

# Reading road map

## EYFS

- To use phonic knowledge to decode regular words and read them aloud accurately.
- To read some common irregular words.
- To read and understand simple sentences.

- To listen to stories accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.
- To demonstrate understanding when talking with others about what they have read.
- To answer 'how' and 'why' questions about their experiences and in response to stories or events.
- To express themselves effectively, showing awareness of listeners' needs.

## Year 1

### Phonics and Decoding

- To apply phonic knowledge and skills as the route to decode words.
- To respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes.
- To blend sounds in unfamiliar words using the GPCs that they have been taught.
- To read words containing -s, -es, -ing, -ed and -est endings.
- To read Y1 common exception words

- To listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently.
- To link what they have read/read to them to their own experiences including word meanings.
- To retell familiar stories in increasing detail.
- To join in with discussions about a text, taking turns and listening to others.
- To begin to make simple inferences and predict what might happen on the basis of what has been read so far.

### Fluency

- To accurately read then reread texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words.
- To check that a text makes sense as they read and to self-correct.

## Year 2

### Phonics and Decoding

- To read words with contractions, e.g. I'm, I'll and we'll.
- To continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.

- To participate in discussion about books, poems and other works that are read to them (at a level beyond at which they can read independently) and those that they can read for themselves, explaining their understanding and expressing their views.
- To discuss the sequence of events in books.
- To discuss and clarify the meanings of words, linking new meanings to known vocabulary.
- To make inferences and predictions on the basis of what has been read so far.
- To continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear.
- To recognise that non-fiction books are often structured in different ways.

## Year 4

- To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill.
- To apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.
- To read all Y3/Y4 exception words, discussing the unusual correspondences between spelling and these occur in the word.

- To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words).
- To apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- to begin to read aloud.
- To apply their growing knowledge of root words and suffixes/word endings, including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian, to begin to read aloud.
- To begin to read Y3/Y4 exception words.

## Year 3

- To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.
- To accurately read most words of two or more syllables.
- To read most words containing common suffixes.
- To read Y2 common exception words.

- To recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry).
- To prepare and perform poems and play scripts with appropriate techniques (intonation, tone, volume and action) to show awareness of the audience when reading aloud.

- To discuss and compare texts from a wide variety of genres and writers and read for a range of purposes.
- To identify themes and conventions in a wide range of books.
- To refer to authorial style, overall themes and features.
- To identify how language, structure and presentation contribute to meaning.
- To identify main ideas drawn from more than one paragraph and summarise these.
- Discuss vocabulary used to capture readers' interest and imagination.
- To draw inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text.
- To justify predictions from details stated and implied.
- To use all of the organisational devices available within a non-fiction text to retrieve, record and discuss information.
- To use dictionaries to check the meaning of words that they have read.

- To recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books.
- To use appropriate terminology when discussing texts (plot, character, setting).
- To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.
- To discuss authors' choice of words and phrases for effect.
- To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives.
- To justify predictions using evidence from the text.
- To prepare and perform poems and play scripts that show some awareness of the audience when reading aloud.
- To begin to use appropriate intonation and volume when reading aloud.

### Fluency

- To reread books to build up fluency and confidence in word reading and link this to what they already know or on background information and vocabulary provided by the teacher.
- To become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales including recognising recurring language then answer questions about the text.

## Year 5

- To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.
- To apply their growing knowledge of root words, prefixes and suffixes/word endings, to read aloud fluently.
- To read most Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.
- To continually show an awareness of audience when reading out loud.

## Year 6

- To 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.
- To identify main ideas drawn from more than one paragraph and to summarise these.
- To recommend texts to peers based on personal choice.
- To discuss vocabulary and language used by the author to create effect including figurative language.
- To draw inferences from characters' feelings, thoughts and motives.
- To make predictions based on details stated and implied, justifying them in detail with evidence from the text
- To use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts.

- To read fluently with full knowledge of all Y5/ Y6 exception words, root words, prefixes, suffixes/word endings and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.
- To confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect.
- To read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions.
- To recognise more complex themes in what they read (such as loss or heroism).
- To explain and discuss their understanding of what they have read, including through formal presentations and debates.
- To listen to guidance and feedback on the quality of their explanations and contributions to discussions and to make improvements when participating in discussions.
- To draw out key information and to summarise the main ideas in a text.
- To distinguish independently between statements of fact and opinion, providing reasoned justifications for their views.
- To compare characters, settings and themes within a text and across more than one text.

- To analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology such as metaphor, simile, analogy, imagery, style and effect.
- To consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters).
- To discuss how characters change and develop through texts by drawing inferences based on indirect clues.
- To retrieve, record and present information from non-fiction texts.
- To use non-fiction materials for purposeful information retrieval and in contexts where pupils are genuinely motivated to find out information.