

## Reading

*It is essential that, by the end of their primary education, all pupils are able to read fluently, and with confidence, in any subject in their forthcoming secondary education*

*After mastering phonics, the next step in reading instruction focuses on developing reading fluency, comprehension, and vocabulary, while also fostering a love for reading. This includes transitioning from learning to read to reading to learn and then to reading independently for pleasure.*

*As pupils develop their reading ability, they engage in intensive reading to build strong foundational skills in language and literacy. Intensive reading involves carefully reading shorter texts with a focus on understanding every detail, including vocabulary, grammar, and meaning.*

*Reading comprehension involves understanding what you read, which goes beyond simply decoding words. It's an active process where you connect the text to your existing knowledge, make inferences, and think critically about the meaning. Key skills include summarizing, sequencing events, making inferences, drawing conclusions, and using background knowledge. In NELT primaries, these are 'Reasons to Read' lessons.*

|        | Early Years                                                                                                                                                                                                                                                                                        | Year 1                                                                                                                                                                                                                                                                                             | Year 2                                                                                                                                                                                                                                                                                             | Year 3                                                                                                                                                                                                                                                                                             | Year 4                                                                                                                                                                                                                                                                                             | Year 5                                                                                                                                                                                                                                                                                             | Year 6                                                                                                                                                                                                                                                                                             |
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| Enjoy  | After mastering phonics, the next step in reading instruction focuses on developing reading fluency, comprehension, and vocabulary, while also fostering a love for reading. This includes transitioning from learning to read to reading to learn and then to reading independently for pleasure. | After mastering phonics, the next step in reading instruction focuses on developing reading fluency, comprehension, and vocabulary, while also fostering a love for reading. This includes transitioning from learning to read to reading to learn and then to reading independently for pleasure. | After mastering phonics, the next step in reading instruction focuses on developing reading fluency, comprehension, and vocabulary, while also fostering a love for reading. This includes transitioning from learning to read to reading to learn and then to reading independently for pleasure. | After mastering phonics, the next step in reading instruction focuses on developing reading fluency, comprehension, and vocabulary, while also fostering a love for reading. This includes transitioning from learning to read to reading to learn and then to reading independently for pleasure. | After mastering phonics, the next step in reading instruction focuses on developing reading fluency, comprehension, and vocabulary, while also fostering a love for reading. This includes transitioning from learning to read to reading to learn and then to reading independently for pleasure. | After mastering phonics, the next step in reading instruction focuses on developing reading fluency, comprehension, and vocabulary, while also fostering a love for reading. This includes transitioning from learning to read to reading to learn and then to reading independently for pleasure. | After mastering phonics, the next step in reading instruction focuses on developing reading fluency, comprehension, and vocabulary, while also fostering a love for reading. This includes transitioning from learning to read to reading to learn and then to reading independently for pleasure. |
| Decode | Say a sound for each letter in the alphabet and at least 10 digraphs.<br>Read words consistent with their phonic knowledge by sound-blending.<br>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.                     | Checking that the text makes sense to them as they read and correcting inaccurate reading<br>Respond speedily with the correct sound to graphemes for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.<br>Read accurately by blending sounds in                    | Checking that the text makes sense to them as they read and correcting inaccurate reading<br>Read accurately most words of two or more syllables.<br>Read most words containing common suffixes.<br>Read most common exception words.                                                              | Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context with support.<br>To read most words fluently and attempt to decode any unfamiliar words with increasing speed.                                                           | Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.<br>To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill.<br>To apply their knowledge of root words, prefixes and      | Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context<br>To read fluently with full knowledge of all Y5 exception words, root words, prefixes, suffixes/word endings* and to decode any unfamiliar words with                   | Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context<br>To read fluently with full knowledge of all Y5/ Y6 exception words, root words, prefixes, suffixes/word endings* and to decode any unfamiliar words with               |



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|               |                                                             | <p>unfamiliar words containing GPCs that have been taught.<br/>Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.<br/>Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings.<br/>Read other words with more than one syllable that contain taught GPCs.<br/>Read words with contractions e.g. I'm, I'll, we'll and understand that the apostrophe represents the omitted letter(s).<br/>To read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words.<br/>To accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words.<br/>To reread texts to build up fluency and confidence in word reading.</p> | <p>Read words accurately (90%) and fluently without overt sounding and blending, e.g. at over 90 words per minute.<br/>Sound out most unfamiliar words accurately, without undue hesitation.<br/>To read most Y1 and Y2 common exception words*, noting unusual correspondences between spelling and sound and where these occur in the word.<br/>To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation.<br/>To reread these books to build up fluency and confidence in word reading.</p> |                                                                                                                                                                 | <p>suffixes/word endings to read aloud fluently.*</p>                                                                                                                                                                               | <p>increasing speed and skill, recognising their meaning through contextual cues.<br/>Read age-appropriate books with confidence and fluency including whole novels as a class.<br/>Read aloud with intonation that shows understanding.</p> | <p>increasing speed and skill, recognising their meaning through contextual cues.<br/>Read age-appropriate books with confidence and fluency including whole novels.<br/>Read aloud with intonation that shows understanding.</p>                     |
| <b>Poetry</b> | <p>Sing a range of well-known nursery rhymes and songs.</p> | <p>Learning to appreciate rhymes and poems, and to recite some by heart</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <p>Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear<br/>Explain and discuss their understanding of books, poems and other material, both those that they listen</p>                                                                                                                                                                                                                                                                                                                         | <p>Recognising some different forms of poetry (for example, limerick, haiku, or kenning).<br/>Preparing poems and play scripts to read aloud and to perform</p> | <p>Recognising some different forms of poetry (for example, free verse, narrative poetry).<br/>preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p> | <p>Learning a selected range of poetry by heart.<br/>Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that most meaning is clear to an audience.</p>                     | <p>Learning a wider range of poetry by heart<br/>Preparing 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, with a selected audience in mind.</p> |



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|                   |                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                        | to and those that they read for themselves<br>Listening to, discussing and expressing views about a wide range of contemporary and classic poetry                                                                                                                                     |                                                                                                                                                                                           |                                                                                                                                                                                                                        |                                                                                                                                                                                         |                                                                                                                                                                                                  |
| <b>Vocabulary</b> | Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.<br>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.<br>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. | Discussing word meanings, linking new meanings to those already known                                                                                                  | Discussing and clarifying the meanings of words, linking new meanings to known vocabulary<br>Discussing their favourite words and phrases<br>Recognising simple recurring literary language in stories and poetry                                                                     | Identifying how language contribute to meaning<br>Using dictionaries to check the meaning of words that they have read<br>Discussing words and phrases that capture the reader's interest | Identifying how language, structure, contribute to meaning.<br>Using dictionaries to check the meaning of words that they have read<br>Discussing words and phrases that capture the reader's interest and imagination | Identifying how language and structure and presentation contribute to meaning.<br>Discuss how authors use language, including figurative language, considering the impact on the reader | Identifying how language, structure and presentation contribute to meaning<br>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader |
| <b>Inference</b>  | Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.                                                                                                                                                                                                                                                                  | Making inferences on the basis of what is being said and done<br>Drawing on what they already know or on background information and vocabulary provided by the teacher | Making inferences on the basis of what is being said and done<br>Understand both the books that they can already read accurately and fluently and those that they listen to by: Drawing on what they already know or on background information and vocabulary provided by the teacher | Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions                                                                                        | Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence                                                                            | Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and supporting inferences with increasing evidence                                  | Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence                                                      |
| <b>Prediction</b> | Anticipate – where appropriate – key events in stories.                                                                                                                                                                                                                                                                                                                                                                     | Predicting what might happen based on what has been read so far                                                                                                        | Predicting what might happen based on what has been read so far                                                                                                                                                                                                                       | Predicting what might happen from details stated                                                                                                                                          | Predicting what might happen from details stated and implied                                                                                                                                                           | Predicting what might happen from details stated and implied                                                                                                                            | Predicting what might happen from details stated and implied with explanation                                                                                                                    |



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| <b>Explanation</b> | Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; 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. | Explain clearly their understanding of what is read to them.                                                                                                                                      | Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves                                                                                                                                            | Identifying themes across a range of books                                                                                                                                                                                                                                                                 | Identifying themes and conventions in a wide range of books                                                                                                                                                                                                                                                                | Explain and discuss their understanding of what they have read maintaining a focus on the topic and using notes where necessary Provide reasoned justifications for their view                                                                                                             | Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary Provide reasoned justifications for their view and the views of others                     |
| <b>Retrieve</b>    | Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;                                                                                                                                                                                                              | Discussing the significance of the title and events                                                                                                                                               | Answer and ask questions Begin to retrieve and record information from non-fiction                                                                                                                                                                                                            | Begin to retrieve and record information from non-fiction accurately                                                                                                                                                                                                                                       | retrieve and record information from non-fiction                                                                                                                                                                                                                                                                           | Retrieve, record and present information from a range of non-fiction                                                                                                                                                                                                                       | Retrieve, record and present information from non-fiction, formally and informally.                                                                                                                                                                                             |
| <b>Sequence</b>    | Understand the past through settings, characters and events encountered in books read in class and storytelling.                                                                                                                                                                                                                                                   | Discussing the significance of the title and events                                                                                                                                               | Discussing the sequence of events in books and how items of information are related                                                                                                                                                                                                           | Identifying ideas drawn from more than one paragraph Identifying how language, structure contribute to meaning                                                                                                                                                                                             | Identifying main ideas drawn from more than one paragraph and summarising these. Identifying how language, structure, and presentation contribute to meaning                                                                                                                                                               | Summarising the main ideas drawn the text, identifying key details that support the ideas.                                                                                                                                                                                                 | Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas                                                                                                                                                              |
| <b>Oracy</b>       | Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.                       | Recognising and joining in with predictable phrases Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics | Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales 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 | Asking questions to improve their understanding of a text Participate in discussion about both books that are read to them and those they can read for themselves, Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally | Asking questions to improve their understanding of a text Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say. Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and | Recommending books that they have read to their peers, giving reasons for their choices Asking questions to improve their understanding *Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas with | Recommending books that they have read to their peers, giving reasons for their choices Asking questions to improve their understanding *Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' |



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|              |                                                                                                |  | <i>Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</i> |  | <i>retelling some of these orally</i> | <i>understanding and respect for others.</i>                                                                                                                               | <i>ideas and challenging views courteously</i>                                                                                                                                                                         |
| <b>Other</b> | <i>Make use of props and materials when role playing characters in narratives and stories.</i> |  |                                                                                                                                                                  |  |                                       | <i>Identifying and discussing themes across a range of writing.<br/>Making comparisons within and across books.<br/>Distinguish between statements of fact and opinion</i> | <i>Identifying and discussing themes and conventions in and across a wide range of writing.<br/>Making comparisons within and across books.<br/>Distinguish between statements of fact and opinion with reasoning.</i> |