### Year 1
- **Decoding:** Apply phonics knowledge to decode words, read rapidly and accurately by blending, including alternative sounds for graphemes.
- **Range of Reading:** Reading to discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently. Recognising and joining in with predictable phrases.
- **Familiarity with Texts:** Reading a range of stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.
- **Poetry & Performance:** Learn to appreciate rhymes and poems and to recite some by heart.
- **Word Meanings:** Discussing word meanings, linking new meanings to those already known.
- **Understanding:** Knowing on what they already know or on background information and vocabulary provided by the teacher.
- **Inference:** Making inferences on the basis of what is read and explaining the meaning of words they meet.
- **Prediction:** Predicting what might happen on the basis of what has been read so far.
- **Authorial Intent:** Taking into account non-fiction books that are structured in different ways.
- **Non-fiction:** 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.

### Year 2
- **Decoding:** Decode and decode sounds in a variety of contexts, read accurately by blending, including alternative sounds for graphemes.
- **Range of Reading:** Reading increasingly familiar with and retelling a wide range of stories, fairy stories and traditional tales. Recognising simple recurring language in stories and poetry.
- **Familiarity with Texts:** Reading a range of stories, fairy stories and traditional tales. Recognising simple recurring language in stories and poetry.
- **Poetry & Performance:** Learning to appreciate rhymes and poems and to recite some by heart.
- **Word Meanings:** Discussing word meanings, linking new meanings to those already known.
- **Understanding:** Knowing on what they already know or on background information and vocabulary provided by the teacher.
- **Inference:** Making inferences on the basis of what is read and explaining the meaning of words they meet.
- **Prediction:** Predicting what might happen on the basis of what has been read so far.
- **Authorial Intent:** Taking into account non-fiction books that are structured in different ways.
- **Non-fiction:** 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.

### Year 3
- **Decoding:** Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet.
- **Range of Reading:** Reading increasingly familiar with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.
- **Familiarity with Texts:** Reading increasingly familiar with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.
- **Poetry & Performance:** Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.
- **Word Meanings:** Using dictionaries to check the meaning of words that they have read.
- **Understanding:** Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.
- **Inference:** Identifying main ideas drawn from more than one paragraph and summarising these ideas.
- **Prediction:** Predicting what might happen from details stated and implied.
- **Authorial Intent:** Identifying the interest and imagination.
- **Non-fiction:** Retrieve and record information from non-fiction.
- **Discussing Reading:** Participate in discussions about books, poems & other works that are read to them and those that they can read for themselves, taking turns and listening to what others say.

### Year 4
- **Decoding:** Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet.
- **Range of Reading:** Reading increasingly familiar with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.
- **Familiarity with Texts:** Reading increasingly familiar with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.
- **Poetry & Performance:** Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.
- **Word Meanings:** Using dictionaries to check the meaning of words that they have read.
- **Understanding:** Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.
- **Inference:** Identifying main ideas drawn from more than one paragraph and summarising these ideas.
- **Prediction:** Predicting what might happen from details stated and implied.
- **Authorial Intent:** Identifying the interest and imagination.
- **Non-fiction:** Retrieve and record information from non-fiction.
- **Discussing Reading:** Participate in discussions about books, poems & other works that are read to them and those that they can read for themselves, taking turns and listening to what others say.

### Year 5
- **Decoding:** Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words that they meet.
- **Range of Reading:** Reading increasingly familiar with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.
- **Familiarity with Texts:** Reading increasingly familiar with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.
- **Poetry & Performance:** Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.
- **Word Meanings:** Using dictionaries to check the meaning of words that they have read.
- **Understanding:** Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.
- **Inference:** Identifying main ideas drawn from more than one paragraph and summarising these ideas.
- **Prediction:** Predicting what might happen from details stated and implied.
- **Authorial Intent:** Identifying the interest and imagination.
- **Non-fiction:** Retrieve and record information from non-fiction.
- **Discussing Reading:** Participate in discussions about books, poems & other works that are read to them and those that they can read for themselves, taking turns and listening to what others say.

### Year 6
- **Decoding:** Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words that they meet.
- **Range of Reading:** Reading increasingly familiar with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.
- **Familiarity with Texts:** Reading increasingly familiar with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.
- **Poetry & Performance:** Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.
- **Word Meanings:** Using dictionaries to check the meaning of words that they have read.
- **Understanding:** Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.
- **Inference:** Identifying main ideas drawn from more than one paragraph and summarising these ideas.
- **Prediction:** Predicting what might happen from details stated and implied.
- **Authorial Intent:** Identifying the interest and imagination.
- **Non-fiction:** Retrieve and record information from non-fiction.
- **Discussing Reading:** Participate in discussions about books, poems & other works that are read to them and those that they can read for themselves, taking turns and listening to what others say.