

ENGLISH – Reading

Year 1
Word(ERW)
ERW1.1 Can apply phonic knowledge and skills to decode words.
ERW1.2 Can read common exception words noting unusual correspondences between spelling and sound.
ERW1.3 Can respond speedily with the correct sound to graphemes for all 40+ phonemes including any alternative sounds for graphemes.
ERW1.4 Can read accurately by blending sounds in unfamiliar words that contain graphemes taught.
ERW1.5 Can use letter names to tell apart alternative spellings of the same sound.
ERW1.6 Can read words with contractions and understand that the apostrophe represents the omitted letter.
ERW1.7 Can apply phonic knowledge to decode words.
ERW1.8 Can re-read books to build up our fluency and confidence.
Comprehension (ERC)
ERC1.1 Can discuss a wide range of poems at a level beyond which can be understand independently.
ERC1.2 Can appreciate rhymes and poems and recite some by heart.
ERC1.3 Can join in discussions about what is read to him/her, taking turns and listening to what others say.
ERC1.4 Can explain clearly understanding of what is read to him/her.
ERC1.5 Can <i>predict</i> what might happen based on what has been read so far.
ERC1.6 Can <i>link</i> what has been read or heard read to own experiences.
ERC1.7 Can understand books by <i>drawing on background information</i> and vocabulary.
ERC1.8 Can become familiar with, retell and consider the particular characteristics of stories.
ERC1.9 Can make <i>inferences</i> on the basis of what is being said and done.
ERC1.10 Can listen to and discuss a wide range of stories at a level beyond which can be read independently.
ERC 1.11 Can make <i>predictions</i> based on pictorial and textual clues.
ERC1.12 Can retell a story.
ERC1.13 Can join in with predictable phrases.

Year 2
Word(ERW)
ERW2.1 Can read common exception words.
ERW2.2 Can read accurately by blending the sounds in words that contain the graphemes taught so far and some alternative sounds for graphemes.
ERW2.3 Can read aloud books matched to improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without pausing.
ERW2.4 Can read accurately by blending the sounds in words that contain graphemes taught, recognising alternative graphemes.
ERW2.5 Can read books aloud sounding out unfamiliar words accurately without hesitation.
ERW2.6 Can apply phonic skills to decode automatically until reading is fluent.

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ERW2.7 Can read accurately words containing more than one syllable that contain the GPCs taught so far.
ERW2.8 Can read familiar words quickly and accurately without overt sounding and blending.
Comprehension (ERC)
ERC2.1 Can understand books by making inferences based on what is being said and done.
ERC2.2 Can predict what might happen based on what has been read so far.
ERC2.3 Can discuss favourite words and phrases.
ERC2.4 Can retell a range of stories and tales.
ERC2.5 Can understand books by asking questions .
ERC2.6 Can recognise common and recurring language in stories.
ERC2.7 Can discuss a range of text beyond independent reading.
ERC2.8 Can understand books by drawing on background information and vocab.
ERC2.9 Can check that the text makes sense and correct inaccurate reading.
ERC2.10 Can re-read books to build up fluency and confidence.
ERC2.11 Can discuss the texts read and listen to, taking turns to share thoughts .
ERC2.12 Can explain and discuss understanding of books.
ERC2.13 Can discuss a range of non-fiction books with different structures.
ERC2.14 Can discuss how information is sequenced and how the information is related.
ERC2.15 Can explain and discuss our understanding of books that we listen to and those we read ourselves.

Year 3	
Word(ERW)	
ERW3.1 Apply a growing knowledge of root words (English Appendix 1 - Year 3) in order to read aloud and to understand the meaning of new words met.	
ERW3.2 Apply a growing knowledge of prefixes (English Appendix 1 - Year 3) in order to read aloud and to understand the meaning of new words met.	
ERW3.3 Apply a growing knowledge of suffixes (English Appendix 1 - Year 3) in order to read aloud and to understand the meaning of new words met.	
ERW3.4 Read further 'exception' words, understanding why they are exceptions to the rule.	
Comprehension (ERC)	
ERC3.1 In order to develop positive attitudes to reading: listen to, understand and discuss a wide range of texts relevant to Year 3	
Fiction	Non-fiction
Poetry	Reference books/ textbooks
Plays	
ERC3.2 Read and understand books that are structured in different ways and written by different styles or authors in order to develop positive attitudes to reading.	
ERC3.3 Understand the structure and style of dictionaries to check the meaning of words read in order to develop positive attitudes to reading	
ERC3.4 Increase familiarity with and understanding of a growing range of books, in order to develop positive attitudes to reading; retell some of these orally; including	
Fairy stories	Legends

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Myths	
ERC3.5 Identify themes and conventions by the same and different authors in order to develop positive attitudes to reading.	
ERC3.6i Prepare <i>poems</i> to read aloud and to perform, showing understanding through intonation, expression and movement.	
ERC3.6ii Prepare <i>play scripts</i> to read aloud and to perform, showing understanding through intonation, expression and movement	
ERC3.7 Identify in texts varied words and phrases that capture the reader's interest and imagination.	
ERC3.8 Recognise different forms of poetry, including performance, narrative and list poems.	
ERC3.9 Understand what is read in books when reading independently by checking that the text makes sense; discuss this understanding with others.	
ERC3.10 Understand what is read in books when reading independently by asking questions to improve understanding of a range of stories and texts.	
ERC3.11 Understand what is read in books when reading independently by beginning to draw inferences and use deduction to explore and appreciate meaning; justify inferences with evidence.	
ERC3.12 Understand what is read in books when reading independently by predicting what might happen from details stated and be aware of some implicit meanings	
ERC3.13 Understand what is read in books when reading independently by identifying main ideas drawn from more than one paragraph and summarising these in simple terms.	
ERC3.14 Understand what is read in books when reading independently by identifying different types of language, structure and presentation that help the reader understand the text better.	
ERC3.15 Understand how to retrieve and record information from non-fiction books.	
ERC3.16 Participate in discussion about books that are read out and those read independently, taking turns to express opinions and listening to opinions of others.	

Year 4	
Word(ERW)	
ERW4.1 Apply our growing knowledge of root words (English Appendix 1 - Year 4) in order to read aloud and to understand the meaning of new words that we meet.	
ERW4.2 Apply our growing knowledge of prefixes (English Appendix 1 - Year 4) in order to read aloud and to understand the meaning of new words that we meet.	
ERW4.3 Apply our growing knowledge of suffixes (English Appendix 1 - Year 4) in order to read aloud and to understand the meaning of new words that we meet.	
ERW4.4 Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.	
Comprehension (ERC)	
ERC4.1 In order to develop positive attitudes to reading: listen to, understand and discuss a wide range of texts relevant to Year 4 including:	
Fiction	Non-fiction
Poetry	Reference books/textbooks
Plays	

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ERC4.2 Develop positive attitudes to reading and understanding by reading books that are structured in different ways and reading for a range of purposes.		
ERC4.3 Use knowledge of alphabetical order to access dictionaries in order to check the meaning of words read.		
ERC4.4 Develop positive attitudes to reading and understanding by having an increased familiarity with a wide range of books, retelling some of these orally.		
Fairy stories		Legends
Myths		
ERC4.5 Develop positive attitudes to reading and understanding by identifying and comparing themes and conventions in a wide range of books.		
ERC4.6i Develop positive attitudes to reading and understanding by preparing <u>poems</u> to read aloud; perform using appropriate intonation, tone, volume and action.		
ERC4.6ii Develop positive attitudes to reading and understanding by preparing <u>play scripts</u> to read aloud; perform using appropriate intonation, tone, volume and action.		
ERC4.7 Discuss powerful words and phrases that capture the reader’s interest and imagination when reading.		
ERC4.8 Develop positive attitudes to reading and understanding by recognising and analysing different forms of poetry, including:		
Ballad		Monologue
Free verse		Haiku
ERC4.9 Understand the text read independently in books; check that the text makes sense , discuss understanding and explain the meaning of given words in context.		
ERC4.10 Understand the text read independently in books; ask insightful questions to improve understanding of a wide range of stories and texts.		
ERC4.11 Understand the text read independently in books; draw inferences , such as inferring characters’ feelings, thoughts and motives from their actions, and justify inferences with evidence.		
ERC4.12 Understand the text read independently in books; predict what might happen from details stated and implied meanings and attitudes.		
ERC4.13 Understand the text read independently in books; identify main ideas drawn from more than one paragraph of more complex texts and summarise these.		
ERC4.14 Understand the text read independently in books; identify how different language styles, structure, and presentation are used by the author to convey meaning.		
ERC4.15 Retrieve and record information from different styles of non-fiction books.		
ERC4.16 Participate in discussion about both books that are read to us and those we can read for ourselves, taking turns and listening to other opinions before formulating and recording own.		

Year 5
Word(ERW)
ERW5.1 Apply a growing knowledge of root words (English Appendix 1 - Year 5) in order to read aloud and to understand the meaning of new words met.
ERW5.2 Apply a growing knowledge of prefixes (English Appendix 1 - Year 5) in order to read aloud and to understand the meaning of new words met.

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ERW5.3 Apply a growing knowledge of suffixes (English Appendix 1 - Year 5) in order to read aloud and to understand the meaning of new words met.	
Comprehension (ERC)	
ERC5.1 In order to develop positive attitudes to reading: listen to, understand and discuss a wide range of texts relevant to Year 5	
Fiction,	Non-fiction
Poetry	Reference books or textbooks
Plays,	
ERC5.2 Continue to read and understand books that are structured in different ways, showing a growing awareness of the writer's viewpoint; maintain a positive attitude to reading as a result.	
ERC5.3 Continue to increase familiarity with a wide range of books, including those listed below, relevant to Year 5; develop a deeper understanding of reading and maintain positive attitudes to reading.	
Myths	Modern fiction
Legends	Fiction from our literary heritage
Traditional stories	Books from other cultures and traditions
ERC5.4 Recommend books read to peers, giving reasons for choices; maintain a positive attitude to reading as a result.	
ERC5.5 Identify and discuss themes and conventions in and across a range of writing, commenting simply on the overall effect on the reader; develop a deeper understanding of reading and maintain positive attitudes to reading.	
ERC5.6 Make comparisons within and across books , identifying features in common to different texts; develop a deeper understanding of reading and maintain positive attitudes to reading.	
ERC5.7 Learn a wider range of poetry, relevant to Year 5, by heart.	
ERC5.8i Prepare <u>poems</u> to read aloud and to perform, showing a growing understanding through intonation, tone and volume so that the meaning is clear to an audience; develop a deeper understanding of reading and maintain positive attitudes to reading.	
ERC5.8ii Prepare <u>plays</u> to read aloud and to perform, showing a growing understanding through intonation, tone and volume so that the meaning is clear to an audience; develop a deeper understanding of reading and maintain positive attitudes to reading.	
ERC5.9i Understand what is read by checking that the book makes sense , discussing understanding, exploring the meaning of words in context and identifying some features of the writer's use of language.	
ERC5.9ii Understand what is read by identifying some features of the writer's use of language.	
ERC5.10 Understand what is read by asking increasingly perceptive questions to improve understanding of a wide range of stories and texts.	
ERC5.11 Understand what is read by drawing inferences such as inferring characters' feelings, thoughts and motives from actions; justify inferences with evidence rooted securely in the text.	
ERC5.12 Understand what is read by predicting what might happen from details stated and implied, considering possible connections within the text	
ERC5.13 Understand what is read by summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.	
ERC5.14 Understand what is read by identifying how language, structural choices and presentation contribute to meaning; show a growing awareness of the author's craft.	

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ERC5.15 Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.
ERC5.16 Distinguish between statements of fact and opinion.
ERC5.17 Retrieve, record and present information from non-fiction texts.
ERC5.18 Participate in discussions about books that are read aloud and those read independently, building on own and others' ideas and challenging views courteously.
ERC5.19 Explain and discuss understanding of what we have read, including through formal presentations and debates, maintaining a focus on the topic and using notes to guide speaking.
ERC5.20 Provide reasoned justifications for views.

Year 6		
Word(ERW)		
ERW6.1 Apply a growing knowledge of root words (English Appendix 1 - Year 6) in order to read aloud and to understand the meaning of new words met.		
ERW6.2 Apply a growing knowledge of prefixes (English Appendix 1 - Year 6) in order to read aloud and to understand the meaning of new words met.		
ERW6.3 Apply a growing knowledge of suffixes (English Appendix 1 - Year 5) in order to read aloud and to understand the meaning of new words met.		
Comprehension (ERC)		
ERC6.1 In order to maintain positive attitudes to reading continue to read, discuss and understand an increasingly wide range of relevant to Year 6		
Fiction,		Non-fiction,
Poetry,		Reference books or textbooks
Plays,		
ERC6.2 Continue to read for a range of purposes in order to maintain positive attitudes to reading; understand that books that are structured in different ways and offer different viewpoints.		
ERC6.3 In order to maintain positive attitudes to reading, continue to increase familiarity with and understand a wide range of books, including relevant to Year 6		
Myths		Modern fiction
Legends		Fiction from our literary heritage
Traditional stories		Books from other cultures and traditions
ERC6.4 Recommend the books read to others, giving comprehensive reasons and justification for choices.		
ERC6.5 Identify, understand and discuss themes and conventions in and across a wide range of writing, explaining the overall effect on the reader.		
ERC6.6 Make comparisons within and across books, identifying similarities and differences between texts.		
ERC6.7 Read, learn by heart and understand a wide range of poetry relevant to Year 6 in order to maintain positive attitudes to reading.		
ERC6.8i Prepare <u>poems</u> to read aloud and perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.		

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ERC6.8ii Prepare <u>plays</u> to read aloud and perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.
ERC6.9 Understand what is read by checking that the book makes sense, discussing understanding , exploring the meaning of words in context and identifying various features of the writer’s use of language.
ERC6.10 Understand what is read by asking discerning and issue-raising questions to improve understanding of a wide range of stories and texts.
ERC6.11 Draw inferences , such as inferring characters’ feelings, thoughts and motives from their actions, and justify inferences with textual evidence in order to understand what is read; explore overall meaning in detail.
ERC6.12 Predict what might happen from the details stated and implied, understanding how small details in a text contribute to overall meaning; use this knowledge to help understand what is read.
ERC6.13 Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas and drawing together points from different places or sources in a text, in order to understand what is read.
ERC6.14 Identify and show some appreciation for how language, structural choices and presentation contribute to meaning and create effects in order to understand what is read.
ERC6.15 Discuss and begin to develop precise analysis of how authors use language, including figurative language; consider the impact on the reader.
ERC6.16 Distinguish between statements of fact and opinion, explaining why they are used in different types of texts.
ERC6.17 Retrieve, record and present information from non-fiction texts in a clear and organised manner.
ERC6.18 Participate in discussions about books that are read aloud and those read independently, building on own and others’ ideas and pulling out meanings in order to challenge views courteously.
ERC6.19 Explain and discuss understanding of texts read, including through formal presentations and debates; maintain a clear focus on the topic and using notes only where necessary
ERC6.20 Provide reasoned justifications for views, showing an ability to make connections between points and weigh up evidence.