



Reading Learning Sequence

Word Reading	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Decoding	<p>Enjoy rhyming and rhythmic activities.</p> <p>Show an awareness of rhyme and alliteration.</p> <p>Recognise rhythm in spoken words.</p> <p>Continue a rhyming string.</p> <p>Hear and say the initial sound in words.</p> <p>Segment the sounds in simple words and blend them together and know which letter represents some of them.</p> <p>Link sounds to letters, naming and sounding the letters of the alphabet.</p> <p>Use phonic knowledge to decode regular words and read them aloud accurately.</p>	<p>Apply phonic knowledge and skills as the route to decode words.</p> <p>Blend sounds in unfamiliar words using the GPCs that they have been taught.</p> <p>Respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes.</p> <p>Read words containing taught GPCs.</p> <p>Read words containing -s, -es, -ing, -ed and -est endings.</p> <p>Read words with contractions, e.g. I'm, I'll and we'll.</p>	<p>Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.</p> <p>Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</p> <p>Accurately read most words of two or more syllables.</p> <p>Read most words containing common suffixes.*</p>	<p>Use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words).</p> <p>Apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- to begin to read aloud.*</p> <p>Apply their growing knowledge of root words and suffixes/word endings, including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian, to begin to read aloud.*</p>	<p>Read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill.</p> <p>Apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.*</p>	<p>Read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</p> <p>Apply their growing knowledge of root words, prefixes and suffixes/ word endings, including -sion, -tion, -cial, -tial, -ant/-ance/-ancy, -ent/- ence/-ency, -able/-ably and -ible/ibly, to read aloud fluently.*</p>	<p>Read fluently with full knowledge of all Y5/ Y6 exception words, root words, prefixes, suffixes/word endings* and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues</p>
Common Exception Words	<p>Read some common irregular words.</p>	<p>Read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words.</p>	<p>Read most Y1 and Y2 common exception words*, noting unusual correspondences between spelling and sound and where these occur in the word.</p>	<p>Begin to read Y3/Y4 exception words.*</p>	<p>Read all Y3/Y4 exception words*, discussing the unusual correspondences between spelling and these occur in the word.</p>	<p>Read most Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.</p>	<p>Read all Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.</p>
Fluency- Accuracy Automaticity (Rate)	<p>Read and understand simple sentences.</p>	<p>Accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words.</p>	<p>Read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically</p>				

		Reread texts to build up fluency and confidence in word reading.	and without undue hesitation. Reread these books to build up fluency and confidence in word reading. Read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts.				
Reading Comprehension	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Fluency - Prosody	Use intonation, rhythm and phrasing to make the meaning clear to others in spoken language.	Begin to use intonation volume and stress, smoothness and phrasing when reading aloud.	Use intonation, volume and stress and smoothness when reading aloud. Further refine use of phrasing and begin to use expression when reading aloud.	Use all elements of prosody when reading aloud.	Consistently use all elements of prosody when reading aloud.	Show an awareness of the audience when reading aloud, using intonation, tone, volume and action.	Continually show an awareness of audience when reading out loud using intonation, tone, volume and action.
Understanding and Correcting Inaccuracies	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.	Check that a text makes sense as it is read and to self-correct.	Show understanding by drawing on what is already known or on background information and vocabulary provided by the teacher. Check the text makes sense as it is read and correct inaccurate reading.				
Prediction	Suggest how a story might end Predict what is going to happen in a story that has repeated patterns.	Predict what might happen on the basis of what has been read so far	Predict the content of information texts and explanations. Predict what might happen in a story based on what has already happened	Make plausible story-line predictions based on what has already happened. Describe what might happen in a text by comparing the plot to similar stories. Justify predictions by referring to the text.	Predict what might happen from details stated and deduced information. Justify predictions from details stated and implied.	Predict what might happen from details stated and implied. Justify predictions in detail with evidence from the text.	
Inference	Talk about illustrations, begin to identify clues linked to the story. E.g. characters expressions, hidden items linked to events.	Begin to draw some inferences from the text and illustrations Link some events to personal experiences	Identify clues in the text and use these to explain ideas and inferences about the text. Explain what the characters might be	Draw inferences from events, character actions and speech in the text.	Understand the bias in persuasive writing, including articles and advertisements. Use inference and deduction to work out the	Infer meaning using evidence from the text, wider reading and personal experience Distinguish between fact and opinion.	Draw inferences from subtle clues across a complete text. Explain how and why a text has an impact on a reader.

	Answer 'how' and 'why' questions about their experiences and in response to stories or events.		thinking or feeling using clues in the text.		characteristics of different people from a story. Identify how a writer uses language and punctuation to convey character.		Concisely paraphrase evidence from the text to explain character's thoughts, feelings and motives from their actions and settings using evidence from across the whole text. Consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters). Discuss how characters change and develop through texts by drawing inferences based on indirect clues.
Summarising	Listen to stories with increasing attention and recall	Recall the main events and characters from a story.	Order key events from a text. Identify the main ideas drawn from one paragraph.	Summarise main ideas from more than one paragraph using a short passage.	Summarise main ideas from more than one paragraph using a chapter of text.	Summarise key information from different texts	Explain the main purpose of a text and summarise it succinctly
Text Structure Analysis	Begin to be aware of the way stories are structured	Identify non-fiction and narrative books Discuss the significance of titles and events.	Read a range of texts structured in different ways Discuss the sequence of events in books and how items of information are related. Recognise that non-fiction books are often structured in different ways	Explain the sequence of events in books and how they are related to each other. Understand and can use the way non-fiction texts are organised. Use contents, indexes and subheadings to find information. Use dictionaries to check the meaning of words that they have read.	Understand and explain that narrative books are structures in different ways. E.g. historical fiction and fantasy. Identify some text type organisational features and explain why they are used. E.g. narrative, explanation, persuasion. Use blurbs, chapter headings and glossaries to find information quickly and accurately.	Know the features of different narrative text types E.g. Adventure, fantasy, myths Identify how language, structure and presentation contribute to the meaning of a text.	Understand and explain how the way a text is organised supports the purpose of the writing.
Comparing, Contrasting and Commenting	Listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. Demonstrate understanding when	Identify similarities and differences between similar stories and books by the same author Link what they have read or have read to them to their own experiences.	Make reading choices based on what has been read before. Participate in discussion about books, poems and other works that are read to them (at a level beyond at which they can read independently) and those	Compare stories and characters and explain how they are similar and different and make links. Use appropriate terminology when discussing texts (plot, character, setting).	Make relevant points to compare and contrast characters, finding evidence in the text. Make connections between similar texts.	Compare texts by different writers on the same topic. Recommend texts to peers based on personal choice.	Comment on the development of themes in longer novels. Compare and contrast characters, themes and structures in texts by the same and different writers.

	<p>talking with others about what they have read.</p> <p>Enjoy an increasing range of books.</p>		<p>that they can read for themselves, explaining their understanding and expressing their views.</p>		<p>Begin to build on others' ideas and opinions about a text in discussion.</p>		<p>Distinguish independently between statements of fact and opinion, providing reasoned justifications for their views.</p>
Words in Context and Authorial Choice	<p>Use vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p> <p>Extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</p>	<p>Choose a favourite book from a selection and talk about it.</p> <p>Share likes and dislikes about a story.</p> <p>Discuss word meaning and link new meanings to those already known.</p>	<p>Talk about favourite authors or genres, sharing likes and dislikes.</p> <p>Discuss and clarify the meanings of words, linking new meanings to known vocabulary.</p> <p>Discuss their favourite words and phrases.</p> <p>Recognise simple recurring literary language in stories and poetry.</p>	<p>Begin to identify the intended audience for a text.</p> <p>Give an opinions about parts of the text and explain why.</p> <p>Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p>	<p>Talk widely about different writers, giving some information about their backgrounds and the type of literature they produce.</p> <p>Identify the theme of a text</p> <p>Know that books are written for different purposes and know which book to select for a specific purpose.</p> <p>Identify some text type language features. E.g. persuasion, explanation, narrative</p> <p>Discuss vocabulary used to capture readers' interest and imagination.</p>	<p>Express opinions about a text, using evidence from the text, giving reasons and explanations. Point, Evidence, Explanation (PEE)</p> <p>Adapt own opinion in the light of further reading or others' ideas.</p> <p>Recognise more complex themes in what they read (such as loss or heroism).</p> <p>Discuss vocabulary used by the author to create effect including figurative language.</p>	<p>Identify the grammatical features/techniques used to create mood, atmosphere, key messages and attitudes, (use technical terminology such as metaphor, simile, analogy, imagery, style and effect)</p> <p>Explain the authors view point in a text a and present an alternative point of view</p> <p>Evaluate the styles of different writers with evidence and explanation.</p>
Poetry and Performance	<p>Listen to and join in with stories and poems, one-to-one and also in small groups.</p> <p>Join in with repeated refrains in rhymes and stories.</p> <p>Use intonation, rhythm and phrasing to make the meaning clear to others. Develop preference for forms of expression.</p> <p>Play cooperatively as part of a group to develop and act out a narrative.</p> <p>Express themselves effectively, showing awareness of listeners' needs.</p>	<p>Recite simple poems by heart.</p>	<p>Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear.</p>	<p>Prepare and perform poems and play scripts that show some awareness of the audience when reading aloud.</p>	<p>Recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry).</p> <p>Prepare and perform poems and play scripts with appropriate techniques (intonation, tone, volume and action) to show awareness of the audience when reading aloud.</p>	<p>Confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect.</p>	