



Content Domains and 'Decoding' show the tested areas in this Key Stage, however we must ensure coverage of the whole curriculum.

	Reception 30-50mths 40-60mths ELG	Year 1	Year 2
Decoding	<ul style="list-style-type: none"> • enjoy rhyming and rhythmic activities • show an awareness of rhyme & alliteration • recognise rhythm in spoken words • continue a rhyming string • hear & say the initial sound in words • segment the sounds in simple words & blend them together & know which letter represents some of them • link sounds to letters, naming and sounding the letters of the alphabet • use phonic knowledge to decode regular words and read them aloud accurately • read some common irregular words • show interest in illustrations and print in books and print in the environment. • recognise familiar words and signs such as own name and advertising logos • look and handle books independently (holds books the correct way up and turns pages). • begin to break the flow of speech into words (literacy, writing) • begin to read words and simple sentences • To read and understand simple sentences 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 & 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 • <i>shown syllable boundaries</i>
Range of reading & familiarity	<ul style="list-style-type: none"> • listen to stories with increasing attention and recall • enjoy an increasing range of books • listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. (Comm & lang - listening & attention) 	<ul style="list-style-type: none"> • 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 particular characteristics • recognise and join in with predictable phrases 	<ul style="list-style-type: none"> • 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



EYFS & Key Stage 1

	Reception 30-50mths 40-60mths ELG	Year 1	Year 1
Discussing and understanding reading	<ul style="list-style-type: none"> • know that information can be relayed in the form of print • know that information can be retrieved from books and computers • know that print carries meaning and, in English, is read from left to right and top to bottom • understand humour, e.g. nonsense rhymes, jokes. • demonstrate understanding when talking with others about what they have read. • confident to speak in a familiar group, will talk about their ideas (PSED- self confidence) 	<ul style="list-style-type: none"> • explain clearly 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 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • listen to and join in with stories and poems, one-to-one and also in small groups • join in with repeated refrains in rhymes and stories • use intonation, rhythm and phrasing to make the meaning clear to others (Comm&lang - speaking) • develop preference for forms of expression (EAD- being imaginative) • play cooperatively as part of a group to develop and act out a narrative (EAD- being imaginative) • express themselves effectively, showing awareness of listeners' needs (Comm&lang -speaking) 	<ul style="list-style-type: none"> • learn to appreciate rhymes and poems, and to recite some by heart 	<ul style="list-style-type: none"> • continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear



EYFS & Key Stage 1

	Reception 30-50mths 40-60mths ELG	Year 1	Year 2
Content Domain 1a draw on knowledge of vocabulary to understand texts	<ul style="list-style-type: none"> • <i>build up vocabulary that reflects the breadth of their experiences (Comm&lang- speaking)</i> • <i>extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words (Comm&lang, speaking)</i> • <i>use vocabulary and forms of speech that are increasingly influenced by their experiences of books</i> 	<ul style="list-style-type: none"> • discuss word meanings, linking new meanings to those already known 	<ul style="list-style-type: none"> • discuss and clarify the meanings of words, linking new meanings to known vocabulary • discuss their favourite words and phrases • <i>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</i> • <i>deliberate steps should be taken to increase pupils' vocabulary</i>
Content Domain 1b Identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information	<ul style="list-style-type: none"> • <i>describe main story settings, events and principal characters</i> 	<ul style="list-style-type: none"> • discuss the significance of the title and events • <i>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</i> • <i>shown some of the processes for finding out information</i> 	<ul style="list-style-type: none"> • being introduced to non-fiction books that are structured in different ways
Content Domain 1c Identify and explain the sequence of events in texts	<ul style="list-style-type: none"> • <i>begin to be aware of the way stories are structured.</i> • <i>follow a story without pictures or props (Comm&lang- understanding).</i> 	<ul style="list-style-type: none"> • 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 • <i>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</i> • <i>shown some of the processes for finding out information</i> 	<ul style="list-style-type: none"> • draw on what they already know or on background information and vocabulary provided by the teacher
Content Domain 1d make inferences from the text	<ul style="list-style-type: none"> • <i>begin to understand 'why' and 'how' questions (Comm&lang - understanding).</i> • <i>answer 'how' and 'why' questions about their experiences and in response to stories or events (Comm&lang- understanding).</i> 	<ul style="list-style-type: none"> • make inferences on the basis of what is being said and done • discuss the significance of the title and events 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • <i>anticipate key events and phrases in rhymes and stories</i> • <i>suggest how a story might end</i> 	<ul style="list-style-type: none"> • predict what might happen on the basis of what has been read so far 	<ul style="list-style-type: none"> • predict what might happen on the basis of what has been read so far



Key Stage 2

Content Domains show the tested areas, however we must ensure coverage of the whole curriculum.

Non-statutory guidance

'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	<ul style="list-style-type: none"> • <i>teaching comprehension should be taking precedence over teaching word reading directly.</i> • <i>supported to test out different pronunciations</i> • 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 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • <i>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.</i> • listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks <i>and conventions of different types of writing (eg, greeting in letters, the use of presentational devices)</i> • 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 	<ul style="list-style-type: none"> • <i>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</i> • 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	<p><i>The expectation should be that all pupils take part.</i></p> <ul style="list-style-type: none"> • <i>develop, agree on, and evaluate rules for effective discussion</i> • 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 	<ul style="list-style-type: none"> • 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 • <i>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</i>
Poetry and Performance	<ul style="list-style-type: none"> • 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) • <i>read, re-read, and rehearse poems and plays for presentation</i> 	<ul style="list-style-type: none"> • 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
<p>Content Domain 2a give / explain the meaning of words in context</p>	<ul style="list-style-type: none"> • 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 • <i>demonstrate understanding of figurative language, distinguish shades of meaning among related words and use age-appropriate, academic vocabulary.</i> • <i>opportunities to discuss language, including vocabulary, extending their interest in the meaning and origin of words</i> 	<ul style="list-style-type: none"> • check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context • <i>attention should be paid to new vocabulary – both a word’s meaning(s) and its correct pronunciation.</i>
<p>Content Domain 2b retrieve and record information / identify key details from fiction and non-fiction</p>	<ul style="list-style-type: none"> • retrieve, record and present information from non-fiction • ask questions to improve their understanding • <i>non-fiction: shown how to use contents pages and indexes to locate information.</i> 	<ul style="list-style-type: none"> • distinguish between statements of fact and opinion • retrieve, record and present information from non-fiction • ask questions to improve their understanding • <i>in reference books, pupils should be shown how to use contents pages and indexes to locate information</i>
<p>Content Domain 2c summarise main ideas from more than one paragraph</p>	<ul style="list-style-type: none"> • identify main ideas drawn from more than one paragraph and summarising these 	<ul style="list-style-type: none"> • summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
<p>Content Domain 2d make inferences from the text / explain and justify inferences with evidence from the text</p>	<ul style="list-style-type: none"> • draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence 	<ul style="list-style-type: none"> • draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence
<p>Content Domain 2e predict what might happen from details stated and implied</p>	<ul style="list-style-type: none"> • predict what might happen from details stated and implied 	<ul style="list-style-type: none"> • predict what might happen from details stated and implied
<p>Content Domain 2f identify / explain how information / narrative content is related and contributes to meaning as a whole</p>	<ul style="list-style-type: none"> • ask questions to improve their understanding of a text • identify themes and conventions in a wide range of books • <i>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</i> 	<ul style="list-style-type: none"> • ask questions to improve their understanding • identify and discuss themes and conventions in and across a wide range of writing • <i>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.</i>
<p>Content Domain 2g identify / explain how meaning is enhanced through choice of words and phrases</p>	<ul style="list-style-type: none"> • discuss words and phrases that capture the reader’s interest and imagination • identify how language, structure, and presentation contribute to meaning 	<ul style="list-style-type: none"> • 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
<p>Content Domain 2h make comparisons within the text</p>	<ul style="list-style-type: none"> • identify themes and conventions in a wide range of books 	<ul style="list-style-type: none"> • make comparisons within and across books • <i>compare characters, settings, themes and other aspects of what they read</i>