EYFS	Word Reading	Comprehension	Reading Books/ Scheme
	• Identify the taught GPCs including some digraphs. • Blend the taught sounds to read CVC, CVCC and CCVC words. • Read some taught common exception/ high frequency and familiar words. Read sentences made up of words with taught sounds and common exception words. • Read sentences made up of words with taught sounds and common exception words.	• Listen to, talk about and respond to stories (rhymes and songs) with actions, relevant comments, questions; recalling key events and innovating. • To use non-fiction books to develop new knowledge and vocabulary. • Talk about and respond to stories, rhymes and poetry; recalling, sequencing and anticipating key events some as exact repetition and some in their own words. • To begin to interpret stories, rhymes and poetry; making suggestions for actions and events (images and text). • To talk about and respond with questions to non-fiction books; recalling some facts with increasing explanation and vocabulary in response to questions. • To listen and sing nursery rhymes and songs, recalling whole songs and rhymes singing some independently and performing in groups / independently for others. • Talk about elements of a topic using newly introduced vocabulary. • Respond to stories (rhymes and songs) with actions, relevant comments, questions; recalling key events. • Talk about elements of a topic using newly introduced vocabulary and extending sentences using a range of conjunctions to offer extra explanation and detail. • To begin to interpret stories, rhymes and poetry; making suggestions for actions and events (images and text) • To talk about and respond to stories, rhymes and poetry; recalling, sequencing and anticipating key events some as exact repetition and some in their own words.	• Little Wandle • Gastrells Reading Spine
	Word Reading	**Comprehension**	**Reading Books/ Scheme**
	• To match all 40+ graphemes to their phonemes. • To blend sounds in unfamiliar words. • To divide words into syllables. • To read compound words. • To read words with contractions and understand that the apostrophe represents the missing letters. • To read phonetically decodable words. • To read words that end with 's, -ing, -ed, -est • To read words which start with un-. • To add —ing, -ed and —er to verbs. (Where no change is needed to the root word) • To read words of more than one syllable that contain taught GPCs.	• To say what I like and do not like about a text. • To link what I have heard or read to my own experiences. • To retell key stories orally using narrative language. • To talk about the main characters within a well-known story. • To learn some poems and rhymes by heart. • To use what I already know to understand texts. • To check that my reading makes sense and go back to correct when it doesn't. • To draw inferences from the text and/or the illustrations. • (beginning) • To make predictions about the events in the text. • To explain what I think a text is about.	• Little Wandle • Gastrells Reading Spine
Year 2	**Word Reading**	**Comprehension**	**Reading Books/ Scheme**
	• To decode automatically and fluently. • To blend sounds in words that contain the graphemes we have learned. • To recognise and read alternative sounds for graphemes. • To read accurately words of two or more syllables that contain the same GPCs. • To read words with common suffixes. • To read common exception words. • To read and comment on unusual correspondence between grapheme and phoneme. • I read most words quickly and accurately when I have read them before without sounding out and blending. • To read most suitable books accurately, showing fluency and confidence.	• To talk about and give an opinion on a range of texts. • To discuss the sequence of events in books and how they relate to each other. • I use prior knowledge, including context and vocabulary, to understand texts. • To retell stories, including fairy stories and traditional tales. • To read for meaning and check that the text makes sense. I go back and re-read when it does not make sense. • To find recurring language in stories and poems. • To talk about my favourite words and phrases in stories and poems. • To recite some poems by heart, with appropriate intonation. • To answer and ask questions. • To make predictions based on what I have read.	• Little Wandle • Gastrells Reading Spine • Group Reading Books

		• To draw (simple) inferences from illustrations, events, characters' actions and speech.	
Year 3	**Word Reading**	**Comprehension**	**Reading Books/ Scheme**
	• To apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.	• To use VIPERS within my reading comprehension and understand what they mean.	• Gastrells Reading Spine
	• To read further exception words, noting the unusual correspondences between spelling and sound.	• I read a range of fiction, poetry, plays, and non-fiction texts.	• Group Reading Books
	• I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.	• To discuss the texts that I read.	
		• To read aloud and independently, taking turns and listening to others.	
		• To explain how non-fiction books are structured in different ways and can use them effectively.	
		• To explain some of the different types of fiction books.	
		• To ask relevant questions to get a better understanding of a text.	
		• To predict what might happen based on details I have.	
		• To draw inferences such as inferring characters' feelings, thoughts and motives for their actions.	
		• To use a dictionary to check the meaning of unfamiliar words.	
		• To identify the main point of a text.	
		• To explain how structure and presentation contribute to the meaning of texts.	
		• To use non-fiction texts to retrieve information.	
		• To prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.	
Year 4	**Word Reading**	**Comprehension**	**Reading Books/ Scheme**
	• To apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.	• To begin to write my own VIPERS questions with question stems and support.	• Gastrells Reading Spine
		• I know which books to select for specific purposes, especially in relation to science, geography and history learning.	
	• To read further exception words, noting the unusual correspondences between spelling and sound.		• Group Reading Books
	• attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.	• To use a dictionary to check the meaning of unfamiliar words.	
		• To discuss and record words and phrases that writers use to engage and impact on the reader.	
		• To identify some of the literary conventions in different texts.	
		• To identify the (simple) themes in texts.	
		• can prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.	
		• To explain the meaning of words in context.	
		• To ask relevant questions to improve my understanding of a text.	
		• To infer meanings and begin to justify them with evidence from the text.	
		• To predict what might happen from details stated and from the information I have deduced.	
		• To identify where a writer has used precise word choices for effect to impact on the reader	
		• To identify some text type organisational features, for example, narrative, explanation and persuasion.	
		• To retrieve information from non-fiction texts.	
		• To build on others' ideas and opinions about a text in discussion.	
Year 5	**Word Reading**	**Comprehension**	**Reading Books/ Scheme**
	• To apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.	• With supportive question stems To write my own VIPERS questions to use as part of a discussion about a group read.	• Gastrells Reading Spine
		• I am familiar with and can talk about a wide range of books and text types, including myths, legends and traditional stories and books from other cultures and traditions. To discuss the features of each.	
	• To read further exception words, noting the unusual correspondences between spelling and sound.		• Group Reading Books
	• I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.	• To read non-fiction texts and identify the purpose, structure and grammatical features, evaluating how effective they are.	

	Word Reading	Comprehension	Reading Books/ Scheme
	• To re-read and read ahead to check for meaning.	• To identify significant ideas, events and characters; and discuss their significance. • To recite poems by heart, e.g. narrative verse, haiku. • To prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action.	
Year 6	**Word Reading**	**Comprehension**	**Reading Books/ Scheme**
	• To apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words. • I use my combined knowledge of phonemes and word derivations to pronounce words correctly, e.g. arachnophobia. • I attempt the pronunciation of unfamiliar words drawing on my prior knowledge of similar looking words. • To read fluently, using punctuation to inform meaning.	• To write my own VIPERS questions to use as part of a discussion about a group read. • I am familiar with and can talk about a wide range of books and text types, including myths, legends and traditional stories and books from other cultures and traditions. To discuss the features of each. • To read books that are structured in different ways. • To recognise texts that contain features from more than one text type. • To evaluate how effectively texts are structured and presented. • To read non-fiction texts to help with my learning. • I read accurately and check that I understand. • To recommend books to others and give reasons for my recommendation. • To identify themes in texts. • To identify and discuss the conventions in different text types. • To identify the key points in a text. • To recite a range of poems by heart, e.g. narrative verse, sonnet. • To prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action.	• Gastrells Reading Spine • Group Reading Books