

	Rec	Y1	Y2	Y3	Y4	Y5	Y6
<b>Decoding/ Phonics</b>	Secure with year group phonic expectations.  Initial Code Units 1-11 including tch with ch  Two-syllable words from initial code - compound and non-compound  Introductions to Extended Code Units 1-5+  Read and spell some common irregular words.  Use phonic knowledge to decide regular words & read aloud accurately.	Secure with year group phonic expectations.  Consolidation of initial code units 9-11  Extended Code Units 1-25 + ou (as mould Unit 32), g (as j Unit 37), ore (Unit 43), ie (as chief Unit 29), ear (Unit 49) ph (Unit 40), s (as hens Unit 48), with focus on the sounds spellings identified in the Phonics Screening Check framework  Sounds in addition to one letter one sound and two letters one sound in initial code –(Units 1-11 Sounds Write) - tch, ai, ay, ea, a-e, e-e, i-e, o-e, u-e, ar, ee, ea, er, ir, ur, oi, oy, oo, oa, o-e, o, ou, ow, ow, ue, ew, i, ie, igh, or, ore, aw, au, air, ear, ear, are, ph, ar, gl(j), y at the end of a word  Division of words into syllables  Common exception words	Secure with year group phonic expectations.  Words containing each of the 40+ phonemes already taught  Sounds in addition to those already taught in reception and Y1 ge, dge (Unit 37), c (nice) (Unit 16), kn, gn (Unit 33), wr (Unit 46), ie, el, al (Unit 18), y (Unit 11), all (Unit 24), o (mother) (Unit 14), a (what), ar (warm) (Unit 19), s (television) (Unit 17), tion	Y3/Y4 Phonic programme  ch Unit 45 (scheme), ch Unit 45(chef), que (league), sc Unit 16 (science), y Unit 31 (Egypt), ou Unit 14 (young), ei, eigh, ey Unit 27			
<b>Patterns and Rhymes</b>	Identify rhymes and alliteration.  Join in with rhyming patterns.	Identify which words appear again and again.  Recognise & join in with predictable phrases.	Recognise simple recurring literary language.				
<b>Comprehension and Understanding</b>	Read & understand simple sentences.  Demonstrate understanding when talking with others about what they have read.	Relate reading to own experiences.  Re-read if reading does not make sense.  Re-tell with considerable accuracy.  Discuss significance of title & events.	Develop fluency in order to read ahead to help with fluency & expression.  Comment on plot, setting & characters in familiar & unfamiliar stories.  Recount main themes & events.  Comment on structure of the text.	Comment on the way characters relate to one another.  Know which words are essential in a sentence to retain meaning.	Give a personal point of view on a text.  Re-explain a text with confidence.	Summarise main points of an argument or discussion within their reading & make up own mind about issue/s.  Compare between two texts.  Appreciate that people use bias in persuasive writing.  Appreciate how two people may have a different view on the same event.	Refer to text to support opinions and predictions.  Give a view about choice of vocabulary, structure, etc.  Distinguish between fact & opinion.
<b>Prediction, inference &amp; deduction</b>	Make basic predictions.	Make predictions on basis of what has been read.  Make inferences on basis of what is being said & done.		Draw inferences such as inferring characters' feelings, thoughts & motives from their actions.	Justify inferences with evidence, predicting what might happen from details stated or implied. Draw inferences such as inferring characters' feelings, thoughts & motives from their actions.	Draw inferences and justify with evidence from the text.	
<b>Intonation and Expression</b>		Read aloud with pace & expression, i.e. pause at full stop, raise voice for question.	Use commas, question marks & exclamation marks to vary expression.  Read aloud with expression & intonation.	Recognise how commas are used to give more meaning.	Use appropriate voices for characters within a story.	Vary voice for direct or indirect speech.	Appreciate how a set of sentences has been arranged to create maximum effect.
<b>Punctuation, grammatical features and the writer's craft</b>	Identify start and end of a sentence. Identify what a sentence is. Identify capital letters/full stops.	Recognise: o capital letters o full stops o question marks o exclamation marks o ellipsis  Know why the writer has used the above punctuation in a text.	Recognise: o commas in lists o apostrophe of omission & possession (singular noun)  Identify past/present tense and why the writer has used a tense.	Recognise: o inverted commas  Recognise: o plurals o pronouns and how used o collective nouns o adverbs  Explain the difference that the precise choice of adjectives and verbs make.	Recognise: o apostrophe of possession (plural)  Identify how sentence type can be changed by altering word order, tenses, adding/deleting words or amending punctuation.  Explain why a writer has used different sentence types or a particular word order and the effect it has created.	Recognise: o clauses within sentences  Explain how and why a writer has used clauses to add information to a sentence.	Recognise: o complex sentences with more than one subordinate clause o phrases which add detail to sentences  Explain how a writer has used sentences to create particular effects.

## Reading Non-Negotiables (Minimum end of year expectations)

Research	Fiction and non-fiction terminology.	Know difference between fiction and non-fiction texts. Use content and index to locate information.			Skim & scan to locate information and/or answer a question.	Use more than one source when carrying out research.  Create a set of notes to summarise what has been read.	Skim and scan to aide note-taking.	
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