

Early Years reading			
Nursery 22-36 months	Nursery 30-50 months	Reception 40-60 months	Reception Early Learning Goal
<p>I can show you a book I like to share</p> <p>I like you to tell me a story</p> <p>I can have a go at a simple rhyme</p> <p>I can bring you a book I like</p> <p>I can ask to sing my favourite rhyme</p> <p>I have a favourite rhyme</p> <p>I can join in with my favourite rhyme</p> <p>I can repeat simple phrases 'run, run'</p> <p>I can fill in a missing familiar phrase</p>	<p>I am beginning to suggest the end of a story</p> <p>I know when something rhymes</p> <p>I can talk about the pictures</p> <p>I can predict the ending of a story</p> <p>I can retell a story</p> <p>I can point to the words</p> <p>I am beginning to recognise signs in the environment and my own name</p> <p>I have an awareness of alliteration</p> <p>I can start to hear initial sounds</p> <p>I am beginning to blend and segment</p> <p>I know the direction of the words to read them</p> <p>I attempt to read a book</p> <p>I am beginning to be aware of story structure, characters and setting</p>	<p>I can continue a rhyming string</p> <p>I identify alliteration</p> <p>I can hear and say initial sounds</p> <p>I am understanding alliteration</p> <p>I can segment and blend letters</p> <p>I can link sounds to letters</p> <p>I can name letters from their sounds</p> <p>I enjoy a wide range of books</p> <p>I am beginning to break the flow of speech into words</p>	<p>I know words in everyday books</p> <p>I can read a simple sentence</p> <p>I can read a range of simple sentences (at least 4)</p> <p>I can read and understand simple sentences</p> <p>I can use phonic knowledge to decode regular words</p> <p>I use my phonic knowledge to decode regular words and read them aloud accurately</p> <p>I can read some common irregular words</p> <p>I demonstrate understanding when talking with others about what they have read</p> <p>I know when a book is fiction or non-fiction</p> <p><b>Exceeding</b></p> <p>I can read phonically regular words of more than 1 syllable as well as many irregular but high frequency words</p> <p>I can use phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary.</p> <p>I can describe the main events in simple stories they have read.</p>

	Year 1	Year 2	Year 3/4	Year 5/6
<b>Decoding</b>	<ul style="list-style-type: none"> <li>• apply phonic knowledge to decode words</li> <li>• speedily read all 40+ letters/groups for 40+ phonemes</li> <li>• read accurately by blending taught GPC</li> <li>• read common exception words</li> <li>• read common suffixes (-s, -es, -ing, -ed, etc.)</li> <li>• read multisyllable words containing taught GPCs</li> <li>• read contractions and understanding use of apostrophe               <ul style="list-style-type: none"> <li>• read aloud phonically-decodable texts</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• secure phonic decoding until reading is fluent</li> <li>• read accurately by blending, including alternative sounds for graphemes</li> <li>• read multisyllable words containing these graphemes</li> <li>• read common suffixes</li> <li>• read exception words, noting unusual correspondences</li> <li>• read most words quickly &amp; accurately without overt sounding and blending</li> </ul>	<ul style="list-style-type: none"> <li>• apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet</li> <li>• read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> </ul>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Range of reading</b></p>	<ul style="list-style-type: none"> <li>• listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</li> <li>• being encouraged to link what they read or hear read to their own experiences</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>• reading books that are structured in different ways and reading for a range of purposes</li> </ul>	<ul style="list-style-type: none"> <li>• continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>• reading books that are structured in different ways and reading for a range of purposes</li> <li>• making comparisons within and across books</li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Familiarity with texts</b></p>	<ul style="list-style-type: none"> <li>• becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</li> <li>• recognising and joining in with predictable phrases</li> </ul>	<ul style="list-style-type: none"> <li>• becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</li> <li>• recognising simple recurring literary language in stories and poetry</li> </ul>	<ul style="list-style-type: none"> <li>• increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> <li>• identifying themes and conventions in a wide range of books</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> <li>• identifying and discussing themes and conventions in and across a wide range of writing</li> </ul>

Poetry & performance	<ul style="list-style-type: none"> <li>• preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> <li>• recognising some different forms of poetry</li> </ul>	<ul style="list-style-type: none"> <li>• continuing to build up a 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>• preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> <li>• recognising some different forms of poetry</li> </ul>	<ul style="list-style-type: none"> <li>• learning a wider range of poetry by heart</li> <li>• 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</li> </ul>
Word meanings	<ul style="list-style-type: none"> <li>• discussing word meanings, linking new meanings to those already known</li> </ul>	<ul style="list-style-type: none"> <li>• discussing and clarifying the meanings of words, linking new meanings to known vocabulary</li> <li>• discussing their favourite words and phrases</li> </ul>	<ul style="list-style-type: none"> <li>• using dictionaries to check the meaning of words that they have read</li> </ul>	
Understanding	<ul style="list-style-type: none"> <li>• drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>• checking that the text makes sense to them as they read and correcting inaccurate reading</li> </ul>	<ul style="list-style-type: none"> <li>• discussing the sequence of events in books and how items of information are related</li> <li>• drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>• checking that the text makes sense to them as they read and correcting inaccurate reading</li> </ul>	<ul style="list-style-type: none"> <li>• checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> <li>*asking questions to improve their understanding of a text</li> <li>*identifying main ideas drawn from more than one paragraph and summarising these</li> </ul>	<ul style="list-style-type: none"> <li>• checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> <li>• asking questions to improve their understanding</li> <li>• summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas</li> </ul>

<b>Inference</b>	<ul style="list-style-type: none"> <li>• discussing the significance of the title and events</li> <li>• making inferences on the basis of what is being said and done</li> </ul>	<ul style="list-style-type: none"> <li>• making inferences on the basis of what is being said and done</li> <li>• answering and asking questions</li> </ul>	<ul style="list-style-type: none"> <li>• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> </ul>	<ul style="list-style-type: none"> <li>• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> </ul>
<b>Prediction</b>	<ul style="list-style-type: none"> <li>• predicting what might happen on the basis of what has been read so far</li> </ul>	<ul style="list-style-type: none"> <li>• predicting what might happen on the basis of what has been read so far</li> </ul>	<ul style="list-style-type: none"> <li>• predicting what might happen from details stated and implied</li> </ul>	<ul style="list-style-type: none"> <li>• predicting what might happen from details stated and implied</li> </ul>
<b>Authorial content</b>			<ul style="list-style-type: none"> <li>• discussing words and phrases that capture the reader's interest and imagination</li> <li>• identifying how language, structure, and presentation contribute to meaning</li> </ul>	<ul style="list-style-type: none"> <li>• identifying how language, structure and presentation contribute to meaning</li> <li>• discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> </ul>
<b>Non-fiction</b>		<ul style="list-style-type: none"> <li>• being introduced to non-fiction books that are structured in different ways</li> </ul>	<ul style="list-style-type: none"> <li>• retrieve and record information from non-fiction</li> </ul>	<ul style="list-style-type: none"> <li>• distinguish between statements of fact and opinion</li> <li>• retrieve, record and present information from non-fiction</li> </ul>

<b>Discussing reading</b>	<ul style="list-style-type: none"> <li>• participate in discussion about what is read to them, taking turns and listening to what others say</li> <li>• explain clearly their understanding of what is read to them</li> </ul>	<ul style="list-style-type: none"> <li>• participate in discussion about books, poems &amp; other works that are read to them &amp; those that they can read for themselves, taking turns and listening to what others say</li> <li>• explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</li> </ul>	<ul style="list-style-type: none"> <li>• participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say</li> </ul>	<ul style="list-style-type: none"> <li>• recommending books that they have read to their peers, giving reasons for their choices</li> <li>• participate in discussions about books, building on their own and others' ideas and challenging views courteously</li> <li>• explain and discuss their understanding of what they have read, including through formal presentations and debates,</li> <li>• provide reasoned justifications for their views</li> </ul>
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