



Oracy and Vocabulary

EYFS	Year 1	Year 2	Year 3	Year 4
<p>Sentence stems</p> <p>I like... I don't like... One day... Next... In the end... I think...because</p>	<p>Sentence stems</p> <p>I like/don't like... because... I think... happened because... I feel that... Next time I ... First, next... I agree/disagree because...</p>	<p>Sentence stems</p> <p>I think...because... They are similar/different because... I know this because... I found... Next time I could... It was interesting because... I like the part where.... I predict that...</p>	<p>Sentence stems</p> <p>An argument for/against is... I understand, however... It appears to be... I enjoyed it because... Maybe next time you could try... My opinion is... Building on... I remember that...</p>	<p>Sentence stems</p> <p>An argument for/against is... I understand, however... It appears to be... I understand that depending on... I understand your point of view however... You could improve this work by... It was successful because... Due to the fact that... Most reasonable people would agree that... Due to... Subsequently...</p>
<p>Vocabulary</p> <p>Word, letter, sentence, page, story, tale</p>	<p>Vocabulary</p> <p>author, fiction, non fiction, rhyme, story letter, capital letter, word, singular, plural sentence punctuation, full stop, question mark, exclamation mark,</p>	<p>Vocabulary</p> <p>Setting, plot, Illustrator, character, alliteration, rhythm, beats, simile, narrator, chapter, pattern noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma, illustrator</p>	<p>Vocabulary</p> <p>Myth, legend, fable, script, scene, act, narrative, hook, dialogue, hero, villain, first person Preposition, conjunction word family, prefix clause, subordinate clause direct speech, consonant vowel, vowel inverted commas (or 'speech marks')</p>	<p>Vocabulary</p> <p>Metaphor, onomatopoeia, genre, point of view, resolution, novel, haiku, cinquain, kennings determiner pronoun, possessive pronoun adverbial</p>

Text Types and Genres

EYFS	Year 1	Year 2	Year 3	Year 4
<p>Fiction</p> <p>Traditional and fairy tales Stories with predictable and patterned language Stories from other cultures</p>	<p>Fiction</p> <p>Traditional and fairy tales</p> <p>Pirate stories Stories from other cultures Stories with familiar settings</p>	<p>Fiction</p> <p>Different stories by the same author Character/setting descriptions</p> <p>Stories with familiar settings</p>	<p>Fiction</p> <p>Stories with familiar settings</p> <p>Myths and legends Adventure and mystery Play scripts</p>	<p>Fiction</p> <p>Setting descriptions</p> <p>Stories from other cultures Stories set in imaginary worlds</p>
<p>Non - Fiction</p> <p>Labels, lists and captions Information texts</p>	<p>Non - Fiction</p> <p>Instructions</p> <p>Labels, lists and captions Newspapers Diaries</p>	<p>Non - Fiction</p> <p>Instructions</p> <p>Information texts on real events Non chronological reports</p>	<p>Non - Fiction</p> <p>Instructional texts</p> <p>Non chronological reports Information texts Letters</p>	<p>Non Fiction</p> <p>Explanation texts</p> <p>Non chronological reports Persuasive writing Newspapers</p>
	<p>Poetry</p> <p>Shape and lists poems Nursery rhymes and counting poems Raps and rhyming stories</p>	<p>Poetry</p> <p>Rhyming couplets Poems with a given structure Poetry to perform/appreciate</p>	<p>Poetry</p> <p>Poems to perform Calligrams and shape poems</p>	<p>Poetry</p> <p>Figurative poetry Haiku Poems to perform</p>

Encouraging Love of Reading

EYFS	Year 1	Year 2	Year 3	Year 4
children to be read to at least twice during the school day	children to be read picture books to at least once during the school day	children to be read to from simple chapter books at least once during the school day	children to be read to from chapter books for at least 5-10 minutes during the school day	children to be read to from chapter books for at least 5-10 minutes during the school day

Phonics, Decoding and Spelling

EYFS	Year 1	Year 2	Year 3	Year 4
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<p>To use phonic knowledge to decode regular words and read them aloud accurately (Linked to WRI scheme of work)</p>	<p>To apply phonic knowledge and skills as the route to decode words. To blend sounds in unfamiliar words using the GPCs that they have been taught.</p> <p>To respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes.</p> <p>To read words containing taught GPCs.</p> <p>To read words containing -s, -es, -ing, -ed and -est endings.</p> <p>To read words with contractions, e.g. I'm, I'll and we'll.</p>	<p>To continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.</p> <p>To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</p> <p>To accurately read most words of two or more syllables.</p> <p>To read most words containing common suffixes.*</p>	<p>To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words).</p> <p>To apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- to begin to read aloud.*</p> <p>To apply their growing knowledge of root words and suffixes/word endings, including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian, to begin to read aloud.*</p>	<p>To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill.</p> <p>To apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.*</p>
<p>To read some common exception words (linked with Read, Write, Inc Scheme)</p>	<p>To read Y1 common exception words, noting unusual correspondences between spelling and sound</p>	<p>To read most Y1 and Y2 common exception words*, noting unusual correspondences</p>	<p>To begin to read Y3/Y4 exception words.*</p>	<p>To read all Y3/Y4 exception words*, discussing the unusual correspondences between</p>
	<p>and where these occur in words.</p>	<p>between spelling and sound and where these occur in the word.</p>		<p>spelling and these occur in the word.</p>

Fluency, Understanding and Correcting Inaccuracies

EYFS	Year 1	Year 2	Year 3	Year 4
<p>To read and understand simple sentences.</p>	<p>To accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words. To reread texts to build up fluency and confidence in wordreading.</p>	<p>To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation. To reread these books to build up fluency and confidence in word reading. To read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts.</p>	<p>Read aloud books, sounding out unfamiliar words accurately, automatically and without hesitation. Recognise punctuation, pausing at key moments.</p>	<p>Read clearly and apply punctuation accurately. Use expression and intonation with a growing awareness of the audience and purpose. Word reading should also support the development of vocabulary.</p>

	To check that a text makes sense to them as they read and to self-correct.	To show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher. To check that the text makes sense to them as they read and to correct inaccurate reading.	Link to AR To check that the text makes sense to them as they read and to correct inaccurate reading.	To check that the text makes sense to them as they read and to correct inaccurate reading.
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Comprehension

EYFS	Year 1	Year 2	Year 3	Year 4
<p>To listen to stories accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.</p> <p>To demonstrate understanding when talking with others about what they have read.</p>	<p>To listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently.</p> <p>To link what they have read or have read to them to their own experiences.</p> <p>To retell familiar stories in increasing detail.</p> <p>To join in with discussions about a text, taking turns and listening to what others say.</p> <p>To discuss the significance of titles and events.</p>	<p>To participate in discussion about books, poems and other works that are read to them (at a level beyond at which they can read independently) and those that they can read for themselves, explaining their understanding and expressing their views.</p> <p>To become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales.</p> <p>To discuss the sequence of events in books and how items of information are related</p> <p>To recognise simple recurring literary language in stories and poetry.</p> <p>To ask and answer questions about a text.</p> <p>To make links between the text they are reading and other texts they have read (in texts that they can read independently).</p>	<p>To recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>To use appropriate terminology when discussing texts (plot, character, setting).</p>	<p>To discuss and compare texts from a wide variety of genres and writers.</p> <p>To read for a range of purposes.</p> <p>To identify themes and conventions in a wide range of books.</p> <p>To refer to authorial style, overall themes (e.g. triumph of good over evil) and features (e.g. greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings).</p> <p>To identify how language, structure and presentation contribute to meaning.</p> <p>To identify main ideas drawn from more than one paragraph and summarise these.</p>
<p>To use vocabulary and forms of speech that are increasingly influenced by their experiences of books</p>	<p>To discuss word meaning and link new meanings to those already known.</p>	<p>To discuss and clarify the meanings of words, linking new meanings to known vocabulary. To discuss their favourite words and phrases.</p>	<p>To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. To discuss authors' choice of words and phrases for effect.</p>	<p>Discuss vocabulary used to capture readers' interest and imagination.</p>

<p>To answer 'how' and 'why' questions about their experiences and in response to stories or events.</p>	<p>To begin to make simple inferences. To predict what might happen on the basis of what has been read so far.</p>	<p>To make inferences on the basis of what is being said and done. To predict what might happen on the basis of what has been read so far in a text.</p>	<p>To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives. To justify predictions using evidence from the text.</p>	<p>To draw inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text. To justify predictions from details stated and implied.</p>
<p>To know that information can be retrieved from books and computers.</p>	<p>Select non fiction books for different purposes.</p>	<p>To recognise that non- fiction books are often structured in different ways.</p>	<p>To retrieve and record information from non- fiction texts.</p>	<p>To use all of the organisational devices available within a non-fiction text to retrieve, record and discuss information. To use dictionaries to check the meaning of words that they have read.</p>