



CHURCH (OF ENGLAND PRIMARY SCHOOL	IN FAITH & JOY		-		-	
	By the end of Year	By the end of Year	By the end of Year	By the end of Year	By the end of Year	By the end of Year	By the end of Year
	EYFS	1	2	3	4	5	6
Word reading	Know 41 sounds	75 sounds (All Set	Read all Set 3				
	(first 6 Set 2	3 sounds plus the	sounds and				
	sounds)	additional	additional				
		graphemes)	graphemes				
Phonics and	Read Green RWInc	Read Blue RWInc	Read Lime books	Read Grey 3 books	Read dark blue 1	Read dark red 1	Read dark red 4
reading book	books	books		,			
band	Read first 6 Set 2						
	sounds						
EYFS/ National	Say a sound for	Apply phonic	Apply phonic	Read with fluency	Read with fluency	Fluently and	Fluently and
curriculum	each letter in the	knowledge to	knowledge and	a range of age-	a range of age-	automatically read	effortlessly read the
WORD READING	alphabet and at	decode words.	skills consistently	appropriate text	appropriate text	a range of age-	full range of age-
	least 10 digraphs.		to decode quickly	types specified for	types from those	appropriate texts	appropriate texts:
		Respond with the	and accurately.	year 3 (which may	specified for year	from the following:	modern fiction and
	Read words	correct sound to	,	include fairy	4 (including fairy	modern fiction and	those from our
	consistent with	graphemes for all	Decode alternative	stories, myths and	stories, myths and	those from our	literary heritage;
	their phonic	40+ phonemes,	sounds for	legends, poetry,	legends, poetry,	literary heritage;	books from other
	knowledge by	including	graphemes.	plays and non-	plays and non-	books from other	cultures; myths,
	sound-blending.	alternative sounds.	0	fiction books).	fiction books).	cultures; myths,	legends and
			Read words			legends and	traditional stories;
	Read aloud simple	Read accurately by	containing	Read at a speed	Read at a speed	traditional stories;	poetry; plays; non-
	sentences and	blending sounds in	common suffixes	sufficient for them	sufficient for them	poetry; plays; non-	fiction and
	books that are	unfamiliar words	such as: -ment, -	to focus on	to focus on	fiction and	reference or text
	consistent with	containing GPCs	less, -ness, -ful and	understanding.	understanding.	reference or text	books.
	their phonic	taught.	-ly.	understanding.	understanding.	books.	
	knowledge,		·y.	Read most	Read most	500103.	Determine the
	including some	Read a range of	Read a wider range	common exception	common	Determine the	meaning of new
	common exception	simple common	of common	words by sight,	exception words	meaning of new	words by applying
	words.	exception words	exception words	(including all those	effortlessly, noting	words by applying	morphological
		e.g. the, said, they,	which have been	in the YR 2 spelling	unusual	morphological	knowledge of root
		once, she, friend,	taught, including	appendix) noting	correspondence	knowledge of root	words and affixes
		school.	most words from		correspondence	words and affixes	
		SCHOOI.	most words from	unusual		words and annxes	e.g. ambitious,





CHURCH OF ENGLAND PRIMARY SCHOO	IN FAITH & JOY	1	1	1		
		the YR 2 spelling	correspondence	between spelling	e.g.	infectious,
	Read words with	appendix e.g.	between spelling	and sound.	suspect/suspicious,	observation,
	the endings -s, -es,	because, beautiful,	and sound.		change/changeable,	innocence.
	-ing, -ed and -est.	everybody, should,	Know the full	Know the full	receive/reception.	
		whole, parents,	range of GPCs, and	range of GPCs,		Use appropriate
	Read words of	money.	use phonic skills	and use phonic	Know securely the	intonation, tone
	more than one		consistently and	skills consistently	different	and volume when
	syllable which	Read most words	automatically to	and automatically	pronunciations of	reciting or reading
	contain GPCs	without overtly	address unfamiliar	to address	words with the	aloud to an
	known.	segmenting and	or challenging	unfamiliar or	same letter-string	audience, to make
		blending, once	words.	challenging words.	e.g. bought, rough,	the meaning clear.
	Read contractions	they are familiar.			cough, though,	
	e.g. I'm, can't,		Determine the	Determine the	plough.	
	we'll. Know that	Read some	meaning of new	meaning of new		
	apostrophes	phonically-	words by	words by	Use appropriate	
	represent omitted	decodable books	sometimes	sometimes	intonation, tone	
	letters.	with fluency,	applying	applying	and volume when	
		sound out	knowledge of root	knowledge of root	reciting or reading	
	Read some	unfamiliar words	words and their	words and their	aloud to an	
	phonically-	automatically.	affixes e.g.	affixes e.g.	audience, to make	
	decodable books,		disagree,	information,	the meaning clear.	
	closely matched to		misbehave,	invasion,		
	phonic knowledge.		incorrect.	enclosure,		
				mountainous.		
	Read pseudo					
	(alien) words with					
	accuracy, including					
	vowel digraphs					
	and trigraphs.					
Comprehension Demonstrate	Listen to, discuss	Fully engage with	Fully engage with	Fully engage with	Read and enjoy a	Demonstrate a
understanding of	and enjoy a wide	reading and take	and enjoy reading	and enjoy reading	growing repertoire	positive attitude by
what has been	range of poems	pleasure from	a range of texts,	a range of texts,	of texts, both	frequently reading
read to them by	and stories at a	books and texts.	making choices	making choices	fiction and non-	a wide range of
retelling stories	level beyond that		and explaining	and explaining	fiction.	texts for pleasure,
and narratives	which they can		preferences; begin	preferences; know		





CHURCH O	F ENGLAND PRIMARY SCHOOL	IN FAITH & JOY					
	using their own	read	Listen to, discuss	to know preferred	some text types;	Be familiar with	both fiction and
	words and recently	independently.	and express views	authors and text	talk about books	some of the text	non-fiction.
	introduced	Become familiar	about a wide range	types; talk about	enjoyed both in	types specified in	Show familiarity
	vocabulary.	with key stories,	of contemporary	books enjoyed	and out of school,	the year 5	with different text
		fairy stories and	and classic poetry,	both in and out of	making textual	recommended	types in the 6
	Anticipate – where	traditional tales;	some of which	school.	references.	reading library	recommended
	appropriate – key	retell them; know	they can read			which include	reading library,
	events in stories.	their	independently.	Listen to, discuss	Listen to, discuss	modern fiction and	which include
		characteristics.		and express views	and express views	fiction from our	modern fiction and
	Use and		Listen to, discuss	about a wide range	about a wide	literary heritage;	fiction from our
	understand	Link what they	and express views	of fiction including	range of fiction	books from other	literary heritage;
	recently	read to their own	about a wide range	fairy stories, and	including fairy	cultures; myths,	books from other
	introduced	experiences.	of stories at a level	perhaps myths	stories, myths and	legends and	cultures; myths,
	vocabulary during		beyond that which	poetry (including	legends, poetry	traditional stories;	legends and
	discussions about	Recognise and join	they can read	those read aloud	(including those	poetry, plays and a	traditional stories;
	stories, non-fiction,	in with predictable	independently.	and performed)	read aloud and	range of non-fiction	poetry, plays and a
	rhymes and poems	phrases in poems	Takes account of	and plays -	performed) and	texts.	range of non-fiction
	and during role-	and stories.	what others say.	sometimes at a	plays.		texts.
	play.			level beyond that		Recommend books	
		Discuss the	Show	which they can	Begin to justify	they have read to	Recommend books
		meanings of new	understanding of	read	comments.	their peers, giving	to others, giving
		words, linking	texts read	independently.		reasons.	reasons for their
		them to words	independently;		Listen to and		choices; state
		already known.	self-correct.	Listen to and	discuss a range of	Discuss and	preferences.
				discuss a range of	non-fiction and	comment on	
		Listen to, discuss	Know and retell a	non-fiction and	reference or text	themes and	Accurately identify
		and enjoy a range	wide range of	reference or text	books, that are	conventions in a	and comment on
		of non-fiction	stories, fairy	books, that are	structured in	variety of genres.	the features,
		texts; draw on	stories and	structured in	different ways;		themes and
		what they already	traditional tales.	different ways;	recognise typical	Provide	conventions across
		know, and on		identify their	presentational	straightforward	a range of writing,
		background	Discuss the	particular	features.	explanations for the	and understand
		information and	sequence of events	characteristics;		purpose of the	their use.
		vocabulary	in books, and how	recognise typical	Identify themes	language, structure	
			items of		and conventions	and presentation of	





inaccurate reading. Talk about the significance of the title and events. θaccording to what has been read so far.theme of (journeys' or (invasion'; recognise the conventions of a signposted in reference books.understanding of the meaning of words in context, meaning.how they the meaning of myth or play script; know how winch are similar.how they the meaning of myth or play script; know how winch are similar.how they the meaning of meaning.0Infer on the basis of what is said and don e.g. know that Jack is scared of the giantDiscuss and express views about a range of non-fiction texts which areconventions of a signposted in recognise how asignposted in reference books.understanding of the meaning of words in context, meaning.Use contruct evidence evidence0finding other words which are pon-fiction texts hiding; the princess is sad because she has lost her ring.non-fiction texts which arenonfiction book is and presented.Recognise several ofter organised and presented.understa evidence and presented.Predict what might happen on the basis of what hasDiscuss and clarify and phrases.nad motives, from their actions orDraw inferences and motives, from and motives, from their actions orReadily ask and justify withIdentify t questions to	
Check that texts make sense when reading; self- correct and re-read inaccurate reading. Talk about the significance of the title and events. 0Make inferences said and done; predict according to what has been read so far.Identify themes and conventions in arange of books e.g., identify a theme activities'; recognise the information is script; know how words in context, finding other words done e.g. hathat is said and done e.g. know hathat is said and because he is hiding; the princess is sad because she has lost her ring.Make inferences has bear read so far.Identify themes and conventions in arange of nows e.g., identify a recognise the information is signiformed books recognise the information is signiformed books recognise the information is signiformed books of the giant because she has lost her ring.Make inferences has bear read so participation is princess is sad because she has lost her ring.identify themes and phrases.is set out; hand the participation conventions in signiformed books of the giant and phrases.is set out; intormation is signiformed books and phrases.is set out; intormations indentify themes activities';Predict what might happen on the basis of what hasMake inferences and phrases.Identify themes and phrases.identify themes and phrases.identify themes and phrases.is set out; intormations is and motives, from and motives, fro	anguage,
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make sense when reading; self- correct and re-read inaccurate reading. Talk about the significance of the title and events. θon the basis of what is said and according to what has been reads or 'journeys' or 'invasion'; recognise the 'invasion'; recognise the significance of the title and events. θindex sense when builtet po tables been reads or 'journeys' or 'invasion'; recognise the significance of the title and events. θindex sense when tables been reads or 'journeys' or 'invasion'; recognise the 'invasion'; recognise the significance of the title and events. θjourneys' or (invasion'; recognise the significance of the title and events. θDiscuss and express views about a range of recognise the far.Conventions of a signposted in recognise the signposted in verference books.Discuss and evaluate how evaluate how evaluate how explore f sense of sense of sense of poetry, such as free verse, figurative language poetry, such as language, including free verse, figurative language effect on the vocabula the meaning of new words; discuss hiding; the princess is sad because he has lost her ring.on the basis of the meaning of and presented.'changes in leisure accortions of a signposted in reference books.paragraphs.(e.g., coll builte tables) and how they sense of show, dis free verse, figurative language industify with narrative, imagery) and its(e.g., coll builte books and presented.No to play princess is sad because he has lost her ring.Discuss and clarify the meaning of new words; discuss and phrases.and presented. <th>tional</th>	tional
reading; self- correct and re-read inaccurate reading. Talk about the 	n texts
correct and re-read inaccurate reading. Talk about the significance of the title and events. 0done; predict according to what has been read so far.e.g., identify a theme of 'journeys' or recognise the conventions of a myth or play script; know how signosted in reference books.Discuss their understanding of the meaning of words in cortext, meaning.tables) ar how they contribut meaning.0Infer on the basis of what is said and done e.g. know that Jack is scared of the giant because he is hiding; the because she has lost her ring.Discuss and express views about a range of of the giant bicause and of the giant bicause he is hiding; the princess is sad because she has lost her ring.Discuss and clarify the meaning of recognise du and presented.Recognise several poetry, such as free verse, rhyming, shape, narrative, humorous; explain the im afferences.Discuss and clarify the meaning of show, dis show, dis show, dis reader.Draw inferences and justify with and motives, from braw inferencesReadily ask questions to of languageIdentify the meaningPredict what might happen on the basis of what hasPredict what hasDiscuss and clarify favourite words and phrases.Draw inferences and phrases.Draw inferences and justify withReadily ask questions toIdentify the of language	ımns,
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Talk about the significance of the title and events. 0has been read so far.'journeys' or 'invasion'; recognise the far.myth or play script; know how information is signposted in signposted in reference books.the meaning of words in context, finding other words words in context, finding other words which are similar.contribut meaning.0Infer on the basis of what is said and done e.g. know that Jack is scared of the giantDiscuss and express views about a range of on-fiction texts which are often organised and presented.monfiction book is poetry, such as figurative language, including figurative language princess is sad because she has lost her ring.meaning of figurative language evaluate how and prases.Draw inferences recipes the and purses.meaning of script; know how signposted in reference books.contribut words in context, finding other words signposted in reference books.Use contribut meaning.1Discuss and of the giant hiding; the princess is sad because she has lost her ring.Discuss and clarify the meaning of new words; discuss and purses.marative, evidence e.g. the meaning of reader.marative, the meaning of narative, the meaning of narative, the meaning of evidence e.g.marative, the meaning of narative, the meaning of the reader.contribut meaning.1Predict what might happen on the basis of what hasfavourite words and phrases.marative, their actions ormarative, their actions ormarative, their actions ormarative, their actions or	nd explain
significance of the title and events. θ Infer on the basis of what is said and done e.g. know that Jack is scared of the giant because he is hiding; the princess is sad because she has because she has periore tring. Predict what might happen on the basis of what has basis of what has conventions of a signosted in recognise the conventions of a fairy story or play; recognise how a nonfiction book is often organised often organised and presented. braw inferences and motives, from their actions or and justify with beause of what has conventions of a signosted in reference books. Discuss and sense of recognise how a nonfiction book is structured in and presented. braw inferences and motives, from their actions or and justify with and justify with and justify with the meaning of new words; discuss and motives, from their actions or and justify with and justify with the ractions or and justify with and justify with their actions or and justify with and justify with their actions or and justify with their actions or context, their actions or their a	
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basis of what has their actions or and justify with questions to of langua	
	he effect
been read so far words. evidence e.g. enhance including	ge,
	figurative;
e.g. the boy will be characters' understanding. explain a	
in trouble for Predict what might feelings, thoughts evaluate	
stealing the buns. happen from and motives, from Make comparisons e.g. impa	
details stated and their actions or within and across word or p	hrase on
Participate in implied. words. Draw texts e.g. compare the reade	-
discussion about comparisons. two ghost stories. suitability	
what is read to Explain the chosen si	
them, taking turns meaning of words Predict what Draw inferences personified	cation.
in context; use might credibly and justify these	





others.check meanings. Check the text makes sense, reading to the understanding of what is read to them.check meanings. Check the text makes sense, reading to the punctuation and or self-checking.details stated and implied.the text e.g. explain questions to enhance understanding.Make accurate a appropriate them.what is read to them.meaning of words understanding.make accurate a appropriate check meanings.make accurate a appropriate check meanings.make accurate a appropriate check meanings.Explain and discuss them.Check the text from opinion with and across differ their understanding of theirDistinguish fact reading to the punctuation and habitually re- reading to theOistinguish fact reading to the reading to the punctuation and habitually re- reading.Make developed and present information from non-fiction texts.Make developed and present inferences e.g. information from motives, or ide and presentMake developed and present inferences e.g. information from motives, or ide and presentMake developed and present inferences e.g. information from motives, or ide and presentSummarise main an inferred atmosphere;Make developed and present information from motives, or ide and present	CHURCH OF ENGLAND PRIMARY SCHOOL	G TOGETHER TH & JOY				
Explain clearly their understanding of what is read to 		d listening to	dictionaries to	happen from	with evidence from	During discussion,
Explain clearly their understanding of what is read to them.makes sense, reading to the punctuation and usually re-reading or self-checking.feelings changed and how they know this; make predictions.enhance understanding.Keylain et al.what is read to them.sense, reading to the or self-checking.feelings changed and how they know this; make predictions.Make accurate a appropriate comparisons wit and across differ theirKeylain and discuss theirCheck the text makes sense, understanding of theirDistinguish fact reading to the theircomparisons wit and across differ theirKeylain events; describe a character's action.punctuation and explain events; character's action.Retrieve, record information from characters' thoughts and motives, or iden and inferences e.g.Keylain and the sense character's action.sense, punctuation and the sense, some success.some success.Keylain and the sense character's action.information from motives, or iden and inferences e.g. thoughts and motives, or iden an inferred and inferencemotives, or iden an inferred and inferenceKerieve and record informationdiscuss their understanding of ideas from morean inferred an inferred		ners.	check meanings.	details stated and	the text e.g. explain	ask pertinent
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that the text box Identify and challenging others' Retrieve, record			that the text box	Identify and	challenging others'	Retrieve, record
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And imagination. During discussion about texts, ask questions to improve their understanding; take turns and to there have to say.and debates, using recycle rubbish.and debates, using note where necessary.content drawn from more than one paragraph.111 <td< th=""><th></th><th></th><th>capture the</th><th>relatives; a</th><th>including through</th><th>which support main</th></td<>			capture the	relatives; a	including through	which support main
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					During discussion about texts, ask relevant questions to improve their understanding; take turns and build on what others have to say.		
Poetry	Learn and perform some songs, rhymes and short poems (to Thurgoland Luncheon Club members)	Appreciate some rhymes and poems; recite some by heart.	Recite a repertoire of poems learnt by heart, using appropriate intonation. Recognise simple recurring literary language in stories and poetry.	Recognise some different forms of poetry, such as shape poems, free verse or narrative; explain their differences. Prepare poems and play scripts to read aloud and perform. Show appropriate intonation and volume when reciting or reading aloud.	Prepare poems and play scripts to read aloud and perform. Demonstrate understanding by using appropriate intonation.	Read and recite age-appropriate poetry which has been learned by heart	Demonstrate that they have learned a wide range of poetry by heart.