

| Reading skill | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| 1) Enjoying my reading | I can enjoy a range of books. | <p>I enjoy listening to a range of stories, poems and non-fiction read to me.</p> <p>I enjoy reading different books and talking about them.</p> | <p>I enjoy listening to a range of stories, classic, contemporary poetry and non-fiction.</p> <p>I choose to read different books and enjoy sharing them.</p> | <p>I can enjoy listening to, reading and discussing a wide range of fiction, poetry, plays, non-fiction and reference books.</p> <p>I can discuss books written by a familiar author.</p> <p>I can read a range of books, including fairy stories, myths and legends, and retelling some of these orally with increasing familiarity.</p> | <p>I can enjoy listening to, reading and discussing a wide range of fiction, poetry, plays, non-fiction and reference books.</p> <p>I can talk about books by a familiar author and explain why I like or dislike them.</p> <p>I can read a range of books, including fairy stories, myths and legends, and retelling some of these orally with increasing familiarity.</p> | <p>I enjoy continuing to read and discuss an increasingly wide range of texts (fiction, poetry, plays and non-fiction books) for read for a range of purposes.</p> <p>I can read a wide range of books including myths, legends and traditional stores, modern fiction, fiction for our literary heritage and books from other cultures and traditions.</p> <p>I can select and read books written by a favourite author. I can recommend and comment positively on texts that I have read.</p> | <p>I enjoy continuing to read and discuss an increasingly wide range of texts (fiction, poetry, plays and non-fiction books) for read for a range of purposes.</p> <p>I can read a wide range of books including myths, legends and traditional stores, modern fiction, fiction for our literary heritage and books from other cultures and traditions.</p> <p>I can select and read books written by a favourite author. I can recommend authors and texts to others and give reasons for my choices.</p> |
| 2) Reading words | <p>I can sound out words and blend the sounds to make words.</p> <p>I can read simple sentences.</p> | <p>I can use phonics to sound out and blend new words.</p> <p>I can read tricky words and words with one or more syllable, including common exception words.</p> <p>I can read words with –s,-es,-ing,-ed,-er and –est endings.</p> <p>I can read contractions (e.g. I'm, I'll, we'll) and understand that the apostrophe stands for the missing letter.</p> <p>I can read accurately books that are consistent with my phonic knowledge and re-read these books to build up my fluency and confidence in words reading.</p> | <p>I can read fluently and use phonics to decode and blend unfamiliar words.</p> <p>I can read tricky words and words with two or more syllables.</p> <p>I can check that the text makes sense as I read and make corrections.</p> <p>I can identify and read words with common suffixes and common exception words.</p> | <p>I can use my knowledge of decoding to read unfamiliar words, including further exception words.</p> <p>I can apply my knowledge of root words, prefixes and suffixes to understand new words as listed in English Appendix 1.</p> | <p>I can use my knowledge of decoding to read unfamiliar words.</p> <p>I can apply my knowledge of root words, prefixes and suffixes to understand new words.</p> | <p>I can use my knowledge of root words, prefixes and suffixes to understand the meaning of unfamiliar words.</p> <p>I can read and pronounce unfamiliar words using my knowledge of letter strings.</p> <p>I can read around unfamiliar words to help me understand their meaning.</p> | <p>I can confidently use my knowledge of root words, prefixes and suffixes to understand the meaning of unfamiliar words.</p> <p>I can read and pronounce unfamiliar words using my knowledge of letter strings.</p> <p>I can read around unfamiliar words to help me understand their meaning.</p> |

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| 3) Exploring language | <p>I can use words that I have learnt from books in my play.</p> | <p>I can talk about meanings of words.</p> <p>I can find words with similar meanings.</p> | <p>I can find out what a new word means.</p> <p>I can talk about my favourite words and phrases.</p> <p>I can begin to use dictionaries to check the meaning of words I have read with support.</p> | <p>I can use dictionaries to check the meaning of words I have read with support.</p> <p>I can discuss words and phrases that capture the reader's interest and imagination.</p> <p>I can check a text makes sense using an understanding of the words in context.</p> | <p>I can confidently use dictionaries to check the meaning of words I have read.</p> <p>I can check a text makes sense using an understanding of the words in context and explain it.</p> <p>I can discuss words and phrases that capture the reader's interest and imagination.</p> | <p>I can begin to use evidence to explain how authors' use of language impacts on the reader.</p> <p>I can evaluate the impact of figurative language on the reader.</p> <p>I can distinguish between statements of fact and opinion.</p> <p>I can understand, explore and explain the meaning of words in context with guidance.</p> | <p>I can understand, explore and explain the meaning of words in context.</p> <p>I can discuss vocabulary and phrases chosen by authors.</p> <p>I can use evidence to explain how authors' use of language impacts on the reader.</p> |
| 4) Recounting and summarising | <p>I can tell others about what I have read.</p> | <p>I can retell a familiar story e.g. traditional tales and fairy stories.</p> <p>I can identify the beginning, middle and end of a story.</p> <p>I can tell you about what I have read.</p> | <p>I can retell a range of stories, traditional tales and fairy stories.</p> | <p>I can identify and summarise main ideas in a text.</p> <p>I can retell a wider range of stories orally. E.g. fairy stories, myths and legends</p> <p>I can use a range of graphic organisers to enhance my comprehension of a text.</p> | <p>I can identify the main ideas from the text and summarise them in my own words.</p> <p>I can retell a wide range of stories orally.</p> <p>I can use a range of graphic organisers to enhance my comprehension of a text.</p> | <p>I can deliver a formal presentation about texts I have read.</p> <p>I can summarise key points from paragraphs.</p> <p>I can link my paragraph summaries to main ideas.</p> | <p>I can deliver a formal presentation about key details and themes in a text I have read.</p> <p>I can summarise main ideas from more than one paragraph.</p> |
| 5) Making inferences | <p>I can talk about what might happen in a book.</p> <p>I can guess what might happen next.</p> | <p>I can find clues in what has been said and done.</p> <p>I can make predictions based on clues from the text.</p> | <p>I can find clues in what has been said and done.</p> <p>I can make predictions based on clues from the text.</p> | <p>I can infer a character's feelings, thoughts and motives through their actions.</p> <p>I can justify inferences with evidence.</p> <p>I can make predictions based on details from the text.</p> | <p>I can infer the characters' feelings, thoughts and motives through their actions.</p> <p>I can justify inferences with evidence.</p> <p>I can make predictions based on details from the text and my own experiences.</p> | <p>I can draw inferences from the text about characters' feelings, thoughts and motives through their actions.</p> <p>I can use evidence from the text to support my decisions.</p> <p>I can make predictions from what is stated and what is implied.</p> | <p>I can draw inferences from the text about characters' feelings, thoughts and motives through their actions.</p> <p>I can use evidence from the text to support my decisions.</p> <p>I can make predictions from what is stated and what is implied.</p> |
| 6) How do writers make you feel? | <p>I can talk about books I like.</p> | <p>I can explain how the storyline and pictures make me feel.</p> | <p>I can give my opinion about a story, poem or non-fiction text.</p> | <p>I can give my opinion on a story, poem or non-fiction text.</p> <p>I can begin to justify my opinion about a text.</p> | <p>I can draw on experiences from texts.</p> <p>I can give my opinion on similar themes and characters across texts.</p> | <p>I can discuss and evaluate how authors use language for effect.</p> <p>I can give reasons to justify my views</p> | <p>I can discuss and evaluate how authors use language for effect including figurative language.</p> <p>I can participate in discussions about books and build on my own and others' ideas.</p> <p>I can challenge views courteously.</p> |

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| 7) Comparing with my other reading | I can talk about books that are alike. | I can identify similarities and differences between stories. | I can discuss and share my opinions about different texts. I can recognise words that are used across different stories and poems. | I can compare texts that are structured in different ways. I can compare books by the same and different authors. | I can use evidence to justify my opinions when comparing. I can identify themes and conventions used by different authors. I can compare texts that are structured in different ways. | I can compare themes and conventions across a wide range of genres. I can give reasoned opinions for my views when comparing within and across texts. | I can compare themes and conventions across a breadth of texts. I can give reasoned justifications for my views across a breadth of texts. |
| 8) Learning by heart | I can join in with rhymes and stories that I know. | I can recite some poems and rhymes, including nursery rhymes. I can use actions to learn simple texts off by heart. | I can learn and recite poetry with appropriate intonation. | I can prepare poems to read aloud and perform using intonation and visual expression. | I can prepare poems and play scripts to read aloud and perform, showing my understanding through tone, volume and action. | I can learn a range of poems off by heart to perform to an audience. I can perform poems and plays showing a good level of intonation, tone and volume when I speak. | I can use conventions to learn poems and plays off by heart. I can suitably perform a range of poems and plays for different audiences. I can select appropriate intonation, tone and volume so that the meaning is clear to an audience. |
| 9) Identifying features and conventions of texts | I know the different parts of a book. | I can recognise and join in with repeated patterns and phrases. I can name and explain different parts of a book. E.g. front cover, page, title, end papers, gutter | I can identify a sequence of events in a book. I can identify and use the structure of non-fiction books. | I can identify common themes in a wide range of books. I can recognise different forms of poetry. I can use the structure of a non-fiction book to retrieve information. | I can identify themes and conventions in a wide range of books. I can recognise different forms of poetry (narrative and free verse). I can understand how language, structure and presentation adds meaning to the text. I can use the structure of a non-fiction book to retrieve and record information. | I can understand the features of different texts. I can comment on why texts have been structured in different ways. I can retrieve, record and present information from non-fiction texts. | I can confidently comment on the structure and layout of a text. I can compare structures of different texts and comment on their effectiveness. I can identify how the structure of texts supports and guides the reader. |
| 10) Talking about my reading | I can talk about what I liked and did not like in the books I read and share. | I can link what I have read to my own experiences. I can talk about stories I like and listen to other children's views. I can describe my favourite parts of a story. I can explain my understanding of a book that is read to me. | I can talk about books and poems that are read to me. I can talk about books and poems that I have read. I can ask and answer questions about my reading. | I can participate in discussion about books that are read to me. I can participate in discussion about books that I have read myself. I can ask questions about a text to improve my understanding. | I can ask questions to enhance my understanding of the text. I can make predictions from details in the text from what is implied. I can respectfully challenge others' views and ideas. | I can build on my own and others' ideas in discussions. I can give justifications to support my views. I can build on my own and others' ideas and challenge views courteously. | I can participate in discussions about books I am reading or books I have read with clarity. I can explain and discuss my understanding of what I have read through formal presentations and debates. I can use technical and other terms for discussing what I read and hear eg) metaphor, analogy, imagery, style and effect. |

Y1 Non-statutory guidance

Pupils should have extensive experience of listening to, sharing and discussing a wide range of high-quality books with the teacher, other adults and each other to engender a love of reading at the same time as they are reading independently.

Pupils' vocabulary should be developed when they listen to books read aloud and when they discuss what they have heard. Such vocabulary can also feed their writing. Knowing the meaning of more words increases pupils' chances of understanding when they read by themselves. The meaning of some new words should be introduced to pupils before they start to read on their own, so that these unknown words do not hold up their comprehension.

However, once pupils have already decoded words successfully, the meaning of those that are new to them can be discussed with them, so contributing to developing their early skills of inference. By listening frequently to stories, poems and non-fiction that they cannot yet read for themselves, pupils begin to understand how written language can be structured in order, for example, to build surprise in narratives or to present facts in non-fiction.

Listening to and discussing information books and other non-fiction establishes the foundations for their learning in other subjects. Pupils should be shown some of the processes for finding out information. Through listening, pupils also start to learn how language sounds and increase their vocabulary and awareness of grammatical structures. In due course, they will be able to draw on such grammar in their own writing.

Rules for effective discussions should be agreed with and demonstrated for pupils. They should help to develop and evaluate them, with the expectation that everyone takes part. Pupils should be helped to consider the opinions of others.

Role-play can help pupils to identify with and explore characters and to try out the language they have listened to.

Y2 Non-statutory guidance

Pupils should be encouraged to read all the words in a sentence and to do this accurately, so that their understanding of what they read is not hindered by imprecise decoding (for example, by reading 'place' instead of 'palace').

Pupils should monitor what they read, checking that the word they have decoded fits in with what else they have read and makes sense in the context of what they already know about the topic.

The meaning of new words should be explained to pupils within the context of what they are reading, and they should be encouraged to use morphology (such as prefixes) to work out unknown words.

Pupils should learn about cause and effect in both narrative and non-fiction (for example, what has prompted a character's behaviour in a story; why certain dates are commemorated annually). 'Thinking aloud' when reading to pupils may help them to understand what skilled readers do.

Deliberate steps should be taken to increase pupils' vocabulary and their awareness of grammar so that they continue to understand the differences between spoken and written language.

Discussion should be demonstrated to pupils. They should be guided to participate in it and they should be helped to consider the opinions of others. They should receive feedback on their discussions.

Role-play and other drama techniques can help pupils to identify with and explore characters. In these ways, they extend their understanding of what they read and have opportunities to try out the language they have listened to.

Y3/4 Non-statutory guidance

The focus should continue to be on pupils' comprehension as a primary element in reading. The knowledge and skills that pupils need in order to comprehend are very similar at different ages. This is why the programmes of study for comprehension in years 3 and 4 and years 5 and 6 are similar: the complexity of the writing increases the level of challenge.

Pupils should be taught to recognise themes in what they read, such as the triumph of good over evil or the use of magical devices in fairy stories and folk tales. They should also learn the conventions of different types of writing (for example, the greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings in instructions).

Pupils should be taught to use the skills they have learnt earlier and continue to apply these skills to read for different reasons, including for pleasure, or to find out information and the meaning of new words.

Pupils should continue to have opportunities to listen frequently to stories, poems, non-fiction and other writing, including whole books and not just extracts, so that they build on what was taught previously. In this way, they also meet books and authors that they might not choose themselves. Pupils should also have opportunities to exercise choice in selecting books and be taught how to do so, with teachers making use of any library services and expertise to support this.

Reading, re-reading, and rehearsing poems and plays for presentation and performance give pupils opportunities to discuss language, including vocabulary, extending their interest in the meaning and origin of words. Pupils should be encouraged to use drama approaches to understand how to perform plays and poems to support their understanding of the meaning. These activities also provide them with an incentive to find out what expression is required, so feeding into comprehension.

In using non-fiction, pupils should know what information they need to look for before they begin and be clear about the task. They should be shown how to use contents pages and indexes to locate information.

Pupils should have guidance about the kinds of explanations and questions that are expected from them. They should help to develop, agree on, and evaluate rules for effective discussion. The expectation should be that all pupils take part.

Y5/6 Non-statutory guidance

Even though pupils can now read independently, reading aloud to them should include whole books so that they meet books and authors that they might not choose to read themselves.

The knowledge and skills that pupils need in order to comprehend are very similar at different ages. Pupils should continue to apply what they have already learnt to more complex writing.

Pupils should be taught to recognise themes in what they read, such as loss or heroism. They should have opportunities to compare characters, consider different accounts of the same event and discuss viewpoints (both of authors and of fictional characters), within a text and across more than one text.

They should continue to learn the conventions of different types of writing, such as the use of the first person in writing diaries and autobiographies.

Pupils should be taught the technical and other terms needed for discussing what they hear and read, such as metaphor, simile, analogy, imagery, style and effect.

In using reference books, pupils need to know what information they need to look for before they be The skills of information retrieval that are taught should be applied, for example, in reading history, geography and science textbooks, and in contexts where pupils are genuinely motivated to find out information, for example, reading information leaflets before a gallery or museum visit or reading a theatre programme or review. Teachers should consider making use of any library services and expertise to support this.

Pupils should have guidance about and feedback on the quality of their explanations and contributions to discussions.

Pupils should be shown how to compare characters, settings, themes and other aspects of what they read. They should be shown how to use contents pages and indexes to locate information.