



	COMPONENTS of KNOWLEDGE					
	30-50 months	Reception	Year 1	Year 2	Years 3/4	Years 5/6
*Word reading	<ul style="list-style-type: none"> Recognises familiar words and signs such as own name and advertising logos Knows information can be relayed in the form of print Holds books the correct way up and turns pages Knows that print carries meaning 	<ul style="list-style-type: none"> Hears and says the initial sound in words Can segment the sounds in simple words and blend them together and knows which letters represent some of them Links sounds to letters, naming and sounding the letters of the alphabet Begins to read words and simple sentences Read and understand simple sentences Use phonic knowledge to decode regular words and read them aloud accurately Read some common irregular words 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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



			<p>*Pupils should revise and consolidate the GPCs and the common exception words taught in Reception. As soon as they can read words comprising the year 1 GPCs accurately and speedily, they should move on to the year 2 programme of study for word reading. The number, order and choice of exception words taught will vary according to the phonics programme being used</p>			
<p>*Building positive attitudes to reading</p>	<ul style="list-style-type: none"> • <i>Listens to and joins in with stories and poems, one-to-one and also in small groups with increasing attention and recall</i> • <i>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories</i> • <i>Shows interest in illustrations and print in books and print in the environment</i> • <i>Looks at books independently</i> • <i>Handles books carefully</i> 	<ul style="list-style-type: none"> • <i>Enjoys an increasing range of books</i> • <i>Able to follow a story without pictures or props</i> 	<ul style="list-style-type: none"> • Listen to and discuss 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 • Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics • Recognise and join in with predictable phrases 	<ul style="list-style-type: none"> • Listen to, discuss and express 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 • Become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales • Be introduced to non-fiction books that are structured in different ways • Recognise simple recurring literary language in stories and poetry 	<ul style="list-style-type: none"> • Read books that are structured in different ways and read for a range of purposes • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally 	<ul style="list-style-type: none"> • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • Read books that are structured in different ways and read for a range of purposes • Increase 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 • Recommend 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
<p>*Poetry</p>	<ul style="list-style-type: none"> • <i>Enjoys rhyming and rhythmic activities</i> • <i>Shows awareness of rhyme and alliteration</i> • <i>Recognises rhythm in spoken words</i> 	<ul style="list-style-type: none"> • <i>Continues a rhyming string</i> 	<ul style="list-style-type: none"> • Learn to appreciate rhymes and poems, and to recite some by heart 	<ul style="list-style-type: none"> • Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear 	<ul style="list-style-type: none"> • Recognise some different forms of poetry [for example, free verse, narrative poetry] • Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action 	<ul style="list-style-type: none"> • Learn a wider range of poetry by heart • Prepare 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
*Vocabulary	<ul style="list-style-type: none"> Knows that print carries meaning 	<ul style="list-style-type: none"> Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books 	<ul style="list-style-type: none"> Discuss word meanings, linking new meanings to those already known 	<ul style="list-style-type: none"> Discuss their favourite words and phrases Discuss and clarify the meanings of words, linking new meanings to known vocabulary 	<ul style="list-style-type: none"> Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context Discuss words and phrases that capture the reader's interest and imagination use dictionaries to check the meaning of words that they have read 	<ul style="list-style-type: none"> Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
*Infer	<ul style="list-style-type: none"> Begins to understand 'why' and 'how' questions 	<ul style="list-style-type: none"> Answer 'how' and 'why' questions about their experiences and in response to stories or events 	<ul style="list-style-type: none"> Draw on what they already know or on background information and vocabulary provided by the teacher Make inferences on the basis of what is being said and done Check that the text makes sense to them as they read and correct inaccurate reading 	<ul style="list-style-type: none"> Draw on what they already know or on background information and vocabulary provided by the teacher Make inferences on the basis of what is being said and done Check that the text makes sense to them as they read and correct inaccurate reading 	<ul style="list-style-type: none"> Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence Ask questions to improve their understanding of a text 	<ul style="list-style-type: none"> Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence Ask questions to improve their understanding
*Predict	<ul style="list-style-type: none"> Suggest how the story might end 	<ul style="list-style-type: none"> Anticipate key events 	<ul style="list-style-type: none"> Predict what might happen on the basis of what has been read so far 	<ul style="list-style-type: none"> Answer and ask questions predicting what might happen on the basis of what has been read so far 	<ul style="list-style-type: none"> Predict what might happen from details stated and implied 	<ul style="list-style-type: none"> Predict what might happen from details stated and implied
*Explain		<ul style="list-style-type: none"> Demonstrate understanding when talking with others about what they have read 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Distinguish between statements of fact and opinion 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



						<p>debates, maintaining a focus on the topic and using notes where necessary</p> <ul style="list-style-type: none"> • Provide reasoned justifications for their views • Make comparisons within and across books
*Retrieve	<ul style="list-style-type: none"> • Describe main story settings, events and principal characters 	<ul style="list-style-type: none"> • Knows that information can be retrieved from books and computers 			<ul style="list-style-type: none"> • Retrieve and record information from non-fiction 	<ul style="list-style-type: none"> • Retrieve, record and present information from non-fiction
*Sequence/ Summarise	<ul style="list-style-type: none"> • Begin to be aware of the way stories are structured 	<ul style="list-style-type: none"> • Listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions 	<ul style="list-style-type: none"> • Discuss the significance of the title and events 	<ul style="list-style-type: none"> • Discuss the sequence of events in books and how items of information are related 	<ul style="list-style-type: none"> • Identify main ideas drawn from more than one paragraph and summarise these • Identify how language, structure, and presentation contribute to meaning • Identify themes and conventions in a wide range of books 	<ul style="list-style-type: none"> • Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • Identify how language, structure and presentation contribute to meaning