



Year 1	
Comprehension	Word
<ul style="list-style-type: none"> • Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond those that can be read independently • Link what is read or heard to own experiences • Recognise key stories, fairy stories and traditional tales, retell them and consider their particular characteristics • Recognise and join in with predictable phrases • Appreciate rhymes and poems, and recite some by heart • Discuss word meanings, linking new meanings to those already known • Draw on what is already known or on background information and vocabulary provided by the teacher • Check that the text makes sense as it is read and correct own mistakes • Discuss the significance of the title and events • Make inferences on the basis of what is being said and done 	<ul style="list-style-type: none"> • Apply phonic knowledge and skills as the route to decode words • Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes • Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught • Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word • Read words containing taught GPCs and 's, 'es, 'ing, 'ed, 'er and 'est endings • Read words of more than one syllable that contain GPCs that have been taught • Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s) • Read books aloud accurately that are consistent with developing phonic knowledge and that do not require the use of other strategies to work out words • Re-read books to build my fluency and confidence in word reading



English - Reading Programme of Study

Year 2	
Comprehension	Word
<ul style="list-style-type: none">• Listen to, discuss and express views about poetry, stories and non-fiction at a level beyond those that can be read independently• Discuss the sequence of events in books and how items of information are related• Retell a wide range of stories, fairy stories and traditional tales• Recognise non-fiction books that are structured in different ways• Recognise simple recurring literary language in stories and poetry• Discuss and clarify the meanings of words, linking new meanings to known vocabulary• Discuss favourite words and phrases• Build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear• Draw on what is already known or on background information and vocabulary provided by the teacher• Check that the text makes sense as it is read and correct own mistakes• Make inferences on the basis of what is being said and done• Ask and answer questions• Predict what might happen on the basis of what has been read so far• Participate in discussion about books, poems and other works that are read and those can be read independently, taking turns and listening to what others say• Explain and discuss my understanding of books, poems and other material, both those are listened to and those are read independently	<ul style="list-style-type: none">• Apply phonic knowledge and skills as the route to decode words until automatic decoding is embedded and my reading is fluent• Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes• Read accurately words of two or more syllables that contain the graphemes taught so far• Read words containing common suffixes• Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word• Read most words quickly and accurately, without overt sounding and blending, when I have encountered them frequently• Read books aloud, sounding out unfamiliar words accurately, automatically and without undue hesitation• Re-read books to build fluency and confidence in word reading



English - Reading Programme of Study

Year 3	
Comprehension	Word
<ul style="list-style-type: none">• Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks• Increase familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally• Prepare poems and play scripts to read aloud and perform, showing understanding through tone, volume and action• Discuss words and phrases that capture interest and imagination• Check that the text makes sense, discuss understanding and explain the meaning• Ask questions to improve understanding of a text• Predict what might happen from what has been read in the text• Retrieve and record information from non-fiction texts• Participate in discussion about books that are read, taking turns and listening to what others say	<ul style="list-style-type: none">• Apply growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words learnt in Year 3• Decode exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word



English - Reading Programme of Study

Year 4	
Comprehension	Word
<ul style="list-style-type: none">• Read books that are structured in different ways and for a range of purposes• Identify themes and conventions in a wide range of books• Prepare poems and play scripts to read aloud and perform, showing understanding through intonation, tone, volume and action• Discuss words and phrases that capture interest and imagination (linked to Year 4 texts)• Recognise some different forms of poetry [for example free verse and narrative poetry]• Check that the text makes sense, discuss understanding and explain the meaning of words in context• Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence• Identify main ideas drawn from more than one paragraph and summarise these• Identify how language, structure, and presentation contribute to meaning• Participate in discussion about books that are read and those can be read independently, taking turns and listening to what others say	<ul style="list-style-type: none">• Apply growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words learnt in Year 4• Read accurately further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word



English - Reading Programme of Study

Year 5	
Comprehension	Word
<ul style="list-style-type: none">• 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 read for a range of purposes• Increase 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• Recommend books that have been read to peers, giving reasons for choices• Make comparisons within and across books (linked to the topics that have been studied)• Prepare poems and plays to read out loud and perform• Ask questions to improve understanding• Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and give reasons for answers• Predict what might happen from details stated and implied• Distinguish between statements of fact and opinion• Retrieve, record and present information from non-fiction• Explain and discuss understanding of what is read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary	<ul style="list-style-type: none">• Apply growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words learnt in Year 5



Year 6	
Comprehension	Word
<ul style="list-style-type: none"> • Read books that are structured in different ways and read for a range of purposes • Identify and discuss themes and conventions in and across a wide range of writing • Make comparisons within and across books • Learn a wide range of poetry by heart • Make meaning clear to an audience through intonation, tone and volume • check that a book makes sense, discuss my understanding and explore the meaning of words in context • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence • Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • 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 • Participate in discussions about books that are read aloud and those read independently, building on ideas and others' ideas and challenging views courteously • Provide reasoned justifications for my views 	<ul style="list-style-type: none"> • Apply growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words learnt in Year 6