

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Decoding	<ul style="list-style-type: none"> <li>Say a sound for each letter in the alphabet and at least ten digraphs.</li> <li>Read words consistently with my phonic knowledge by sound-blending.</li> <li>Read simple sentences aloud and books that are consistent with my phonic knowledge, including some common exception words.</li> </ul>	<ul style="list-style-type: none"> <li>Match all graphemes to their 40+ phonemes (Phase 3)</li> <li>Blend sounds in unfamiliar words</li> <li>Divide words into syllables, for example, pocket, rabbit, carrot, thunder, sunset</li> <li>Divide words into syllables, for example, pocket, rabbit, carrot, thunder, sunset</li> <li>Read words with contractions, e.g. I'm, I'll, we'll, and understand that the apostrophe represents the omitted letter(s)</li> <li>Read phonically decodable texts with confidence</li> <li>Read words containing 's, es, ing, ed, er, est' endings</li> <li>Read words which have the prefix -un added</li> <li>Add the endings -ing, -ed, and -er to verbs where no change is needed to the root word</li> <li>Read words of more than one syllable that contain taught GPCs (grapheme, phoneme correspondence)</li> </ul>	<ul style="list-style-type: none"> <li>Decode automatically and read fluently</li> <li>Read accurately by blending the sounds in words that contain the graphemes taught</li> <li>Recognise and read alternative sounds for graphemes</li> <li>Read accurately words of two or more syllables that contain the same GPCs</li> <li>Read words containing common suffixes</li> <li>Read further common exception words</li> <li>Read and notice unusual correspondences between grapheme and phoneme</li> <li>Read most words quickly and accurately when they have been frequently encountered, without overt sounding and blending</li> <li>Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</li> </ul>	<ul style="list-style-type: none"> <li>Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words</li> <li>Read further exception words, noting the unusual correspondence between spelling and sound, and where these occur in the word</li> <li>Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words</li> </ul>	<ul style="list-style-type: none"> <li>Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words</li> <li>Read further exception words, noting the unusual correspondence between spelling and sound, and where these occur in the word</li> <li>Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words</li> </ul>	<ul style="list-style-type: none"> <li>Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words</li> <li>Read further exception words, noting the unusual correspondence between spelling and sound, and where these occur in the word</li> <li>Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words</li> <li>Re-read and read ahead to check for meaning</li> </ul>	<ul style="list-style-type: none"> <li>Apply knowledge of root words to read aloud to read and understand the meaning of unfamiliar words</li> <li>Apply knowledge of prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words</li> <li>Use combined knowledge of phonemes and word derivations to pronounce words correctly, for example: arachnophobia, audience</li> <li>Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words</li> <li>Read fluently, using punctuation to inform meaning</li> </ul>
Familiarity with texts	<ul style="list-style-type: none"> <li>Demonstrate what has been read to me by retelling stories and narratives using my own words and recently introduced vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>Link what they read or hear read to their own experiences</li> </ul>	<ul style="list-style-type: none"> <li>Retell orally some stories, including fairy stories and traditional tales</li> </ul>		<ul style="list-style-type: none"> <li>Identify some text type organisational features for example, narrative, explanation, persuasion</li> </ul>	<ul style="list-style-type: none"> <li>Become familiar with and talk about a wide range of books including myths, legends and traditions and know their features</li> <li>Compare different versions of texts and talk about their differences and similarities</li> </ul>	<ul style="list-style-type: none"> <li>Recommend books that they have read to their peers, giving reasons for their choices</li> <li>Recognise texts that contain features from more than one text type</li> <li>Read books that are structured in different ways</li> </ul>
Range of reading		<ul style="list-style-type: none"> <li>Retell key stories orally using narrative language</li> </ul>	<ul style="list-style-type: none"> <li>Talk about and give an opinion on a range of texts</li> </ul>	<ul style="list-style-type: none"> <li>Experience and discuss a range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> </ul>	<ul style="list-style-type: none"> <li>Explain why text types are organised in a certain way</li> </ul>	<ul style="list-style-type: none"> <li>Make connections between other similar texts, prior knowledge and experience</li> </ul>	<ul style="list-style-type: none"> <li>Read and become familiar with a wide range of books, including modern fiction, fiction from our literacy heritage and books from other cultures and traditions</li> <li>Make connections between other similar texts, prior knowledge and experience and explain the links</li> <li>Compare different versions of texts and explain the differences and similarities</li> </ul>

KPI Progression for Reading



Poetry	<ul style="list-style-type: none"> <li>Learn rhymes, poems and songs</li> </ul>	<ul style="list-style-type: none"> <li>Learn some poems and rhymes by heart</li> </ul>	<ul style="list-style-type: none"> <li>Know and recognise simple recurring literary language in stories and poetry</li> <li>Increase repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear</li> </ul>	<ul style="list-style-type: none"> <li>Discuss books, poems and other works that are read aloud and independently, taking turns and listening to others' opinions</li> <li>Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> </ul>	<ul style="list-style-type: none"> <li>Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> </ul>	<ul style="list-style-type: none"> <li>Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> <li>Learn poems by heart, for example, narrative verse, haiku</li> </ul>	<ul style="list-style-type: none"> <li>Learn a range of poetry by heart, for example, narrative verse, sonnet</li> <li>Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> </ul>
Word meanings	<ul style="list-style-type: none"> <li>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play</li> </ul>	<ul style="list-style-type: none"> <li>Check that the text makes sense to them as they read and correct inaccurate reading</li> </ul>	<ul style="list-style-type: none"> <li>Read for meaning, checking that the text makes sense and correcting inaccurate reading</li> <li>Use prior knowledge and context and vocabulary explored to understand texts.</li> </ul>	<ul style="list-style-type: none"> <li>Use dictionaries to check the meaning of unfamiliar words</li> </ul>	<ul style="list-style-type: none"> <li>Use dictionaries to check the meaning of unfamiliar words</li> <li>Explain the meaning of words in context</li> </ul>	<ul style="list-style-type: none"> <li>Use meaning-seeking strategies to explore the meaning of words in context</li> <li>Use meaning-seeking strategies to explore the meaning of idiomatic and figurative language</li> </ul>	<ul style="list-style-type: none"> <li>Read closely to ensure understanding</li> </ul>
Comprehension	<ul style="list-style-type: none"> <li>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>Explain what they understand about a text</li> <li>Use prior knowledge, context and vocabulary provided to understand texts</li> <li>Talk about the main characteristics within a known key story</li> </ul>	<ul style="list-style-type: none"> <li>Discuss the sequence of events in books and how they are related to each other</li> <li>Answer and ask appropriate questions and make predictions on the basis of what has been read so far</li> </ul>	<ul style="list-style-type: none"> <li>Begin to understand that narrative books are structured in different ways, for example, quest stories and stories with dilemmas</li> <li>Explain and discuss understanding of books, poems and other material, are read aloud and those read independently</li> <li>Ask questions to improve understanding of a text</li> <li>Identify main idea of a text</li> </ul>	<ul style="list-style-type: none"> <li>Begin to understand simple themes in books Ask questions to improve understanding of a text</li> </ul>	<ul style="list-style-type: none"> <li>Identify significant ideas, events and characters and discuss their significance</li> <li>Use text marking to identify key information in a text</li> <li>Make notes from text marking</li> <li>Summarise the main ideas drawn from a text.</li> <li>Present an oral overview or summary of a text</li> <li>Use knowledge of structure of text type to find key information</li> </ul>	<ul style="list-style-type: none"> <li>Express a personal point of view about a text, giving reasons linked to evidence from texts</li> <li>Raise queries about texts Summarise key information from different parts of a text</li> <li>Explain and comment on explicit and implicit points of view</li> <li>Refer to the text to support opinion</li> <li>Text mark to make research efficient and fast</li> <li>Use scanning to find specific information</li> <li>Find information using skimming to establish main idea</li> </ul>
Inference		<ul style="list-style-type: none"> <li>Begin to draw inferences from the text and/or the illustrations</li> </ul>	<ul style="list-style-type: none"> <li>Draw simple inferences from illustrations, events and characters' actions and speech</li> </ul>	<ul style="list-style-type: none"> <li>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions</li> </ul>	<ul style="list-style-type: none"> <li>Infer meanings and begin to justify them with evidence from the text</li> </ul>	<ul style="list-style-type: none"> <li>Justify inferences with evidence from the text</li> <li>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions</li> </ul>	
Prediction	<ul style="list-style-type: none"> <li>Anticipate key events in stories.</li> </ul>	<ul style="list-style-type: none"> <li>Make predictions based on the events in the text</li> </ul>		<ul style="list-style-type: none"> <li>Predict what might happen from details stated</li> </ul>	<ul style="list-style-type: none"> <li>Make connections with prior knowledge and experience</li> <li>Predict what might happen from details stated and deduced information</li> </ul>	<ul style="list-style-type: none"> <li>Make predictions from what has been read</li> </ul>	<ul style="list-style-type: none"> <li>Provide reasoned justifications for their views</li> <li>Organise information or evidence appropriately</li> </ul>

Authorial intent				<ul style="list-style-type: none"> <li>Identify how structure, and presentation contribute to the meaning of texts</li> </ul>	<ul style="list-style-type: none"> <li>Know and recognise some of the literary conventions in text types covered</li> <li>Identify how the writer has used precise word choices for effect to impact on the reader</li> <li>Discuss and record words and phrases that writers use to engage and impact on the reader</li> </ul>	<ul style="list-style-type: none"> <li>Identify how language, structure and presentation contribute to the meaning of a text</li> <li>Identify and comment on writer's use of ... adjectives, similies and personification</li> <li>Identify grammatical features used by writer – rhetorical questions, varied empty words - to impact on the reader</li> <li>Present the author's viewpoint of a text</li> <li>Identify the effect of the context on a text, for example, historical or other cultures</li> </ul>	<ul style="list-style-type: none"> <li>Identify and comment on writer's choice of vocabulary, giving examples and explanation</li> <li>Identify and explain how writers use grammatical features for effect, for example the use of short sentences to build tension</li> <li>Show awareness of the writers' craft by commenting on the use of language, grammatical features and structure of texts</li> <li>Recognise the writer's point of view and discuss it</li> </ul>
Non-fiction				<ul style="list-style-type: none"> <li>Know that non-fiction books are structured in different ways and be able to use them effectively</li> <li>Retrieve and record information from non-fiction</li> </ul>	<ul style="list-style-type: none"> <li>Know which books to select for specific purposes, especially in relation to science, history and geography learning</li> <li>Retrieve and record information from non-fiction</li> </ul>	<ul style="list-style-type: none"> <li>Read non-fiction texts and identify purpose and structure and grammatical features and evaluate how effective they are</li> </ul>	<ul style="list-style-type: none"> <li>Read non-fiction texts to support other curriculum areas</li> </ul>
Discussing reading		<ul style="list-style-type: none"> <li>Say what they like or dislike about a text</li> </ul>	<ul style="list-style-type: none"> <li>Talk about favourite words and phrases</li> </ul>		<ul style="list-style-type: none"> <li>Begin to build on others' ideas and opinions about a text in discussion</li> </ul>	<ul style="list-style-type: none"> <li>Listen to others' personal point of view.</li> <li>Listen to and build on others' ideas and opinions about a text.</li> <li>Express a personal point of view about a text, giving reasons</li> <li>Present a personal point of view based on what has been read</li> <li>Explain a personal point of view and give reasons.</li> <li>Know the difference between fact and opinion</li> </ul>	<ul style="list-style-type: none"> <li>Identify and discuss themes in a range of writing and across longer texts</li> <li>Consider and evaluate how effectively texts are structured and laid out Identify and discuss the conventions of different text types</li> <li>Build on others' ideas and opinions about a text in discussion</li> <li>Listen to others' cha and opinions about a text</li> <li>Present a counter-argument in response to others' points of view Present a personal point of view based on what has been read</li> <li>Distinguish between statements of fact and opinion</li> </ul>