

National Curriculum Expectations by Year Group

<u>Year One</u>	
<u>Word Reading and Phonics</u>	Children will be able to 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.
<u>Themes and Conventions of texts</u>	With class teachers, children will listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently. (See English Overview for suggested texts and genres.) Children will be encouraged to link what they read or hear read to their own experiences. Children will become very familiar with key stories. They will study fairy stories and traditional tales, retelling them and considering their particular characteristics. Children will be taught to appreciate rhymes and poems, and to recite some by heart. With the class teacher and each other, children will participate in discussion about what is read to them, taking turns and listening to what others say.
<u>Making Inferences</u>	Children will begin to make inferences by drawing on what they already know or on background information and vocabulary provided by the teacher. (Inference skills will be supported by the class teacher.) Children will start to make inferences on the basis of what is being said and done in the text studied.
<u>Comprehension</u>	Year 1 comprehension will involve discussing word meanings and linking new meanings to those already known. Children will be able to check that the text makes sense to them as they read and should begin to self-correct any mistakes. Children will be able to discuss the significance of the title and events. Children will begin predicting what might happen on the basis of what has been read so far. They will be able to explain clearly their understanding of what is read to them.
<u>Language for Effect</u>	Children should start to recognise and join in with predictable phrases.

<u>Year Two</u>	
<u>Word Reading and Phonics</u>	Children should 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 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.

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<u>Themes and Conventions of texts</u>	Children will start 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. (See English Overview for suggested texts and genres.) Children should become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales. They will start being introduced to non-fiction books that are structured in different ways. Children will continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear. Children should 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. Children will be able to explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.
<u>Making Inferences</u>	Children will continue making inferences on the basis of what is being said and done. They will begin answering and asking questions and predicting what might happen on the basis of what has been read so far.
<u>Comprehension</u>	Children will be able to discuss the sequence of events in books and how items of information are related. They will draw on what they already know or on background information and vocabulary provided by the teacher. They will independently check that the text makes sense to them as they read and correcting inaccurate reading.
<u>Language for Effect</u>	Children should be recognising simple recurring literary language in stories and poetry. They will be able to discuss their favourite words and phrases.

	<u>Year Three</u>
<u>Word Reading and Phonics</u>	Children will continue to apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet. They will be able to read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.
<u>Themes and Conventions of texts</u>	Children will listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Children will begin to increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally. (See English Overview for suggested texts and genres.) They will read books that are structured in different ways and read for a range of purposes. Children will be able to identify themes and conventions in a wide range of books and be able to prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. Children should 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.
<u>Making Inferences</u>	Children will draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. They will be able to predict what might happen from details stated and implied.
<u>Comprehension</u>	Children will be encouraged to ask questions to improve their understanding of a text. They should identify main ideas drawn from more than one paragraph and be able to summarise these. Children will check that a text makes sense to them, whilst discussing their understanding and explaining the meaning of words in context. They will be able to retrieve and record information from non-fiction.

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<u>Language for Effect</u>	Children will use dictionaries to check the meaning of words that they have read. They will be able to discuss words and phrases that capture the reader's interest and imagination. Children will recognise some different forms of poetry [for example, free verse, narrative poetry]. They should be able to identify main ideas drawn from more than one paragraph and summarise these.
<u>Year Four</u>	
<u>Word Reading and Phonics</u>	Children will 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. They will read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.
<u>Themes and Conventions of texts</u>	Children will be able to identify themes and conventions in a wide range of books. They will listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Children will be reading books that are structured in different ways and will be reading for a range of purposes. They should increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally. Children will be able to identify themes and conventions in a wide range of books and prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. They will recognise some different forms of poetry [for example, free verse, narrative poetry]. Children will identify how language, structure, and presentation contribute to meaning. Children will 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.
<u>Making Inferences</u>	Children will draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. They will be able to predict what might happen from details stated and implied. They will identify main ideas drawn from more than one paragraph and summarise these.
<u>Comprehension</u>	Children will check that the text makes sense to them, discuss their understanding and explain the meaning of words in context. They will ask questions to improve their understanding of a text. They will be able to retrieve and record information from non-fiction.
<u>Language for Effect</u>	Children will use dictionaries to check the meaning of words that they have read. They will be able to discuss words and phrases that capture the reader's interest and imagination.

<u>Year Five</u>	
<u>Word Reading and Phonics</u>	Children will 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. They will develop intonation to make the meaning clear.

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<u>Themes and Conventions of texts</u>	Children should continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. They will read books that are structured in different ways and read for a range of purposes. Children will 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. They will be able to recommend books that they have read to their peers, giving reasons for their choices. Children will identify and discuss themes and conventions in and across a wide range of writing. They will learn a wider range of poetry by heart. Children will 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. Children will 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.
<u>Making Inferences</u>	Children will draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. They will predict what might happen from details stated and implied. Children will summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. Children will provide reasoned justifications for their views.
<u>Comprehension</u>	Children will make comparisons within and across books. They will check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. Children will be able to ask questions to improve their understanding. Children will retrieve, record and present information from non-fiction. Children will be able to 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.
<u>Language for Effect</u>	They should discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. Children will distinguish between statements of fact and opinion. Children will identify how language, structure and presentation contribute to meaning.

	<u>Year Six</u>
<u>Word Reading and Phonics</u>	Children will 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. They will develop intonation to make the meaning clear.
<u>Themes and Conventions of texts</u>	Children will continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. They will be reading books that are structured in different ways and reading for a range of purposes . They will 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. Children will be able to recommend books that they have read to their peers, giving reasons for their choices. They will identify and discuss themes and conventions in and across a wide range of writing. Learning a wider range of poetry by heart. Children will 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. They will be able to 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.

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<u>Making Inferences</u>	Children will draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. They will predict what might happen from details stated and implied. They will summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. Children will be able to provide reasoned justifications for their views.
<u>Comprehension</u>	Children should make comparisons within and across books. They will check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. Children will ask questions to improve their understanding. Children will retrieve, record and present information from non-fiction. They will be able to 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.
<u>Language for Effect</u>	Children will discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. They will be able to distinguish between statements of fact and opinion. They will be able to identifying how language, structure and presentation contribute to meaning.