



Phase 1

Phase 2

Phase 3

Black text

Red text

National Curriculum statements

Additional HIAS statements

Achieving age-related expectations in Reading Year 1- 6**Fluency – Clarity – Accuracy – Coherence****The Aims of the Primary English Programme of Study**

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

Non-Statutory Guidance**Spoken Language**

These statements apply to all years. The content should be taught at a level appropriate to the age of the pupils. Pupils should build on the oral language skills that have been taught in preceding years. Pupils should be taught to develop their competence in spoken language and listening to enhance the effectiveness with which they are able to communicate across a range of contexts and to a range of audiences. They should therefore have opportunities to work in groups of different sizes – in pairs, small groups, large groups and as a whole class. Pupils should understand how to take turns and when and how to participate constructively in conversations and debates. Attention should also be paid to increasing pupils' vocabulary, ranging from describing their immediate world and feelings to developing a broader, deeper and richer vocabulary to discuss abstract concepts and a wider range of topics, and to enhancing their knowledge about language as a whole. Pupils should receive constructive feedback on their spoken language and listening, not only to improve their knowledge and skills but also to establish secure foundations for effective spoken language in their studies at primary school, helping them to achieve in secondary education and beyond.

Year 1		READING							
		Word Reading	Comprehension Clarify	Comprehension Summarise	Comprehension Select and Retrieve	Comprehension Respond and Explain	Inference	Language for Effect	Themes and Conventions
Phase 1		<ul style="list-style-type: none"> Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes that have been taught Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught Read common exception words that have been taught, noting unusual correspondences between spelling and sound and where these occur in the word Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words 	<ul style="list-style-type: none"> Understand both the books they can already read accurately and fluently, and those they listen to Check that the text makes sense to them as they read and correcting inaccurate reading 		<ul style="list-style-type: none"> Participate in discussion about what is read to them, taking turns and listening to what others say 	<ul style="list-style-type: none"> Develop pleasure in reading, motivation to read, vocabulary and understanding by being encouraged to link what they read or hear read to their own experiences Ask questions and express opinions about main events and characters in stories 	<ul style="list-style-type: none"> Predict what might happen on the basis of what has been read so far 	<ul style="list-style-type: none"> Recognise and join in with predictable phrases 	<ul style="list-style-type: none"> Become very familiar with key stories, fairy stories and traditional tales Begin to appreciate rhymes and poems, and to recite some by heart Discuss the significance of the title and events Understand and use terms such as story, fairy story, rhyme, poem, cover, title, author
	Phase 2	<ul style="list-style-type: none"> Re-read books to build up their fluency and confidence in word reading Read other words of more than one syllable that contain taught GPCs Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings 	<ul style="list-style-type: none"> Develop understanding ... by drawing on what they already know or on background information and vocabulary provided by the teacher 	<ul style="list-style-type: none"> Recall the main points of a narrative in the correct sequence 		<ul style="list-style-type: none"> Explain clearly their understanding of what is read to them 	<ul style="list-style-type: none"> Make inferences on the basis of what is being said and done 	<ul style="list-style-type: none"> Identify how repetitive patterns, words and phrases aid their enjoyment of the text 	<ul style="list-style-type: none"> Become very familiar with key stories, fairy stories and traditional tales, retelling them Understand the difference between fiction and non-fiction Can seek out books around a simple theme or topic
	Phase 3	<ul style="list-style-type: none"> Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s) 	<ul style="list-style-type: none"> Discuss word meanings, linking new meanings to those already known 		<ul style="list-style-type: none"> Find key points in a story or some key facts from an information text 	<ul style="list-style-type: none"> Talk about significant features of layout, e.g., enlarged text, bold, italic, etc. 		<ul style="list-style-type: none"> Read aloud their own writing clearly enough to be heard by their peers and the teacher (from writing national curriculum) 	<ul style="list-style-type: none"> Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics

Year 2		READING						
		Word Reading	Comprehension Clarify	Comprehension Summarise	Comprehension Select and Retrieve	Comprehension Respond and Explain	Inference	Language for Effect
Phase 1	<ul style="list-style-type: none"> 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 aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation 	<ul style="list-style-type: none"> Understand both the books they can already read accurately and fluently, and those they listen to Draw on what they already know or on background information and vocabulary, provided by the teacher Discuss and clarify the meanings of words, linking new meanings to known vocabulary Check that the text makes sense to them as they read and correct inaccurate reading 	<ul style="list-style-type: none"> Identify and discuss the main events or key points in a text Retell a story clearly and with appropriate detail 	<ul style="list-style-type: none"> Answer questions Ask questions Extract information from the text and discuss orally with reference to the text 	<ul style="list-style-type: none"> Participate in discussions 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 	<ul style="list-style-type: none"> Predict what might happen on the basis of what has been read so far and their own experience Make inferences on the basis of what is being said and done 	<ul style="list-style-type: none"> Recognise simple recurring literary language in stories and poetry Read aloud what they have written with appropriate intonation to make the meaning clear (Year 2 writing National Curriculum) 	<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 Become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales
	<ul style="list-style-type: none"> Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word Re-read books to build up their fluency and confidence in word reading 	<ul style="list-style-type: none"> Use the context/ grammar of the sentence to decipher new or unfamiliar words 	<ul style="list-style-type: none"> Discuss the sequence of events in books and how items of information are related 	<ul style="list-style-type: none"> Understand how to use alphabetically ordered texts to retrieve information 	<ul style="list-style-type: none"> Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves 	<ul style="list-style-type: none"> Make simple inferences about characters' thoughts and feelings and reasons for actions 	<ul style="list-style-type: none"> Discuss favourite words and phrases Identify how vocabulary choice affects meaning 	<ul style="list-style-type: none"> Read non-fiction books that are structured in different ways
	<ul style="list-style-type: none"> Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered 	<ul style="list-style-type: none"> Identify or provide own synonyms for specific words within the text 						<ul style="list-style-type: none"> Make comparisons between books, noting similarities, differences and preferences between e.g. layout, features and setting

Year 3		READING							
		Word Reading	Comprehension Clarify	Comprehension Summarise	Comprehension Select and Retrieve	Comprehension Respond and Explain	Inference	Language for Effect	Themes and Conventions
Phase 1		<ul style="list-style-type: none"> Apply their 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 they meet Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word 	<ul style="list-style-type: none"> Ask questions to improve their understanding of a text Use dictionaries to check the meaning of words that they have read Use a range of known strategies appropriately to establish meaning in books that can be read independently 	<ul style="list-style-type: none"> Show understanding of the main points drawn from one paragraph 	<ul style="list-style-type: none"> Uses text features to locate information e.g. contents, indices, subheadings Locate and retrieve information using skimming, scanning and text marking 	<ul style="list-style-type: none"> Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books and textbooks Discuss words and phrases that capture the reader's interest and imagination 	<ul style="list-style-type: none"> Predict what might happen from details stated and implied Draw plausible inferences, often supported through reference to the text 	<ul style="list-style-type: none"> Identify how language, structure and presentation contribute to meaning Discuss the effect of specific language on the reader 	<ul style="list-style-type: none"> Read books that are structured in different ways and show some awareness of the various purposes for reading Identify themes and conventions in a wide range of books e.g. recognising simple links to known texts or personal experience; recognising conventions such as the triumph of good over evil and magical devices in fairy stories/ folk tales Identify and name presentational devices in non-fiction
	Phase 2		<ul style="list-style-type: none"> Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context 	<ul style="list-style-type: none"> Show understanding of the main points drawn from more than one paragraph 	<ul style="list-style-type: none"> Begin to recognise fact and opinion 	<ul style="list-style-type: none"> Begin to use vocabulary from the text to support responses and explanations 	<ul style="list-style-type: none"> Draw inferences such as inferring feelings, thoughts and motives of main characters from their actions Justify inferences with evidence 	<ul style="list-style-type: none"> Identify specific techniques, e.g. simile, alliteration and repetition and say why they interest them 	<ul style="list-style-type: none"> Demonstrate familiarity with a wide range of books, including fairy stories, myths and legends and retell some of these orally Can explore and discuss underlying themes and ideas
	Phase 3				<ul style="list-style-type: none"> Retrieve and record information from non-fiction Extract information and make notes 	<ul style="list-style-type: none"> Use specific vocabulary and ideas expressed in the text to support own views 		<ul style="list-style-type: none"> Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear (Year 3 /4 writing National Curriculum) 	

Year 4								
READING								
Year 4	Word Reading	Comprehension Clarify	Comprehension Summarise	Comprehension Select and Retrieve	Comprehension Respond and Explain	Inference	Language for Effect	Themes and Conventions
Phase 1	<ul style="list-style-type: none"> Apply their 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 they meet Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word 	<ul style="list-style-type: none"> Ask questions to improve their understanding of a text Use dictionaries to check the meaning of words that they have read Discuss understanding as it develops and explain the meaning of words in context 	<ul style="list-style-type: none"> Identify main ideas drawn from more than one paragraph and summarising these 	<ul style="list-style-type: none"> Retrieve and record information from non-fiction Recognise and distinguish between fact and opinion 	<ul style="list-style-type: none"> Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Discuss words and phrases that capture the reader's interest and imagination 	<ul style="list-style-type: none"> Predict what might happen from details stated and implied Draw sound inferences, supported through reference to the text 	<ul style="list-style-type: none"> Identify how language, structure, and presentation contribute to meaning Identify specific techniques, e.g. simile, metaphor, repetition and exaggeration; explaining the effect on them as a reader 	<ul style="list-style-type: none"> Identify themes and conventions in a wide range of books e.g. make RELEVANT links to known texts and personal experience, recognise themes such as bullying, recognise conventions such as the 'power of 3' (3 wishes, 3 characters) Identify how a range of presentational devices guide the reader in non-fiction
Phase 2		<ul style="list-style-type: none"> Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context 	<ul style="list-style-type: none"> Summarise the main details from more than one paragraph in a few sentences, using vocabulary from the text 			<ul style="list-style-type: none"> Draw inferences such as inferring characters' feelings, thoughts and motives of main characters from their actions, and justifying inferences with evidence 	<ul style="list-style-type: none"> Show understanding through intonation, tone, volume and action when performing poems and playscripts 	<ul style="list-style-type: none"> Identify features that characterise books set in different cultures or historical settings Recognise some different forms of poetry [for example, free verse, narrative poetry]
Phase 3					<ul style="list-style-type: none"> Use specific vocabulary, and ideas expressed in the text, to support own responses 	<ul style="list-style-type: none"> Infer underlying themes and ideas 	<ul style="list-style-type: none"> Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear (Yr 4 writing National curriculum) 	<ul style="list-style-type: none"> Make links between texts and to the wider world

READING								
Year 5	Word Reading	Comprehension Clarify	Comprehension Summarise	Comprehension Select and Retrieve	Comprehension Respond and Explain	Inference	Language for Effect	Themes and Conventions
Phase 1	<ul style="list-style-type: none"> Apply their 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 that they meet 	<ul style="list-style-type: none"> Ask questions to improve their understanding of a text Check the book makes sense to them by discussing their understanding and exploring the meaning of words in context 		<ul style="list-style-type: none"> Retrieve, record and present information from non-fiction Skim and scan efficiently for vocabulary, key ideas and facts on both the printed page and screen Distinguish between statements of fact and opinion and understand why this is important to interpreting the text 	<ul style="list-style-type: none"> Recommend books that they have read, giving reasons for their choices Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously Provide reasoned justifications for their views 	<ul style="list-style-type: none"> Predict what might happen from details stated and implied Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence 	<ul style="list-style-type: none"> Identify how language, structure and presentation contribute to meaning Show understanding through intonation, tone and volume so that meaning is clear to an audience 	<ul style="list-style-type: none"> Identify and discuss themes and conventions in a wide range of writing e.g. 'heroism' or 'loss' Read books that are structured in different ways and read for a range of purposes
Phase 2			<ul style="list-style-type: none"> Identify main ideas drawn from more than one paragraph identifying the key details that support the main ideas 	<ul style="list-style-type: none"> Extract information and make notes using quotations and reference to the text 	<ul style="list-style-type: none"> 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 Identify and explain the author's point of view with reference to the text 	<ul style="list-style-type: none"> Make links between the authors' use of language and the inferences drawn 	<ul style="list-style-type: none"> Discuss and evaluate the intended impact of the language used with reference to the text 	<ul style="list-style-type: none"> Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader Identify how presentational and organisational choices vary according to the form and purpose of the writing
Phase 3							<ul style="list-style-type: none"> Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear (Yr 5/6 National Curriculum writing) 	<ul style="list-style-type: none"> Make simple links between texts, their audience, purpose, time and culture, drawing on a good knowledge of authors Make comparisons within and across books

READING									
Year 6	Word Reading	Comprehension Clarify	Comprehension Summarise	Comprehension Select and Retrieve	Comprehension Respond and Explain	Inference	Language for Effect	Themes and Conventions	
Phase 1	<ul style="list-style-type: none"> Apply their 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 that they meet 	<ul style="list-style-type: none"> Check the book makes sense to them by discussing their understanding and exploring the meaning of words in context Ask questions to improve their understanding of a text 	<ul style="list-style-type: none"> Summarise main ideas drawn from more than one paragraph identifying the key details that support the main ideas 	<ul style="list-style-type: none"> Retrieve, record and present information from non-fiction Skim and scan efficiently to extract information and make well organised notes of the main ideas using quotation and reference to the text using own words Distinguish between statements of fact and opinion and recognise them in the language used by authors to influence readers 	<ul style="list-style-type: none"> Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously Provide reasoned justifications for their views Evaluate how successfully the organisation of a text supports the writer's purpose 	<ul style="list-style-type: none"> Predict what might happen from details stated and implied Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence 	<ul style="list-style-type: none"> Identify how language, structure, and presentation contribute to meaning Show understanding through intonation, tone and volume so that meaning is clear to an audience Evaluate how authors use language, including figurative language, considering the impact on the reader 	<ul style="list-style-type: none"> Identify and discuss themes and conventions in a wide range of writing e.g. isolation or flashback Read books that are structured in different ways and read for a range of purposes Identify and comment on genre-specific language features used e.g. shades of meaning between similar words Make comparisons within and across books 	
	Phase 2			<ul style="list-style-type: none"> Produce a succinct summary, paraphrasing the main ideas from across the text or a range of sources 		<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Refer to the text to support predictions and opinions (expanding responses to provide Evidence + Explanation) 	<ul style="list-style-type: none"> Compare and discuss accounts of the same event through different character viewpoints Explore a similar theme or topic written in a different genre 	<ul style="list-style-type: none"> Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader Recognise texts that contain features from more than one genre, or demonstrate shifts in formality
		Phase 3					<ul style="list-style-type: none"> Begin to see how inferences draw on the connotations of words, their use in context and that they can be cumulative 	<ul style="list-style-type: none"> Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear (Yr 5/6 National Curriculum writing) 	<ul style="list-style-type: none"> Explain and justify how texts relate to audience, purpose, time and culture, and refer to specific aspects of a text that exemplify this