

Reading coverage and progression across topics and year groups

Golden thread – To be able to read a range of texts in order to access the full curriculum

	End of Year objectives
EYFS	<ul style="list-style-type: none"> • Says a sound for each letter in the alphabet and at least 10 digraphs. • Reads words consistent with their phonic knowledge by sound-blending. • Reads aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words • Demonstrates an understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary • Anticipates – where appropriate – key events in stories
Year 1	<ul style="list-style-type: none"> • Says the correct sound for all of the 40 plus graphemes learnt in Year One, including alternative pronunciations • Reads aloud using their developing phonic knowledge including words using suffixes or words with more than one syllable • Uses blending accurately to read unfamiliar words including words with contractions and apostrophes • Reads common exception words with speed and accuracy • Checks that the text makes sense as they read • Knows some key stories retelling them and discussing their particular features • Predicts what might happen on the basis of what is being said and done
Year 2	<ul style="list-style-type: none"> • Read accurately most words of two or more syllables, including words with suffixes • Read most common exception words • 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 • Check that their reading 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 3	<ul style="list-style-type: none"> • Comment on and identify main purpose of a text • Predict what might happen from details stated and implied • With support, retrieve and record information from non-fiction texts • Ask questions to deepen own understanding of a text • Comment on basic features of writers use of language • Preparing poems and play scripts to read aloud and perform, showing understanding through intonation, tone, volume and action
Year 4	<ul style="list-style-type: none"> • Retell a wide variety of stories • Ask and answer questions to improve their understanding of a text • Identify main ideas drawn from more than one paragraph • Make comments showing inference based on evidence from a text • Explain possible reasons for a writer's choice of language
Year 5	<ul style="list-style-type: none"> • Identify similarities and differences between different texts or versions of a text • Support inferences with evidence and make predictions about the text • Across a range of reading, make simple comments about the writer's use of language • Accurately identify main purpose of text and offer simple comment • Demonstrate some awareness of the writer's viewpoint • Apply knowledge of morphology and etymology when reading new words to determine the meaning of that word
Year 6	<ul style="list-style-type: none"> • Read and discuss a wide range of texts including comments about author's choice of language • Across a broad range of genres, make comparisons between texts

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| | <ul style="list-style-type: none">• Apply knowledge of morphology and etymology when reading new words• Inferences are usually correct and child can evidence their opinions• Retrieve , record and present information from the text |
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