

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Text Types	Phonetically decodable texts Nursery rhymes and poems Key stories Fairy stories Traditional tales (stories read to them/ stories acted out)	Phonetically decodable texts Stories - fairy stories/traditional tales Poems - contemporary and classic, chants; plays Non-fiction texts that are structured in different ways e.g. explanation, instructions	Stories - fairy stories Myths Plays Poetry - free verse, puns and word play, acrostic; Narrative poetry, modern poems, kennings Non-fiction texts, reference and text books	Fairy stories Legends Plays Poetry- free verse, narrative poetry, couplets Non-fiction texts: reference and text books	Narrative stories Non-fiction and textbooks: reference and text books Plays Poetry	Narrative Non-fiction and textbooks Plays Poetry: Classic poems / Monologues / Conversations / Epitaphs
Phonics Progression Using Read Write Inc	<ul style="list-style-type: none"> To recognise Set 1,2 & 3 sounds: ch qu sh th ng nk ay ee igh ow oo oo ar or air ir ou oy ea oi a-e i-e o-e u-e aw are ur er ow ai oa ew ire ear ure tious tion To use sounds to blend unfamiliar words independently. 	<ul style="list-style-type: none"> To recognise Set 1,2 & 3 sounds and use them speedily, accurately and independently. To use phonic knowledge as a main support strategy for reading 	<ul style="list-style-type: none"> To use phonic knowledge as a main support strategy for reading 	<ul style="list-style-type: none"> To use phonic knowledge as a main support strategy for reading 	<ul style="list-style-type: none"> To use phonic knowledge as a main support strategy for reading 	<ul style="list-style-type: none"> To use phonic knowledge as a main support strategy for reading
Reading Skills and Strategies	<ul style="list-style-type: none"> Quickly and accurately, sound and blend unfamiliar printed words, polysyllabic words and words with contractions Read aloud phonetically decodable texts Memorise and recite some poems by heart Draw on what they already know or from background information and vocabulary provided by the teacher Check that the text makes sense as they read Correct inaccurate reading by rereading 	<ul style="list-style-type: none"> Increased fluency and accurate automatic reading of all common graphemes Apply phonic knowledge and skills to decode words until automatic decoding is embedded and reading is fluent Recognise alternative sounds for graphemes Blend the sounds in words, words with two or more syllables and words contain common suffixes Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word Read most words quickly and accurately, without overt sounding and blending Re-read books to build up fluency and confidence 	<ul style="list-style-type: none"> Read silently, widely and frequently Decode most new words outside their spoken vocabulary, making a good approximation to the word's pronunciation Use contents pages and indexes to locate information Use dictionaries to check the meaning of words that have been read 	<ul style="list-style-type: none"> Read expressively using punctuation to guide their reading Determine the meaning of new words by applying their knowledge of roots and affixes When reading non-fiction, know what information they need to look for before they begin to read Prepare poems and play scripts to read aloud and perform, showing understanding through intonation, tone, volume and action 	<ul style="list-style-type: none"> Read expressively using intonation, tone and volume to match the need within plays and presentations Work out how to pronounce unfamiliar written words with increasing automaticity Check that a book makes sense to them 	<ul style="list-style-type: none"> Read age-appropriate books with confidence and fluency (including whole novels) Read aloud with intonation that shows understanding Work out the meaning of words from the context
Comprehension Skills	<ul style="list-style-type: none"> Discuss the significance of the title and events (from read and heard texts) Retell the main events in a story Make simple inferences (based on what is said or done in a text) Predict what might happen next (based on what has been read) 	<ul style="list-style-type: none"> Build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear Retell some familiar stories that have been read to and discussed with them 	<ul style="list-style-type: none"> Discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Identify themes and conventions in a wide range of books Demonstrate understanding of figurative language, distinguish shades of meaning among related words and use 	<ul style="list-style-type: none"> Independently justify views and opinions about what has been read Identify themes and conventions in a wide range of books Discuss words and phrases that capture the reader's interest and imagination Begin to draw inferences from what is read 	<ul style="list-style-type: none"> Explain the purpose of the language, structure and presentation of texts Talk about and discuss new vocabulary Summarise and present a familiar story in own words Begin to recognise themes in narrative e.g. loss or heroism. 	<ul style="list-style-type: none"> Recommend books that they have read to their peers, giving reasons for their choices Predict what might happen from details stated and implied Make inferences about a character's feelings, thoughts and motives for their actions

		<ul style="list-style-type: none"> • Listen to, discuss and express views on a wide range of stories, poems, plays, information books, fairy stories and traditional tales • Discuss the sequence of events • Recognise the different structures in non-fiction books • Recognise simple recurring language in stories and poetry (e.g. Once upon a time... rhyming and pattern) • Discuss favourite words and phrases • Apply prior knowledge - story / vocabulary • Check that the text makes sense and correct inaccurate reading • Make inferences on the basis of what is being said and done • Discuss the meanings of words, linking new meanings to known vocabulary • Answer and ask questions • Predict what might happen on the basis of what has been read 	<p>age-appropriate, academic vocabulary</p> <ul style="list-style-type: none"> • Justify views about what has been read (with support at the start of year 3) • Ask appropriate questions about a text to further their understanding 	<ul style="list-style-type: none"> • Identify main ideas drawn from more than one paragraph and summarise these • Identify how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction and present this in a different way 	<ul style="list-style-type: none"> • Compare different characters - identifying similarities and differences • Consider different accounts of the same event and discuss viewpoints (both of authors and of fictional characters), within a text. • Record and present information from non-fiction in different ways to suit a particular purpose and audience • Ask questions to improve their understanding and read on to discover the answers 	<ul style="list-style-type: none"> • Explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence • Distinguish between statements of fact and opinion • Provide reasoned justification for their views • Retrieve information from non-fiction • Summarise main ideas, identifying key details and using quotations for illustration • Evaluate how authors use language, including figurative language, considering the impact on the reader • Make comparisons within and across books
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