



READING

 Word Reading 
Blend phonemes to read familiar and unfamiliar words.
Recognise grapheme-phoneme correspondences for 20+ phonemes, including some alternative sounds for graphemes, responding with increasing speed and accuracy.
Correctly read words containing a growing number of taught GPCs.
Read, more independently, a greater number of words more than one-syllable that contain taught GPCs.
Read, with increasing confidence, two-syllable words made up of compound words.
Read common homophones, noticing the difference in meaning.
Read, more independently, simple words with contractions.
Read common exception words, sometimes identifying unusual correspondences between spelling and sound, beginning to notice where these occur in the word.
Recognise most common high frequency words, reading them with increasing speed and accuracy.
Read phonetically decodable books, relying less on adult guidance.
Re-read independently, familiar phonetically decodable books to increase fluency, confidence and enjoyment.

Year 1 Spring

 Linguistic Skills 
Without adult prompting, recognise that what they have read is inaccurate or does not make sense.
Begin to identify obvious features of language when sharing a book with an adult.
Identify events from the beginning, middle or end of stories.
Begin, with support, to notice that fiction is organised differently to non-fiction.
Listen to stories and hold short, structured conversations with adults/peers to develop vocabulary.

 Responding to Reading 
Listen attentively, making relevant comments to show they have understood the events or the main ideas in a book.
Join in more often with familiar phrases in stories and poetry.
With help, sequence the main points of a story.
Recite by heart, beginning to recognise 'in order', a simple poem or rhyme.
Choose a favourite text to share with an adult and begin to say what they like about it.
Ask and answer questions about what is read to them, including the significance events.
Comment on the relevance of the title.
Make simple comments about what they have read or listened to, to show understanding.

 Literal Comprehension 
Recall some simple points from familiar texts that interest them, identifying some key words.
Find, with some support, information in simple non-fiction books.
Answer simple questions on what they have read.
Ask questions or comment on parts of a text.

 Inferential Comprehension 
Begin to make simple inferences, when prompted by the teacher.
Predict, with support, what might happen next, beginning to relate to what they have read before.
With prompts, begin to discuss the sequence of events in books they are familiar with.
With prompts, answer simple inference questions using words/phrases such as 'I think...because...'
Notice and begin to comment on features of language.
Talk about how the text makes them feel, beginning, with support, to consider how it might make others feel.
Speculate on what they believe the overall emotion expressed by a story or poem to be.

Woodcote Primary School

READING

Year 2 Spring

★ Word Reading ★

When encountering unfamiliar vocabulary, decode using sounding and blending routines with increasing ease.

Quickly recognise grapheme-phoneme correspondences for many phonemes taught so far,

Identifying some alternative pronunciations for graphemes already taught and alternative spelling patterns for phonemes.

Read new words encountered using GPCs and, with support, recognise common suffixes.

Read words with two or more syllables that contain taught GPCs, showing awareness of syllable boundaries.

Read three-syllable words more confidently, beginning to read four-syllable words made up of two words joined together.

Read a growing number of homophones and near homophones, showing awareness that such words have the same pronunciation but different meanings.

Recognise a greater number of contractions in texts, reading, more independently, those that are familiar.

Read, with more confidence, a growing number of common exception words, showing a simple awareness that these words use a particular combination of letters to represent sound patterns in a rare or unique way.

Recognise and read age-appropriate high frequency words automatically.

Read books aloud, with developing fluency, which are closely matched to their improving phonic knowledge, sounding out more automatically.

Re-read books with both familiar and unfamiliar phonetically decodable words, including a greater number of common exception words, showing improved fluency, confidence, understanding, vocabulary and enjoyment.

★ Linguistic Skills ★

Identify and often self-correct inaccurate reading.

Begin to note some effective language choices.

With support, develop their explanations when discussing their favourite word choices.

Identify, more independently, familiar patterns of language.

Name some further features of non-fiction texts.

With adult support, begin to use simple dictionaries, to find the meaning of new words.

★ Responding to Reading ★

With prompts, begin to express views about what they have read.

Read aloud familiar sentences and phrases in stories with confidence.

Retell stories independently, including the main points and some specific words/phrases.

Read poems with increasing intonation.

Say what they like or dislike about a book.

Make increasingly meaningful contributions in discussions about what is read to them, taking turns to speak and listen.

Begin to explain their understanding with more clarity in group situations.

Name: _____

★ Literal Comprehension ★

Recall, more independently, some specific, simple information.

Find, with some support, information in non-fiction books, using features such as the contents page.

Answer two or three questions on what they have read, giving literal answers from the text.

Write their answers down with increasing independence.

Begin, with some prompts, to ask questions based on textual cues.

★ Inferential Comprehension ★

Participate in discussion, making more plausible inferences regarding books, poems and other materials.

Predict what might happen next, referring to the text.

Make some comments on cause and effect in both narrative and non-fiction.

Draw on their own experiences or background information provided by the teacher to make comments on how a character is feeling.

Create inferential questions based on a visual image or illustrations in a fiction text.

With support, choose favourite words and phrases and begin to say how they affect the reader.

Talk about how different characters might feel, beginning to understand that there are different viewpoints in a story.

Say what they liked and disliked about the book, beginning to offer simple reasons.



Woodcote Primary School

READING

Year 3 Spring



Name: _____

 Word Reading 
Decode with greater speed and ease. With support, begin to recognise new vocabulary.
Demonstrate confidence when reading alternative pronunciations for graphemes and when recognising alternative spelling patterns.
With support, begin to apply learned knowledge of root words, prefixes and suffixes to reading aloud and to understand new vocabulary.
Reading an increasing number of words with two or more syllables that contain taught GPCs support may be required at times.
Recognise a growing range of compound words.
Identify and read a greater number of homophones and near homophones stating, with some support, the difference in meaning.
Recognise that the apostrophe in a contraction represents omitted letters.
Begin with support to notice that contractions occur in informal language.
Read, more confidently, an increasing number of exception words.
Read a larger bank of high frequency words appropriate to their age, without overt sounding and blending.
Select and read books. (Their own choice may not extend their reading ability sufficiently and teacher direction or intervention will be required).
Pay attention to pronunciation when reading themselves or when being read to. Investigate how syllable stresses can affect pronunciation.

 Linguistic Skills 
Often use their own experience of reading to recognise when a word or sentence has been read inaccurately.
Collect and comment on some basic features of language used.
Increasingly identify conventions in text types.
Begin to express an interest in the meaning and origin of words.

 Responding to Reading 
Listen to a wide range of fiction, poetry, plays and non-fiction and discuss the main points with a response partner.
Prepare poems and simple play scripts, to read aloud to a group, or with friends to a small audience.
Retell a wide range of stories with appropriate detail.
Recite longer poems, or parts of narrative poems, as part of a group.
Name some of their favourite authors based on previous reading experiences.
Take turns in discussions about books, listening to and building upon the opinions of others.
Explain the meaning of words in the context of the text.

 Literal Comprehension 
Identify which books will help to find the information they are looking for.
Answer literal questions by reading a text closely to find specific information.
Write simple literal questions about the text before or after reading for a response partner to answer.

 Inferential Comprehension 
Make some inferences about a character's feelings based on the language used in the text.
Begin to use details both stated and implied to inform their predictions.
Identify some simple connections between texts.
Comment on characters, increasingly based on personal speculation.
Begin to ask inference questions based on a single point of reference in the text with adult support.
With support, identify how vocabulary contributes to meaning.
Attempt, through discussions, to identify the writer's viewpoint and offer some comments on presentation.
Link the effect on the reader to personal experience, more independently.

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READING

Year 4 Spring

 Word Reading 
Use the context of a sentence to assist reading some unfamiliar words.
Read with developing fluency a growing number of age-appropriate books.
Apply a growing knowledge of morphology and etymology to facilitate reading aloud and to understand new vocabulary at an age-appropriate level.
Read with confidence, to an adult, peer or small group, beginning to embed polysyllabic words.
Use knowledge of compound words to assist expression and stress meaning when reading aloud.
Pronounce known homophones and near homophones carefully when reading aloud.
Recognise and apply a widening knowledge of exception words to age-appropriate reading.
Read, more accurately, high frequency words, within a text, self-correcting noticed errors more independently, though not always appropriately.
Begin, with support, to read books which they have selected for themselves, considering a choice that will suit but also extend their reading ability.
Explore, more independently, different pronunciations when reading longer words, using taught strategies.

 Linguistic Skills 
Identify and self-correct errors, increasingly using the context or new or unfamiliar words or vocabulary knowledge.
Comment on basic features of language structure and presentation. Begin to explain how they contribute to meaning.
Comment on basic features of sentence structure and text organisation across an increasing number of text types.
Recognise a growing range of different types of poetry.
Regularly use reference books to extend vocabulary, including the use of a glossary.

 Responding to Reading 
Listen to, discuss and write comments from a wide range of fiction, poetry, plays and non-fiction, as part of learning in other curriculum areas.
Use appropriate intonation to make the meaning in poems and play scripts clear.
Retell a wide range of stories, checking it makes sense and correcting themselves where necessary.
Use intonation and expression to take on a role when reciting a line from a play.
Read texts from a growing variety of genres, commenting on their preferences.
With support, select a book from a library based on author, genre or information required.
Develop, agree and apply rules for discussion.
Extend the range of explanation types used when discussing a text or parts of a text.

Name: _____



 Literal Comprehension 
Use features, such as sub-headings, to locate and record specific information.
Identify the main ideas, increasingly drawn from more than one paragraph and summarise these.
Begin to scan the text for key words that will help them answer literal questions.
Begin to create literal questions based on the whole text.

 Inferential Comprehension 
Begin to justify inferences, with prompts, using evidence from a specific point in the text.
Continue to make predictions based on details, both stated and implied, recognising familiar story patterns from their reading.
With prompts, recognise more features of the context.
Write down answers, increasingly, with improving grammatical accuracy, trying to justify inferences, with more reliable evidence from the text.
With support, create simple inference based questions based on a growing knowledge of the text.
Discuss words and phrases that capture the reader's imagination and, with support, talk about how these contribute to meaning.
Recognise, more independently, theme in what they have read. With support, comment on how structure contributes to meaning.
Add own comments during discussion, stating what they believe the main purpose to be, and recognising, with support, some authorial intent.

Woodcote Primary School

READING

Year 5 Spring



Name: _____

 Word Reading 
Explore, independently/with a peer, the pronunciation of any unfamiliar written words which they encounter when reading, acquiring the correct pronunciation with adult support.
Decode automatically over a range of reading, including more challenging texts.
Begin to apply, more consciously, their growing knowledge of root words, prefixes, suffixes and word origins to improve their reading skill & experience.
Routinely use their knowledge of syllables to read a growing number of words.
Use their growing knowledge of compound words to assist pronunciation and to infer word meanings, more independently, though not always accurately/correctly.
Begin to notice other words that are often confused and, with support, discuss the meaning and pronunciation of these words in order to make sense of what they read.
Identify the need to read contractions carefully in order to avoid misconceptions which may mar understanding.
Pinpoint exception words which pose greater challenge, attempting to read them with growing independence, asking for help when needed.
Routinely read age-appropriate high frequency words more accurately, self-correcting appropriately .
Begin to make their own book choices, paying attention to books which they feel will suit but also extend their reading capacity, asking for help when necessary.
Attempt to focus on all letters when independently working out unfamiliar words, though they will not do this all the time.

 Linguistic Skills 
Self-correct with developing fluency.
Comment on how authors use language, including figurative language.
Identify similarities or differences between texts or versions, beginning to use explanations.
Independently use dictionaries and thesauri to learn the meanings of new words and, with support, begin to recognise shades of meaning.

 Responding to Reading 
Discuss their own preferences for text types based on their experiences.
Improve in the light of feedback, varying intonation, tone, volume and action to improve the performance of a play or poetry reading.
Retell a widening range of stories, including literature from their own heritage and worldwide cultures, by listing and describing the main points in a logical sequence.
Recite a widening range of poetry, using appropriate intonation, volume and expression in order to engage the audience.
Recommend books they have read to their peers, beginning to give one or two reasons for their choices.
Build on their own and others' views during discussions on texts. When prompted, challenge the views of others..
Explain and discuss their own understanding of what they have read through presentations or debates.

 Literal Comprehension 
Summarise the main ideas from more than one paragraph and identify some key details.
Give, with increasing accuracy, some answers which include quotations.
Give some answers with references to the text.
Use skimming and scanning as a strategy to help them find answers to literal questions.
Ask questions to improve others' understanding of words, phrases or parts of texts.

 Inferential Comprehension 
Justify inferences about a character's feelings, thoughts and motives more independently, using evidence from different points in the text.
Predict what might happen, using their knowledge of books and details, both stated and implied, sometimes giving reasons.
Identify common features in different texts or versions of the same text with some simple comment.
Answer questions, increasingly making reference to evidence from across the text.
With support, begin to create inference questions based on different points of reference in the text.
Offer some comments, more independently, on writers' choice of words.
Talk, more confidently, about viewpoint and purpose with more references made to the text.
Comment, increasingly, on specific use of language and identify the effect on the reader.

Woodcote Primary School

READING

Year 6 Spring



Name: _____

 Word Reading 
Use, more readily, growing knowledge of morphology and etymology to assist pronunciation & sometimes infer word meanings.
Decode complex new words, reading aloud accurately and competently.
Apply most skills taught to develop fluent and accurate reading. Clearly convey meaning through the use of volume, tone and expression when reading aloud.
Read many polysyllabic words encountered with ease & accuracy.
Read, more independently and with growing fluency, some complex compound words.
Notice how punctuation assists meaning.
Read some non-statutory homophones, deducing their meaning with support.
Explain what contractions are, providing examples and stating the importance of reading them carefully.
Read, more independently, complex exception words, some of which are beyond an age-appropriate level.
Read high frequency words, fluently and accurately, within a widening range of texts, including some that go beyond an age-appropriate level.
Begin, with prompts and some guidance to widen their reading experiences.
Use punctuation more effectively to read aloud.

 Linguistic Skills 
Begin to take in to account the context to assist them when self-correcting errors/ inaccurate reading.
Begin to use metalanguage when discussing and evaluating how authors use language, including figurative language.
Begin, with support, to examine the impact of an author's use of language upon the reader.
Begin, with guidance, to compare some themes and conventions noticed within and across text types.
Begin to apply their knowledge of shades of meaning across a growing number of texts and writing with some support.

 Responding to Reading 
Listen thoughtfully to a widening range of genres and authors which they may not have chosen themselves.
Use gesture and movement more appropriately to improve the quality of their reading. Begin to read and recite in role to reflect a character.
Identify the main points that must be incorporated in a retelling, including transforming narrative poems into stories.
Perform poetry and plays using intonation, tone and volume to make the meaning clear to the audience.
Write book reviews, using their own format, to recommend their choices to peers.
Make constructive comments about texts which build upon the views of others.

 Literal Comprehension 
Retrieve information which is specific to the task at hand.
Present, with increasing confidence, relevant information retrieved from non-fiction.
Notice more independently, statements of fact and opinion when reading.
Make comments about fiction, generally supported by relevant textual reference or quotation, sometimes checking answers.
Use, with guidance, skimming and scanning techniques more efficiently.
Work with others to form literal questions that require reference to more than one point in the text.

 Inferential Comprehension 
Make mostly appropriate inferences about authorial intent, characters and aspects of plot, using some evidence from the text.
Begin to justify predictions, with guidance, drawing on prior knowledge and reading experience.
Recognise, more independently, how types of text retain common features, but reflect the time, language and setting in which they have written.
Comment, more often making inferences or deductions based on evidence from different points in a text, sometimes securely rooted.
With support, create inference questions based on evidence from specific parts of the text.
Identify, more readily, some basic features of language.
Identify viewpoint in the text. Displaying growing clarity in explanation.
Make, during the discussion, simple comments on the overall effect a text has on the reader.