Reading	Phase 1		Phase 2		Phase 3		
	EY	Y1	Y2	Y3	Y4	Y5	Y6
Knowledge & skills	Children hear, share and discuss a wide range of high quality books to develop a love of reading and to broaden their vocabulary. Comprehension (ELG) Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate - where appropriate - key events in stories. Use and understand recently vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. Word Reading (ELG) Say a sound for each letter of the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. Children develop the skill of blending sounds into words for reading and establish the habit of applying this skill when encountering new words. They read books consistent with their phonic knowledge and reread books to increase fluency. They are helped to read words without overt sounding and blending after a few encounters.		Children's growing confidence in reading fosters their love of books and enthusiasm for reading. Children begin to read with increasing speed, accuracy and fluency so that they can read with understanding. They read many words easily, accurately and automatically. They use phonic knowledge to decode unfamiliar words. They learn to read silently. They retell and act out familiar stories and discuss a wide range of stories, poems, plays and information books. They expand the breadth and depth of what they read. They start to give opinions about texts and to justify them.		Children select reading materials from a wide range, taking pleasure in many different types of literature and information texts. They discuss books and language with confidence. They read silently and with good understanding, inferring the meaning of unfamiliar words. They prepare readings with appropriate intonation to demonstrate understanding. They read aloud with automaticity, accuracy and at a reasonable speaking pace. They ask for help with unfamiliar pronunciations. They can summarise and present familiar stories in their own words.		
Expectations	**Word Reading** Say a sound for each letter of the alphabet and at least 10 digraphs. Blend sounds to read words in line with phonic knowledge (Phase 4). Read short sentences and books in line with phonic knowledge.	**Word Reading** Match all 40+ graphemes to their phonemes. Recognise and read Phase 5 alternative spellings and pronunciations for GPCs. Blend sounds in unfamiliar words (Phase 5).	**Word Reading** Decode automatically and fluently. Blend sounds in words that contain the GPCs learned.. Recognise and read alternative sounds for graphemes. Read and comment on unusual correspondence	**Word Reading** Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words. Read further exception words, noting the unusual correspondences between spelling and sound.	**Word Reading** Apply knowledge of root words prefixes and suffixes to read aloud and understand the meaning of unfamiliar words. Read further exception words, noting unusual correspondences between spelling and sound.	**Word Reading** Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words. Read further exception words, noting the unusual correspondences between spelling and sound.	**Word Reading** Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words. Use my combined knowledge of phonemes and word derivations to pronounce words correctly.

Read compound words containing taught GPCs. Read words with suffixes 's', 'es', 'ed', 'er' and 'est'. Read common exception words in line with Little Wandle progression. **Comprehension** Retell stories read to them using their own words. Remember and use recently introduced vocabulary when discussing different types of texts. Learn some poems and rhymes by heart. Make links between texts and own experiences. Anticipate key events in stories.	Read phonetically decodable words. Read compound words. Read sentences and books in line with their phonic knowledge Split words into syllables. Read words of more than one syllable that contain taught GPCs. Read words with suffixes 's', 'es', 'ed', 'er' and 'est'. Read words which start with 'un'. Read common exception words in line with Little Wandle progression and recognise words for which they have now been taught the alternative GPC spelling or pronunciation. Read words with contractions and understand the apostrophe represents missing letters. **Comprehension** Retell key stories using narrative language	between grapheme and phoneme. Read most words quickly and accurately when encountered before without sounding out and blending. Read words accurately of two or more syllables that contain the same GPCs.. Read words with common suffixes. Read common exception words. Read most suitable books accurately, showing fluency and confidence. **Comprehension** Retell stories, including fairy stories and traditional tales. Talk about and give an opinion on a range of texts. Discuss the sequence of events in books and how they relate to each other. Talk about favourite words and phrases in stories and poems. Recite poems by heart, with appropriate intonation. Use prior knowledge, including contents and	Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words. **Comprehension** Read a range of fiction poetry, plays and non-fiction texts. Talk about and give an opinion on a range of texts. Prepare poems to read aloud and perform, showing understanding through intonation, tone, volume and action. Read aloud independently and taking turns and listening to others. Explain how non-fiction books are structured in different ways and use them effectively.. Explain some of the different types of fiction books. ' Ask relevant questions to get a better understanding. Explain how structure and presentation contribute to the meaning of text. Use non-fiction text to retrieve information. Identify the main point of a text.	Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words. **Comprehension** Build on others' ideas and opinions about a text in discussion. Know which books to select for specific purposes especially in relation to science, geography and history learning Prepare poems to read aloud and perform, showing understanding of intonation, tone, volume and action.. Discuss and record words and phrases that writers use to engage and impact on the reader. Explain the meaning of words in context. Identify where a writer uses precise word choices for effect on the reader. Identify some of the literary conventions in different texts. Identify the simple themes in texts. Ask relevant questions to	Attempt pronunciation of unfamiliar words, drawing on prior knowledge of similar looking words. **Comprehension** Become familiar with and talk about a wide range of books and text types, including: myths, legends and traditional stories and books from other cultures and traditions. Discuss the features of each. Recite a range of poems by heart. Prepare poems and plays to recite and read aloud and perform, showing understanding of intonation, tone, volume and action. Read non-fiction texts and identify the purpose of structure and grammatical features, evaluating how effective they are. Identify significant ideas, events and characters in texts and discuss their significance. Use a dictionary to check the meaning of unfamiliar words.	Attempt the pronunciation of unfamiliar words drawing on my prior knowledge of similar looking words. Read fluently, using punctuation to inform meaning. **Comprehension** Become familiar with and talk about a wide range of books and text types, including myths, legends and traditional stories and books from other cultures and traditions. Discuss the features of each. Recommend books to others and give reasons for my recommendations. Read books that are structured in different ways. Read non-fiction text to help with learning. Recite a range of poems by heart. Prepare poems and plays to read aloud and perform, showing understanding of intonation, tone, volume and action.

		Say what they like and do not like about a text. Talk about the main characters within a well-known story. Learn poems and rhymes by heart. Make links between texts and own experiences. Use what is already known to understand texts. Check that reading makes sense and go back to correct when it doesn't. Explain what a text is about. Draw simple inferences from the text and or illustrations. Make predictions about the events in the text	vocabulary, to understand the text. Read the meaning and check the text to make sense. I go back and reread what does not make sense. Answer and ask questions. Draw simple inferences from illustrations, events, characters, actions and speech Make predictions based on what I have read. Find recurring language in stories and poems. .	Draw inferences such as inferring characters feelings, thoughts and motives from their actions. Predict what might happen based on details I have. Use a dictionary to check the meaning of unfamiliar words.	improve understanding of a text. Identify some text type organisational features, for example, narrative, explanation and persuasion. Retrieve information from non-fiction texts. Infer meanings and begin to justify them with evidence from the text. Predict what might happen from details stated and from information that has been deduced. Use a dictionary to check the meaning of unfamiliar words.	.	Recognise texts that contain features of more than one type. Evaluate how effectively texts are structured and presented. Read accurately and check understanding. Identify themes in texts. Identify and discuss text conventions in different text types. Identify the key points in a text. Use a dictionary to check the meaning of unfamiliar words. .
Vocabulary	Phoneme, grapheme, blend, segment, suffixes, syllable, contraction, apostrophe, prediction, poem, rhyme, story, information, character, setting.		Prosody, prefixes, root words, dictionary, inference, structure, fiction, non-fiction, intonation, tone, volume, action, plays.		Themes, deduced, evidence, narrative, explanation, persuasion,	
Long Term Planning Link	**Year A** Toys Superheroes Journeys **Year B** Schools Adventures		**Year A** Weather Great Fire of London Romans **Year B** Explorers Schools Now and Then		**Year A** World War II Ancient Greeks Rivers **Year B** Victorians Anglo-Saxons & Scots	

| | Our World | On The Move | Egyptians

Year C
Anglo-Saxons and Vikings
Stone Age
Chocolate |