

Year 1	Year 2
<p>The pupil can:</p> <ul style="list-style-type: none"> • read accurately many words of two or more syllables containing graphemes taught so far for all of the 40+ phonemes • read most words containing common Year 1 suffixes • read most Year 1 common exception words • read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s) <p>The pupil can:</p> <ul style="list-style-type: none"> • listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently • link what they read or hear read to their own experiences • become familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics • recognise and join in with predictable phrases • learn to appreciate rhymes and poems, and recite some by heart • discuss word meanings, linking new meanings to those already known <p>In age-appropriate books, the pupil can:</p> <ul style="list-style-type: none"> • read most words accurately without frequent overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words • sound out most unfamiliar words accurately <p>In a book they can already read fluently, the pupil can:</p> <ul style="list-style-type: none"> • check that it makes sense to them, correcting most inaccurate reading • answer questions and make some inferences • join in discussions about what has happened so far in what they have read 	<p>The pupil can:</p> <ul style="list-style-type: none"> • read accurately most words of two or more syllables • read most words containing common suffixes • read most common exception words <p>The pupil can:</p> <ul style="list-style-type: none"> • 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 • discuss the sequence of events in books and how items of information are related • become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales • use 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 their favourite words and phrases • continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear <p>In age-appropriate books, the pupil can:</p> <ul style="list-style-type: none"> • read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words • sound out most unfamiliar words accurately, without undue hesitation <p>In a book they can already read fluently, the pupil can:</p> <ul style="list-style-type: none"> • check that it makes sense to them, correcting any inaccurate reading • answer questions and make some inferences • explain what has happened so far in what they have read

Year Three	Year Four
<p>The pupil can:</p> <ul style="list-style-type: none"> • read accurately many polysyllabic and multi-morphemic words and further exception words <p>In age-appropriate books, the pupil can:</p> <ul style="list-style-type: none"> • read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words • read aloud with intonation that shows understanding • read many words outside their spoken vocabulary, making a good approximation to the word’s pronunciation. • check that the text makes sense to them, correcting any inaccurate reading at the point of difficulty • make a plausible prediction about what might happen on the basis of what has been read so far • summarise main ideas from what has been read • retrieve information from non-fiction • draw inferences and begin to justify their opinions through discussion 	<p>The pupil can:</p> <ul style="list-style-type: none"> • read accurately most polysyllabic and multi-morphemic words and further exception words <p>In age-appropriate books, the pupil can:</p> <ul style="list-style-type: none"> • read aloud fluently with intonation that shows understanding • read many words outside their spoken vocabulary, making a good approximation to the word’s pronunciation. • check that the text makes sense, correcting when meaning is lost • make plausible predictions about what might happen on the basis of what has been read so far • summarise main ideas providing key details • retrieve information from non-fiction • draw inferences and justify their opinions through discussions • make links between the book they are reading and other books they have read
Year Five	Year Six
<p>The pupil can:</p> <ul style="list-style-type: none"> • read age-appropriate books with confidence and fluency (including whole novels) • read aloud with intonation that shows understanding • work out the meaning of words from context, checking that the text makes sense • predict what might happen from details stated and implied • summarise main ideas identifying key details • retrieve information from non-fiction • explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence • make comparisons between the book they are reading and other books they have read • evaluate how authors use language, beginning to consider the impact on the reader 	<p>The pupil can:</p> <ul style="list-style-type: none"> • read age-appropriate books with confidence and fluency (including whole novels) • read aloud with intonation that shows understanding • work out the meaning of words from context • explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence • predict what might happen from details stated and implied • retrieve information from non-fiction • summarise main ideas, identifying key details and using quotations for illustration • evaluate how authors use language, including figurative language, considering the impact on the reader • make comparisons within and across books