	Reception	Year 1	Year 2
Decoding	• Say a sound for each letter in the alphabet and at least 10 digraphs. (ELG Literacy - Word Reading) • Read words consistent with their phonic knowledge by sound-blending. (ELG Literacy - Word Reading)	• Apply phonic knowledge and skills as the route to decode words. • Speedily read all 40+ letters/groups for 40+ phonemes • Read accurately by blending taught GPC. • Read common exception words. • Read common suffixes (-s, -es, -ing, -ed, etc.) • read multisyllable words containing taught GPCs • read contractions and understanding use of apostrophe. • Read aloud phonically decodable texts. • Read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words. • Reread these books to build up their fluency and confidence in word reading.	• Secure phonic decoding until reading is fluent • read accurately by blending, including alternative sounds for graphemes. • Read multisyllable words containing these graphemes • Read common suffixes. • Read exception words, noting unusual correspondences. • Read most words quickly and accurately without overt sounding and blending. • Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. • Reread these books to build up their fluency and confidence in word reading. • *Shown syllable boundaries.*

Range of reading & familiarity	• Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words (ELG Literacy - Word Reading) • Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. (ELG Communication & Language - Listening, Attention and Understanding) • Make use of props and materials when role playing characters in narratives and stories. (ELG Expressive Arts and Design - Creating With Materials) • Invent, adapt and recount narratives and stories with peers and their teacher. (ELG Expressive Arts and Design - Being Imaginative & Expressive)	• Develop pleasure in reading, motivation to read, vocabulary and understanding. • Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently. • Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their characteristics. • Recognise and join in with predictable phrases.	• Develop pleasure in reading, motivation to read, vocabulary and understanding. • Listen to, discuss and express 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. • Become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales. • Recognise simple recurring literary language in stories and poetry.

	Reception	Year 1	Year 1
Discussing and understanding reading	• Make comments about what they have heard and ask questions to clarify their understanding. (ELG Communication & Language - Listening, Attention and Understanding) • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. (ELG Literacy - Comprehension) • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. (ELG Literacy - Comprehension)	• Clearly explain their understanding of what is read to them. • Check that the text makes sense to them as they read and correcting inaccurate reading. • Draw on what they already know or on • Background information and vocabulary provided by the teacher. • *Extensive experience of listening to, sharing and discussing a wide range of high-quality books with the teacher, other adults and each other*	• Check that the text makes sense to them as they read and correcting inaccurate reading. • Answer and ask questions. • Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say. • Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves. • *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.*
Poetry and Performance	• Perform songs, rhymes, poems and stories with others, and - when appropriate - try to move in time with the music. (ELG Expressive Arts and Design - Being Imaginative & Expressive) • Offer explanations for why things might happen, making use of recently	• Learn to appreciate rhymes and poems, and to recite some by heart.	• Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.

	introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. (ELG Communication & Language - Speaking)		

EYFS & Key Stage 1

	Reception	Year 1	Year 2
Content Domain 1a draw on knowledge of vocabulary to understand texts	• Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. (ELG Communication & Language - Speaking) • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. (ELG Literacy - Comprehension) • Understand the past through settings, characters and events encountered in books read in class and storytelling. (ELG Understanding the World - Past and Present)	• Discuss word meanings, linking new meanings to those already known.	• Discuss and clarify the meanings of words, linking new meanings to known vocabulary. • Discuss their favourite words and phrases. • *Meaning of new words should be explained within the context of what they are reading, and they should be encouraged to use morphology (such as prefixes) to work out unknown words.* • *Deliberate steps should be taken to increase pupils' vocabulary.*

	• Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and - when appropriate - maps). (ELG Understanding the World - People, Culture and Communities)		
Content Domain 1b Identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information		• Discuss the significance of the title and events. • *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.* • *Shown some of the processes for finding out information*	• Being introduced to non-fiction books that are structured in different ways.
Content Domain 1c Identify and explain the sequence of events in texts	• Anticipate - where appropriate - key events in stories. (ELG Literacy - Comprehension)	• Being encouraged to link what they read or hear to their own experiences. • Draw on what they already know or on • Background information and vocabulary provided by the teacher. • *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.* • *Shown some of the processes for finding out information.*	• Draw on what they already know or own background information and vocabulary provided by the teacher

Content Domain 1d make inferences from the text	• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. (ELG Communication & Language - Speaking)	• Make inferences on the basis of what is being said and done. • Discuss the significance of the title and events.	• Make inferences on the basis of what is being said and done. • Answer and ask questions.
Content Domain 1e predict what might. happen on the basis of what has been read so far	• Anticipate - where appropriate - key events in stories. (ELG Literacy - Comprehension)	• Predict what might happen on the basis of what has been read so far.	• Predict what might happen on the basis of what has been read so far.

'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.'- NC 2014

	Year 3&4	Year 5&6
Decoding	• *Teaching comprehension should be taking precedence over teaching word reading directly.* • *Supported to test out different pronunciations.* • Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words that they meet. • Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.	• 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.
Range of reading & familiarity	• *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.* • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks *and conventions of different types of writing (e.g., greeting in letters, the use of presentational devices).* • Read books that are structured in different ways and reading for a range of purposes. • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.	• *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.* • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. • Read books that are structured in different ways and reading for a range of purposes. • Increase 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.

Discussing reading	• *The expectation should be that all pupils take part.* • *develop, agree on, and evaluate rules for effective discussion.* • Participate in discussions about both books that are read to them and those that they can read for themselves, taking turns and listening to what others say.	• Recommend books that they have read to their peers, giving reasons for their choices. • Participate in discussions about books, building on their own and others' ideas and challenging views courteously. • Explain and discuss their understanding of what they have read, including through formal presentations and debates. • Provide reasoned justifications for their views. • *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.*
Poetry and Performance	• Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. • Recognise some different forms of poetry (free verse, narrative. • *Read, re-read, and rehearse poems and plays for presentation.*	• Learn a wider range of poetry by heart. • Prepare 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.

Key Stage 2

	Year 3&4	Year 5&6
Content Domain 2a give / explain the meaning of words in context	• Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. • Using dictionaries to check the meaning of words that they have read. • *Demonstrate understanding of figurative language, distinguish shades of meaning among related words and use age-appropriate, academic vocabulary.* • *Opportunities to discuss language, including vocabulary, extending their interest in the meaning and origin of words.*	• Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. • *Attention should be paid to new vocabulary – both a word's meaning(s) and its correct pronunciation.*
Content Domain 2b retrieve and record information / identify key details from fiction and non-fiction	• Retrieve, record and present information from non-fiction. • Ask questions to improve their understanding. • *Non-fiction: shown how to use contents pages and indexes to locate information.*	• Distinguish between statements of fact and opinion. • Retrieve, record and present information from non-fiction. • Ask questions to improve their understanding. • *In reference books, pupils should be shown how to use contents pages and indexes to locate information.*
Content Domain 2c summarise main ideas from more than one paragraph	• Identify main ideas drawn from more than one paragraph and summarising these.	• Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.
Content Domain 2d make inferences from the text / explain and justify inferences with evidence from the text	• Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.	• Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.

Content Domain 2e predict what might happen from details stated and implied	• Predict what might happen from details stated and implied.	• Predict what might happen from details stated and implied.
Content Domain 2f identify / explain how information / narrative content is related and contributes to meaning as a whole	• Ask questions to improve their understanding of a text. • Identify themes and conventions in a wide range of books. • *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.*	• Ask questions to improve their understanding. • Identify and discuss themes and conventions in and across a wide range of writing. • *Recognise themes in what they read, such as loss or heroism. 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 1 text.*
Content Domain 2g identify / explain how meaning is enhanced through choice of words and phrases	• Discuss words and phrases that capture the reader's interest and imagination. • Identify how language, structure, and presentation contribute to meaning.	• Identify how language, structure and presentation contribute to meaning. • Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.
Content Domain 2h make comparisons within the text	• Identify themes and conventions in a wide range of books .	• Make comparisons within and across books. • *Compare characters, settings, themes and other aspects of what they read.*