives with support evidence.	To uncover how characters change and develop through texts by drawing inferences based on indirect clues.
Prediction	Talk about and respond to stories, rhymes and poetry; recalling, sequencing and anticipating key events.	Predicting what might happen on the basis of what has been read so far.	Justifying predictions using evidence from the text.	Justifying prediction from details stated and implied.	Justifying predictions from details stated and implied, justifying them in detail with evidence from the text.	
Authorial content (explain)			Discussing words and phrases that capture the reader's interest and imagination. Identifying how language, structure and presentation contribute to meaning.	Identifying how language, structure and presentation contribute to meaning.	Identifying 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	Talk about and respond with questions to	Encounter non-fiction books that are structured in different ways.	To use all organisational devices available within a non-fiction text to retrieve and record information from non-fiction.		Distinguish between statements of fact and opinion, identifying bias.	

	non-fiction books.				Retrieve, record and present information from non-fiction.
Discussing reading (retrieval)	<p>Ask questions and make relevant comments on what they have read.</p> <p>Recall sequences in stories.</p>	<p>Participate in discussion about what is read to them, taking in turns and listening to what others say. Explain clearly their understanding of what is read to them.</p>	<p>Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking in turns and listening to what others say.</p> <p>Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read themselves.</p>	<p>Participate in discussion about books that are read to them and those they can read for themselves, taking turns and listening to what others say.</p>	<p>Recommend books that they have read to their peers, giving reasons for their choices.</p> <p>Participate in discussions about books, building on their own and others' ideas and challenge views courteously.</p> <p>Explain and discuss their understanding of what they have read, including formal presentations and debates. Provide reasoned justifications for their views.</p>