

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Fluency	Decode and blend CVC and then CCVC words initially, building up to all words within the initial code from Sounds-Write.	Decode words using sounds taught in initial code and start to read words containing sounds from extended code Recognise an increasing number of words automatically.	Read at a speed of 90 words per minute. Develop expression when reading aloud - particularly when characters are speaking in a story.	Fluency is developed through choral reading in whole class reading lessons. Children read with increasing speed, accuracy and expression	Children can read silently and aloud understanding the text and re-reading where necessary. Children can use expression confidently when reading aloud.	Children can read silently, recognise words automatically and use the context of the sentences to gain meaning of unfamiliar words. Children can read effortlessly with expression, showing consideration of punctuation and an awareness of different characters within the text.	
Decoding (Words in context)	Teachers introduce new word meanings and link them to words that they know through their Sounds-Write lessons and class readers.	Children start to discuss new word and what they might mean by linking them to words that they know.	Children begin to decode the meaning of new words using the context of the sentence or picture clues.	Children begin to find the meaning of new words using the context of the sentence or by substituting the word.	Children independently find the meaning of a new word by using context clues or by linking it to words that they already know.	Children can read around a word looking for context clues within the wider section or paragraph.	
Retrieval	Children can verbally answer simple recall questions about a story they have listened to.	Children can answer a wider range of retrieval questions about a text read to them such as what has happened in a story, who, where what..?	Children can retrieve answers from a text they have read independently and record their answers.	Children are introduced to Skimming and Scanning to retrieve answers from a text. They record their answers in a variety of ways such as ticking, circling, ordering or copying from the text.	Children are taught to interpret a questions to identify what it is that they need to skim and scan for. (They may need to look for a synonym of a word in the question..)	Children confidently skim and scan to retrieve answers and understand the importance of reading before and after to retrieve information. They use evidence from across a larger section of the text to find their answer.	Children confidently skim and scan to retrieve answers and understand the importance of reading before and after to retrieve information. They use evidence from across a whole chapter or text.
Inference	Children can infer a character's feelings from pictures and verbally link it to their own experiences.	Children can infer a character's feelings from pictures and simple texts and verbally link it to their own experiences or other texts.	Children can infer a character's feelings what they say and with support pick up more subtle reference (e.g. They went red).	Children can make inferences based on a character's thoughts, feelings or actions. They begin to justify them with evidence from the text using the word because.	Children can make inferences based on a character's thoughts, feelings or actions. They consolidate the skill of justifying them using evidence from the text and begin to explain their views using their own experiences.	Children can make inferences based on a character's thoughts, feelings or actions. They will give one or two pieces of evidence from the text to support their answer and explain their views using their own experiences. (APE)	Children can make inferences based on a character's thoughts, feelings or actions. They will provide multiple pieces of evidence from across the text to support their answers and explain their views using their own experiences.. (APE)
prediction	Children will make suggestions about what might happen in a text next based on events so far. They may act out ideas as part of role play.	Children make simple predictions based on the story and own life experiences. They explain them verbally or through pictures.	Children make logical predictions based on the story and own life experiences. They can explain their predictions to others and record it in a simple sentence.	Children make predictions using relevant prior knowledge and justify them. The skill of using details from the text to support answers is introduced.	Children make predictions using relevant prior knowledge and justify them using details from the text to support answers and starting to link their predictions to their own experiences.. They are taught to monitor their predictions and compare them to the text as they read.	Predictions are supported by relevant evidence from the text and confirmed or modified as they read. Children use APE to answer, prove with evidence for the text and explain using their own life experiences.	Predictions are supported by relevant evidence from the text and confirmed or modified as they read with reference to new information. Children use APE to answer, prove with evidence for the text and explain using their own life experiences.
Summarising	Using pictures or role play, children order key events from a text.	Children order events from a text and verbally retell as story.	Children order events from a text .They are able to focus on the main events and discuss how events within a story are linked.	Children begin to distinguish between the important and less important information in a text, They re-tell a story verbally and teachers begin to model writing a summary.	Children develop summary skills by identifying the main points of a text and using them to write a brief summary. Children begin to order events in sequencing questions using colour coding.	Children write summaries including making connections between information/events across the text. They develop test techniques to answer sequencing questions	Children write concise summaries making clear links across the text and independently answer sequencing and ordering questions using skills developed in Year 4 and 5.
Questioning	With support, children can generate simple retrieval questions using who, what, when.	Children can generate recall questions and are taught how to ask questions before, during and after reading.	Children can generate their own retrieval questions before and during reading.	Children start to generate a variety of questions (retrieval and inference) and explore themes within stories.	Children start to generate a variety of questions (retrieval and inference) and ask questions to develop a deeper understanding of the text.	Children actively generate a variety of questions about what they read, ask others to answer them and start to provide model answers too.	