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| By the end of … | At the expected level for Phonics | At the expected level for reading | Word Reading | Comprehension |
| **Reception**  Autumn Term 2 | Know Set 1 sounds | Read, write Inc  (Set 1 C)  Supported with ORT: Lilac/Pink | Say a sound for each letter in the alphabet and at least 10 digraphs;  Read words consistent with their phonic knowledge by sound-blending; -  Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. | Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; Anticipate – where appropriate – key events in stories;  Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play |
| **Reception**  Spring Term 2 | Set 1+ blending | Read, write Inc books:  Red ditties  Supported with ORT: Red |
| **Reception**  Summer Term 2 | Set 2  Review  Set 1+ blending | Read, write Inc books:  Green/Purple  Supported with ORT: Yellow/Blue |
| **Year 1**  Autumn Term 2 | Review  Set 1 and 2  Teach letter names and Set 3 | Read, write Inc books:  Pink  Supported with ORT: Green | apply phonic knowledge and skills as the route to decode words respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes  read accurately by blending sounds in unfamiliar words containing GPCs that have been taught  read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word  read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings  read other words of more than one syllable that contain taught GPCs  read words with contractions [for example, I’m, I’ll, we’ll], and understand that the apostrophe represents the omitted letter(s) 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  re-read these books to build up their fluency and confidence in word reading. | develop pleasure in reading, motivation to read, vocabulary and understanding by:  listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently  being encouraged to link what they read or hear read to their own experiences  becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics  recognising and joining in with predictable phrases  learning to appreciate rhymes and poems, and to recite some by heart  discussing word meanings, linking new meanings to those already known  understand both the books they can already read accurately and fluently and those they listen to by: drawing on what they already know or on background information and vocabulary provided by the teacher checking that the text makes sense to them as they read and correcting inaccurate reading  discussing the significance of the title and events  making inferences on the basis of what is being said and done predicting what might happen on the basis of what has been read so far  participate in discussion about what is read to them, taking turns and listening to what others say  explain clearly their understanding of what is read to them. |
| **Year 1**  Spring Term 2 | Teach set 3 sounds  Review Set 1 and 2 | Read, write Inc books:  Yellow  Supported with ORT: Turquoise |
| **Year 1**  Summer Term 2 | Complete Phase 5 | Read, write Inc books:  Blue  Supported with ORT: Purple |
| **Year 2**  Autumn Term 2 | Phase 6  Y2 spelling | Read, write Inc books:  Blue  Supported with ORT: Purple | 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  read accurately words of two or more syllables that contain the same graphemes as above  read words containing common suffixes  read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word  read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered  read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation  re-read these books to build up their fluency and confidence in word reading | develop pleasure in reading, motivation to read, vocabulary and understanding by:  listening to, discussing and expressing 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  discussing the sequence of events in books and how items of information are related becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales  being introduced to non-fiction books that are structured in different ways  recognising simple recurring literary language in stories and poetry  discussing and clarifying the meanings of words, linking new meanings to known vocabulary discussing their favourite words and phrases  continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear  understand both the books that they can already read accurately and fluently and those that they listen to by: drawing on what they already know or on background information and vocabulary provided by the teacher  checking that the text makes sense to them as they read and correcting inaccurate reading making inferences on the basis of what is being said and done answering and asking questions predicting what might happen on the basis of what has been read so far  participate in discussion 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 explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves. |
| **Year 2**  Spring Term 2 | Phase 6  Year 2 spelling | Read, write Inc books:  Grey  Supported with ORT: Black and Gold |
| **Year 2**  Summer Term 2 | Phase 6  Year 2 spelling | ORT: White |
| **Year 3**  Autumn Term 2 |  | ORT: Grey (to be introduced) | 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. | develop positive attitudes to reading and understanding of what they read by:  listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes  using dictionaries to check the meaning of words that they have read  increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally  identifying themes and conventions in a wide range of books English – key stages 1 and 2 26 Statutory requirements preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action  discussing words and phrases that capture the reader’s interest and imagination recognising some different forms of poetry [for example, free verse, narrative poetry] understand what they read, in books they can read independently, by:  checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context  asking questions to improve their understanding of a text  drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied identifying main ideas drawn from more than one paragraph and summarising these  identifying how language, structure, and presentation contribute to meaning  retrieve and record information from non-fiction  participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say |
| **Year 3**  Spring Term 2 |  | First Free Reader |
| **Year 3**  Summer Term 2 |  |  |
| **Year 4**  Autumn Term 2 |  | Free Reader 2 |
| **Year 4**  Spring Term 2 |  |  |
| **Year 4**  Summer Term 2 |  |  |
| **Year 5**  Autumn Term 2 |  |  | 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. | maintain positive attitudes to reading and understanding of what they read by: continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks  reading books that are structured in different ways and reading for a range of purposes increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions  recommending books that they have read to their peers, giving reasons for their choices identifying and discussing themes and conventions in and across a wide range of writing making comparisons within and across books  learning a wider range of poetry by heart  preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience  understand what they read by: checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context  asking questions to improve their understanding  drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas  identifying how language, structure and presentation contribute to meaning  discuss and evaluate how authors use language, including figurative language, considering the impact on the reader  distinguish between statements of fact and opinion retrieve, record and present information from non-fiction  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 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  provide reasoned justifications for their views. |
| **Year 5**  Spring Term 2 |  |  |
| **Year 5**  Summer Term 2 |  |  |
| **Year 6**  Autumn Term 2 |  |  |
| **Year 6**  Spring Term 2 |  |  |
| **Year 6**  Summer Term 2 |  |  |