



	Decoding	Range of Reading	Familiarity with texts	Poetry & Performance
Reception				
Year 1	<ul style="list-style-type: none"> •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 	<ul style="list-style-type: none"> •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 	<ul style="list-style-type: none"> *becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics *recognising and joining in with predictable phrases 	<ul style="list-style-type: none"> *learning to appreciate rhymes and poems, and to recite some by heart
Year 2	<ul style="list-style-type: none"> *secure phonic decoding until reading is fluent *read accurately by blending, including alternative sounds for graphemes *read multisyllable words containing these graphemes *read common suffixes *read exception words, noting unusual correspondences *read most words quickly & accurately without overt sounding and blending 	<ul style="list-style-type: none"> *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 	<ul style="list-style-type: none"> *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 	<ul style="list-style-type: none"> *continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear

Year 3	<p>*apply their growing knowledge of root words, prefixes and suffixes, both to read aloud 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>*listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>*reading books that are structured in different ways and reading for a range of purposes</p>	<p>*increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</p> <p>*identifying themes and conventions in a wide range of books</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>
Year 4	<p>*apply their growing knowledge of root words, prefixes and suffixes, both to read aloud 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>*listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>*reading books that are structured in different ways and reading for a range of purposes</p>	<p>*increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</p> <p>*identifying themes and conventions in a wide range of books</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>
Year 5	<p>*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</p>	<p>*continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>*reading books that are structured in different ways and reading for a range of purposes</p> <p>*making comparisons within and across books</p>	<p>*increasing their 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</p> <p>*identifying and discussing themes and conventions in and across a wide range of writing</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</p>
Year 6	<p>*apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read</p>	<p>*continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference</p>	<p>*increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern</p>	<p>*learning a wider range of poetry by heart</p> <p>preparing poems and plays to read aloud and to perform,</p>

	aloud and to understand the meaning of new words that they meet	books or textbooks *reading books that are structured in different ways and reading for a range of purposes *making comparisons within and across books	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	showing understanding through intonation, tone and volume so that the meaning is clear to an audience
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