



	Decoding, Phonics and Word Level	Range and familiarity of Texts	Comprehension
<b>Nursery</b>	<p><b>Repeat and copy</b> words and phrases from familiar stories.  <b>Notice</b> some print, such as the first letter of their name, a bus or door number, or a familiar logo.</p> <p>Through phonological awareness, children can:</p> <ul style="list-style-type: none"> <li>- <b>spot</b> and <b>suggest</b> rhymes</li> <li>- count or clap syllables in a word</li> <li>- <b>Listen and repeat</b> words with the same initial sound, such as money and mother</li> </ul>	<p>Enjoy sharing books with an adult and <b>listening</b> carefully to the story.  <b>Listen</b> to stories, <b>take part in</b> talk about the pictures or the words.            Have favourite books and <b>find</b> them, in order to share with an adult, with another child, or to look at alone.</p>	<p><b>Take part in</b> conversations about stories, learning and <b>repeating</b> new vocabulary.  <b>Ask</b> questions about the book. Makes comments and shares their own ideas.  <b>Talk, ask</b> questions and <b>point out</b> the five key concepts about print:</p> <ul style="list-style-type: none"> <li>• <b>Spot</b> that print has meaning</li> <li>• <b>Use</b> the names of the different parts of a book</li> <li>• <b>Show</b> that books can have different purposes</li> <li>• <b>Talk</b> about page sequencing and that we read English text from left to right and from top to bottom</li> </ul>
<b>Reception</b>	<p><b>Build on and practise</b> rhyming strings.  <b>Repeat</b> words or phrases from familiar stories.  <b>Search for and locate</b> familiar words and signs and handle books carefully and correctly.            Begin to read and <b>recall</b> simple sentences.</p>	<p><b>Respond</b> to favourite stories, rhymes, songs and poems; <b>show</b> awareness of rhyme and alliteration in spoken words.            Use vocabulary and forms of speech that are increasingly influenced by their experiences of books.  <b>Listen</b> with increasing attention, <b>recall</b> and <b>practise</b> stories and poems and <b>match</b> these to their own experiences.</p>	<p><b>Name, recall</b> and begin to <b>invent</b> story settings, events, characters and feelings throughout stories (T4W strategies of story-telling and recalling with story maps).  <b>Ask</b> questions about illustrations and print.  <b>Be aware of</b> how stories are structured and <b>decide</b> how the story might end.</p>



Year 1

**Connect** phonics understanding to reading books aloud and accurately that are consistent with developing phonic knowledge.

**Recognise and spot** already learned phonics knowledge within a range of books (both phonics linked, sharing books and **self-selected** books).

**Build up** fluency and confidence in reading books, whilst **considering** how to choose books for pleasure and enjoyment (for example peer and adult suggestions).

Listen to, **understand** and **discuss** a wide range of poems, stories and non-fiction books beyond phonetical understanding. Begin to read, **memorise** and **perform** (with increasing independence) texts linked to Talk for Writing (see writing skills ladder) and oral-story telling. **Appreciate** rhymes and poems collectively.

Listen to, **understand** and **discuss** a wide range of poems, stories and non-fiction books beyond phonetical understanding. Begin to read, **memorise** and **perform** (with increasing independence) texts linked to Talk for Writing (see writing skills ladder) and oral-story telling. **Appreciate** rhymes and poems collectively.

**Ask** relevant questions, **consider and give reasons and opinions** linked to their reading.

**Find things that are similar or different** about what they read or hear and their own lives and become very **familiar** with key stories, fairy stories and traditional tales (classic and modern).

**Memorise** and **retell** stories and **consider** what makes them a story, poem or non-fiction. **Recognise** and join in with predictable phrases (T4W strategies of story-telling and recalling with story maps). **Imagine** their own versions orally (and linked to writing) of parts of stories and whole stories.

**Discuss** word meanings, **linking** new meanings to those already known through ELS and spelling strategies (link to SPaG).

**Understand** and **discuss** phonetically decodable books and stories that are listened to. **Consider** what is already known to ensure that the text makes sense to them as they read.

Through T4W **discuss** the titles and events in books:

- **Describe and explain understanding** based on what is being said and done
- **Predict** what might happen on the basis of what has been read so far

**Take part in** discussions about a range of books, take turns and listen to what others say and **explain** clearly their understanding of what is read to them.



Year 2  
Year 2

**Connect** phonics understanding to reading books aloud and accurately that are consistent with developing phonic knowledge.

Begin to **ask** questions about the meaning of unfamiliar words and introduce how dictionaries work.

**Recognise and spot** already learned phonics knowledge within a range of books (both phonics linked, sharing books and **self-selected** books).

**Build up** fluency and confidence in reading books, whilst **considering** how to choose books for pleasure and enjoyment (for example peer and adult suggestions).

**Recognise** and **demonstrate** understanding of simple recurring language in stories and poetry.

Begin to **understand and compare** how non-fiction books are structured and different to fiction.

**Discuss, express views and compare** an increasingly wider range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently.

**Recall, retell and reproduce** a range of poems and stories learnt by heart (linked to T4W). **Appreciate** these and **memorise** some, with well-chosen voice to make the meaning clear (linked to key events during the year for example Remembrance, harvest, Christmas).

To **sequence** events in books and **consider** how different parts of a text are linked.

**Explore** and **identify** reoccurring language in stories and poems.

**Discuss and explain** the meanings of words, particularly in new and unfamiliar texts and vocabulary (begin to refer to dictionaries).

**Make inferences** on the basis of what is being said and done.

**Ask and answer questions and predict** what might happen on the basis of what has been read so far. Use these skills to **demonstrate** an understanding of the whole text. **Convince** others of your ideas and **give recommendations** by **comparing** similar and different texts.

**Highlight and identify** the key parts of a paragraph from a story or non-fiction text.

**Examine** texts through whole class, small group and paired talk (including texts that are read to them and those they can read independently). Take turns and listen to what others say and draw **conclusions** with their own **opinions**.

**Check understanding** and **recommend changes** when talking with others about texts. **Explain** thoughts and understanding verbally and in written form. **Create and adapt** stories verbally ready for writing (link to writing and T4W).



Year 3

To begin to **apply** growing knowledge of root words, prefixes and suffixes (morphology and etymology) to reading aloud and understanding the meaning of new words.

Read new exception words by beginning to **apply** previously understood rules of reading/phonics. Start to spot unusual links between spelling and reading (see SPaG skills ladder and ELS programme of phonics).

**Research** meaning of new words by using dictionaries to find definitions.

Read both independently and with an adult, **applying** the following range of skills when discussing texts.

Listen to and **comment** on a range of fiction, poetry, plays, non-fiction and reference books or textbooks that are structured in different ways and for a range of purposes.

**Develop** increased familiarity with more genres including fairy stories, myths and legends. **Compose** own oral versions (through **innovation** in T4W).

**Begin to comment on** themes and conventions in a range of books by linking storylines, character and settings.

**Establish** whether a text makes sense.

With support and adult demonstration, **summarise** texts and begin to **explain** the meaning of words in context. **Ask questions** and make **comments** to improve their understanding of a text.

**Recommend** an increasingly greater range of books and texts read aloud to support **developing a** positive attitudes to reading.

Increase their familiarity with a wide range of books including: fiction, fairy stories, myths and legends, poetry (free-verse, narrative etc), plays, non-fiction and reference books or textbooks.

Read for a range of purposes and **retell** some of these orally as well as using the structure to **invent** their own (link to T4W).

Draw **inferences** such as characters' feelings, thoughts and motives from their actions. **Justify** inferences with evidence.

**Interpret** a text by **predicting** what might happen from details stated and implied.

**Evaluate and reflect on** words and phrases that capture the reader's interest and imagination.

**Determine** how language, structure, and presentation contribute to meaning.

**Participate** in discussion about both books that are read to them and those they can read for themselves by taking turns and listening to what others say (see speaking and listening ladder too).

**Categorise** words and phrases that they have read using a dictionary and use thesauruses where appropriate.

**Reflect on and appraise** words those that spark imagination and interest.

**Apply** this knowledge and understanding to different scenarios and sentences (link to T4W and writing).



Year 4

To begin to **apply** growing knowledge of root words, prefixes and suffixes (morphology and etymology) to reading aloud and understanding the meaning of new words.

Read new exception words by beginning to **apply** previously understood rules of reading/phonics. Start to spot unusual links between spelling and reading (see SPaG skills ladder and ELS programme of phonics).

**Research** meaning of new words by using dictionaries to find definitions.

Read both independently and with an adult, **applying** the following range of skills when discussing texts.

Listen to, **explore and discuss** a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks that are structured in different ways and for a range of purposes (many could be read aloud, but increasingly accessed independently or in pairs).

**Define and develop** increased familiarity with different genres including fairy stories, myths and legends. **Compose** own oral versions (through **innovation** in T4W).

**Identify and define** themes and conventions in a wide range of books by linking similar storylines, character and settings.

**Establish** whether a text makes sense. With support and adult demonstration, **summarise** understanding of a longer text and begin to **explain** the meaning of words in context. **Ask questions** and make **comments** to improve their understanding of a text.

Listen to, **examine and recommend** an increasingly greater range of classic and modern stories and texts read aloud to support **developing a** positive attitude to reading.

Increase their familiarity with a wide range of books including: fiction, fairy stories, myths and legends, poetry (free-verse, narrative etc), plays, non-fiction and reference books or textbooks.

Draw **inferences** such as characters' feelings, thoughts and motives from their actions. **Justify** inferences with evidence.

**Interpret** a text by **predicting** what might happen from details stated and implied.

**Evaluate and reflect on** words and phrases that capture the reader's interest and imagination. **Determine** how language, structure, and presentation contribute to meaning.

**Participate** in discussion about both books that are read to them and those they can read for themselves by taking turns and listening to what others say (see speaking and listening ladder too).

**Categorise** words and phrases that they have read using a dictionary and use thesauruses where appropriate.

**Reflect on and appraise** words those that spark imagination and interest.

**Apply** this knowledge and understanding to different scenarios and sentences (link to T4W and writing).

**Retrieve, outline** and record information from non-fiction sources (link to other curriculum areas and research skills).



Subject Skills and Knowledge Ladder

Reading

CAT: Communication

Read for a range of purposes and **retell** some of these orally as well as using the structure to **invent** their own.



Year 5

**Apply** knowledge of root words, prefixes and suffixes to **understand** and explore meaning of new words.  
**Know** securely the different pronunciations of words with the same letter-string e.g. bought, rough, cough, though, plough.

Maintain concentration for extended independent reading and positive attitudes to reading.  
**Read** and **discuss** (including **offering** opinion and **debating**) a wide range of fiction, poetry, plays and non-fiction with different structures and purposes from different genres, times and cultures.  
**Choose** and locate texts independently.

**Demonstrate** a literal understanding through the ability **to skim, scan, retrieve, check** that the book makes sense, **discuss** their understanding and explore the meaning of words in context. **Distinguish** between fact and opinion with some guidance.  
**Ask** questions to improve their understanding.  
**Participate** in discussions about books that are read to them and those they can read for themselves. **Build** on their own and others' ideas and challenge views courteously.  
**Recommend** books to peers, **explaining** their choices.  
**Make** links between texts and own experience.  
**Make** links or draw comparisons between texts.  
**Express** opinions and **explain** preferences.  
**Draw** inferences such as inferring characters' feelings, thoughts and motives from their actions, and **justify** inferences with evidence from the text.  
**Predict** what might happen from details stated and implied.  
Concisely **summarise** the main ideas **identifying** key details that support this.



Subject Skills and Knowledge Ladder

Reading

CAT: Communication

			<p>Discuss and evaluate how authors use language, structure and presentation to create effects and alter meaning.</p> <p>Provide reasoned justifications for their views and present them in a variety of ways, both orally and written.</p>
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Year 6

**Determine** the meaning of new words by **applying** morphological knowledge of root words and affixes e.g. ambitious, infectious, observation, innocence.

Maintain concentration for extended independent reading and positive attitudes to reading.  
**Read** and **discuss** (including **offering opinion, debating** and **giving reasons**) a wide range of fiction, poetry, plays and non-fiction with different structures and purposes from different genres, times and cultures.

**Choose** and locate texts independently **building** on advice.

**Demonstrate** a literal understanding through the ability **to skim, scan, retrieve, check** that the book makes sense, **discuss** their understanding and **identify** the meaning of words in context. **Distinguish** between fact and opinion and **explain**.

**Ask** probing questions to improve and extend their understanding.

**Participate** in discussions about books that are read to them and those they can read for themselves. **Express** ideas clearly, **build** on their own and others' ideas and challenge views courteously.

**Recommend** books to peers, based on their own and peers' interests, **explaining** their choices.

**Make** links between texts, own experience and context.

**Make** links or draw comparisons between two or more texts, **identifying** themes and conventions.

**Express** and **justify** opinions and **explain** preferences.

**Draw** inferences such as inferring characters' feelings, thoughts and motives from their actions, and **justify** inferences with evidence and predict what might happen from details stated and implied and **justify** ideas.



Subject Skills and Knowledge Ladder

Reading

CAT: Communication

			<p>Concisely <b>summarise</b> the main ideas drawn from more than 1 paragraph, <b>identifying</b> key details that support the main ideas.</p> <p><b>Discuss</b> and <b>evaluate</b> how authors use language, structure and presentation to create effects and alter meaning; <b>consider</b> the impact on the reader.</p> <p><b>Provide</b> reasoned justifications for their views and present them in a variety of ways, both orally and written.</p>
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