



Reading Pillar

	Reading – Word Reading							
	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Phonics and Decoding	- Develop children’s listening skills and awareness of sounds in the environment. - Experience and develop awareness of sounds made with instruments and noise makers. - Develop awareness of sounds and rhythms. - Experience and appreciate rhythm and rhyme. - Develop an awareness of rhythm and rhyme in speech. - Hear and say the initial sound in words. - Develop an understanding of alliteration. - Clap or tap the syllables in words during sound play.	- Continue a rhyming string and identify alliteration. - Orally segment the sounds in simple words and blend them together. - Link sounds to letters naming and sounding the letters of the alphabet. - Link sounds to some frequently used digraphs e.g. <i>sh, th, ee</i>. - Read simple phonetically decodable words and simple sentences.	- Apply phonic knowledge and skills as the route to decode words. - Blend sounds in unfamiliar words using the GPCs that pupils have been taught. - Respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes. - Read words containing taught GPCs. - Read words containing -s, -es, -ing, -ed and -est endings. - Read words with contractions, e.g. <i>I’m, I’ll</i> and <i>we’ll</i>. - Check that a text makes sense to them as they read and to self-correct.	- Continue to apply phonic knowledge and skills as the route to decode words until automatic. - Decoding has become embedded, and reading is fluent. - Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. - Accurately read most words of two or more syllables. - Read most words containing common suffixes.	- Use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words). - Apply their growing knowledge of root words and prefixes, including <i>in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto-</i> to begin to read aloud. - 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.	- Read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill. - Apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.	- Read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues. - Apply their growing knowledge of root words, - Prefixes and suffixes/ word endings, including -sion, -tion, -cial, -tial, -ant/-ance/-ancy, - ,ent/- ence/-ency, - able/-ably and ible/ibly, - Read aloud fluently.	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.
Common Exception Words	Recognise some familiar symbols, logos and print in the environment to begin to assign meaning to print.	Read some common exception words in line with school’s phonics scheme.	Read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words. <i>he, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our – and/or others, according to the phonics programme used.</i>	Read Y2 common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. <i>door, floor, poor, because, find, kind, mind, behind, child, children*, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas – and/or others according to programme used.</i>	Begin to read Y3/Y4 exception words in line with school’s spelling scheme.	Read all Y3/Y4 exception words in line with school’s spelling scheme.	Read most Y5/ Y6 exception words in line with school’s spelling scheme.	To read all Y5/ Y6 exception words, in line with school’s spelling scheme.
Fluency	- Join in with repeated refrains and anticipate key events in rhymes and stories. - Begin to imitate when adult models intonation in reading aloud. - Begin to tell their own stories. - Know that print carries meaning and, in English, is read from left to right and top to bottom.	- Introduce a storyline or narrative into their play. - Read simple sentences with some intonation and expression. - Reread books showing increased accuracy and automaticity. - Read decodable texts by phrasing three words at a time with some attention to expression. - Use vocabulary and forms of speech that are increasingly influenced by their experiences of reading.	- Read decodable books showing increased accuracy and automaticity with words in line with phonic knowledge and Y1 common exception words. - Reread texts to build up fluency and confidence in word reading. - Read decodable texts by phrasing short chunks of meaning at a time with some attention to expression. - Understand that punctuation marks like commas and full stops indicate breaks in the text.	- Decode words accurately, including multisyllabic words and words with common prefixes and suffixes. - Read approximately 90 words per minute accurately from age-appropriate text. - Begin to read with expression and intonation that reflect meaning and emotion of the text using appropriate stress, emphasis, and phrasing to convey the natural flow of language.	- Read words at age-appropriate level smoothly and effortlessly without frequent errors or hesitations. - Accurately decode words, including multisyllabic and unfamiliar vocabulary, using their knowledge of phonics. - Use punctuation cues and some intonation and expression. - Read approximately 95 words per minute accurately from age-appropriate text.	- Read aloud a predictable text at a flowing pace, pausing to attend to more complex punctuation. - Use effective intonation, stress and expression that indicate comprehension. - Maintain pace and accuracy. - Read approximately 100 words per minute accurately from age-appropriate text.	- Read aloud a range of moderately complex texts with fluency and phrasing, adjusting pace, volume, pitch and pronunciation to enhance meaning and expression. - Vary pace according to purpose and audience. - Read aloud with expression that reflects the author’s purpose and meaning. - Read approximately 110 words per minute accurately from age-appropriate text.	- Read aloud a range of moderately complex and sophisticated texts which include multisyllabic words and complex sentences with fluency and appropriate expression. - Consistently and automatically integrate pausing, intonation, phrasing and rate. - Read approximately 120 words per minute accurately from age-appropriate text.

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Narrative Technique	Reading Picture Books: - Begin to talk to adults about book choices. - Be familiar with basic traditional tales. - Opportunities to role play story and retell stories orally.	Reading Picture Books: - Discuss characters’ feelings in stories. - Exposure to narratives from 1st and 3rd person point of view without overt reference. - Read narratives from different settings. - Retell stories orally. - Begin to sequence beginning, middle and end of stories.	Reading Picture Books: - Discuss how characters' actions, feelings, and motivations contribute to the story. - Identify the beginning middle and end of stories.	Reading picture books and simple chapter books: - Introduce dialogue and narration as narrative devices used to convey information and advance the plot. - Introduce the five-part narrative structure: the introduction, build up, problem, resolution and story endings.	Reading picture books and classic children’s fiction: - Identify third-person perspective features. - Identify the five-part narrative structure: the introduction, rising action, climax, falling action and resolution.	Reading picture books and classic children’s fiction: - Discuss how the choice of point of view affects the reader's understanding of the story and characters. - Identify third person limited and third person omniscient and the features of these points of view.	Reading picture books, modern and classic novels and playscripts: - Distinguish between 1st person and 3rd person point of view and understand how these points of view influence narratives and affect understanding of characters and events. - Begin to identify themes and symbols in texts they read.	Reading picture books, modern and classic novels: - Identify the concepts of theme and symbolism and discuss how authors use these elements to convey deeper meanings in their stories. - Compare and contrast multiple perspectives within the same text or across different texts. - Analyse how different characters perceive the same events and discuss how these perspectives contribute to the overall meaning of the text.
Explore and Debate	- Listen to stories with increasing attention and recall. - Talk about events and principal characters in stories and suggest how to a story might end using an increasingly wide range of vocabulary. - Show interest in illustration and words in print and digital books. - Talk about familiar books. - Express a point of view with an adult or friend. - Understand who, what and where questions. - Participate in discussions offering their own ideas using recently introduced vocabulary.	- Follow a story without pictures and props. - Use talk to organise, sequence and clarify thinking, ideas, feelings and events. - Understand questions such as why, how and when - Engage with books and other reading material at an increasingly deeper level, using their knowledge of language structure, subject knowledge and illustrations to interpret the text. - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems.	- Listen to and discuss a wide range of fiction, non- fiction and poetry at a level beyond that at which they can read independently. - Link what they have read, or have had read to them, to their own experiences. - Retell familiar stories in increasing detail. - Join in with discussions about a text, taking turns and listening to what others say. - Discuss the significance of titles and events.	- Participate in discussion about books, poems and other works that are read to them (at a level beyond which they can read independently) and those that they can read for themselves, explaining their understanding and expressing their views. - Discuss the sequence of events in books and how items of information are related. - Recognise simple recurring literary language in stories and poetry. - Ask and answer questions about a text. - Make links between the text they are reading and other texts they have read.	- Recognise, listen to and discuss a wide range of classic fiction, poetry, non-fiction and reference books or textbooks. - Use appropriate terminology when discussing texts (narrative structure, plot, character, setting).	- Discuss and compare texts from a wide variety of classic fictional writers. - Identify how language, point of view, structure and presentation contribute to meaning. - Identify main ideas drawn from more than one paragraph and summarise these.	- Read a wide range of genres, identifying the characteristics of text types (such as the use of the first person) and differences between text types. - Begin to evaluate texts by considering the author's purpose and intended audience. - Begin to engage in debates and discussions about ethical issues presented in texts, considering multiple viewpoints and developing own opinions. - Recommend texts to peers based on personal choice.	- Explain and discuss understanding of what has been read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary. - Draw out key information and summarise the main ideas in a whole text. - Distinguish independently between statements of fact and opinion, providing reasoned justifications. - Compare characters, settings and themes within a text and across more than one text. - Critically evaluate texts by considering the author's purpose, biases, and intended audience.
Authorial Intent	- Begin to tell own stories. - Talk about events and principal characters in stories and suggest how the story might end.	- Understand that authors write the words and stories, whilst illustrators create the pictures. - Distinguish between fiction and non-fiction. - Describe main story settings, events and principal characters in increasing detail. - Recall and discuss stories or information that has been read to them, or they have read themselves. - Offer explanations for why things might happen.	- Understand that authors may write to entertain or inform. - Discuss how authors use rhyme, repetition and descriptive language to enhance their writing and create imagery.	Understand why authors choose to structure their stories using characters, setting, and plot.	- Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. - Discuss authors’ choice of words and phrases for effect.	Discuss vocabulary used to capture readers’ interest and imagination.	- Discuss vocabulary used by the author to create effect, including figurative language. - Evaluate the use of authors’ language and explain how it has created an impact on the reader.	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.

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Inference and Prediction	• Suggest how a story might end. • Begin to make predictions based on simple cause and effect picture books.	• Begin to show understanding of principal characters within a story by making simple predictions. • Offer explanations for why things might happen.	• Make simple inferences about characters' feelings, actions, or motivations. • Predict what might happen based on what has been read so far.	• Make inferences on the basis of what is being said and done explaining their reasoning, using evidence from the text or pictures. • Show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher.	• Ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives. • Justify predictions using evidence from the text.	• Draw inferences from characters' feelings, thoughts and motives that justify their actions, supporting their views with evidence from the text. • Justify predictions from details stated and implied.	• Draw inferences from characters' feelings, thoughts and motives discussing how characters' actions can have multiple motivations and consequences. • Draw inferences from nonfiction texts by analysing the author's purpose, tone, and bias. • Make predictions based on details stated and implied, justifying them in detail with evidence from the text.	• Consider different accounts of the same event and discuss viewpoints (both of authors and of fictional characters). • Discuss how characters change and develop through texts by drawing inferences based on indirect clues. • Analyse how texts/authors make assumptions or construct stereotypes through inference.
Poetry	• Listen to and join in with poems, one-to-one and also in small groups. • Join in with repeated refrains in rhymes and stories. • Know a set repertoire of rhymes and songs.	• Recognise rhythm in spoken words. • Use rhyme and alliteration. Extend and build on a set repertoire of rhymes and songs.	• Identify patterns of rhyme and rhythm in poems.	• Read poems with various themes such as nature, friendship, and emotions.	• Prepare and perform poems and play scripts that show some awareness of the audience when reading aloud. • Begin to use appropriate intonation and volume when reading aloud.	• Recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry).	• Understand figurative language such as similes, metaphors, and personification in poetry. • Discuss how poets use sound devices (alliteration, onomatopoeia) • Read a wider range of poetry styles and poets, including classic and contemporary works. • Discuss how cultural and historical contexts influence poets and their work.	• Interpret the meaning of poems and make inferences about the poet's intent. • Discuss themes, mood, tone, and the poet's perspective. • Respond critically to poetry, discussing their emotional reactions, personal connections, and interpretations.
Non-Fiction	• Know that information can be relayed in the form of print.	• Know that information can be retrieved from books and digital print. • Draw upon knowledge from non-fiction texts.	• Recognise that non-fiction books are often structured in different ways.	• Identify features in nonfiction texts, such as headings, subheadings, bolded text, and bullet points.	• Retrieve and record information from non-fiction texts. • Use a table of contents, index, and glossary to locate information in nonfiction texts to complete basic research.	• Use all of the organisational devices available within a non-fiction text to retrieve, record and discuss information such as headings, subheadings, bolded text, and bullet points. • Use dictionaries or digital device to check the meaning of words.	• Summarise non-fiction texts, focusing on identifying the main idea and supporting details while omitting irrelevant information.	• Critically analyse nonfiction texts by considering the credibility of sources, evaluating arguments, and identifying biases.