

	30-50	ELG	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Oracy</b>	<ul style="list-style-type: none"> <li>Build a broad vocabulary and use new sentence structures modeled by adults.</li> <li>Engage in meaningful, back-and-forth conversations.</li> <li>Re-enact and retell known stories and narratives through play.</li> </ul>	<ul style="list-style-type: none"> <li>Formulate simple, explicit sentences.</li> <li>Use structured talk to generate and rehearse simple narratives or non-fiction ideas prior to recording.</li> <li>Respond to 'how' and 'why' questions regarding a text.</li> </ul>	<ul style="list-style-type: none"> <li>Orally rehearse simple sentences using talk partners or talking tins as a precursor to writing.</li> <li>Employ sentence stems to provide structured responses to reading comprehension.</li> <li>Use a range of Tier 2 vocabulary derived from core texts and the wider curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>Utilize a talk partner to effectively structure and refine ideas before the drafting stage.</li> <li>Discuss and justify personal choices in their work.</li> <li>Apply morphology (prefixes/suffixes) to decode and explain complex word meanings.</li> </ul>	<ul style="list-style-type: none"> <li>Use talk to explore and explain character intent, narrative voice, and authorial choice.</li> <li>Deliver small-group presentations that analyze specific text features.</li> <li>Orally perform the 'Question' and 'Clarify' roles within a Reciprocal Reading session.</li> </ul>	<ul style="list-style-type: none"> <li>Engage in text-based peer discussion to justify interpretations and challenge ideas respectfully.</li> <li>Ground all verbal contributions in explicit evidence from the text.</li> <li>Use precise Tier 3 vocabulary (e.g., alliteration, antagonist, theme) within context.</li> </ul>	<ul style="list-style-type: none"> <li>Lead whole-class, text-based discussions, requiring justification with explicit textual evidence.</li> <li>Critically evaluate and discuss persuasive language and recurring themes.</li> <li>Analyze the impact of an author's word choice on the tone and meaning of a text.</li> </ul>	<ul style="list-style-type: none"> <li>Deliver a high-quality presentation for a specific audience and purpose (e.g. a character defense).</li> <li>Evaluate how an author's choice of structure and language impacts the reader.</li> <li>Sustain a sophisticated, text-rooted debate</li> </ul>
<b>Word reading (phonics)</b>	<ul style="list-style-type: none"> <li>Develop phonological awareness (e.g., listening to and remembering sounds, rhythm, and rhyme).</li> <li>Hear and say initial sounds in words.</li> </ul>	<ul style="list-style-type: none"> <li>Sing RWI Set 1 letter sounds and identify 'special friends'.</li> <li>Blend sounds to read words.</li> <li>Read RWI Ditty, Red and Green books with increasing accuracy and fluency.</li> <li>Demonstrate knowledge of the first 6 set 2 sounds by the end of Reception.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate knowledge of all set 1 and 2 sounds.</li> <li>Read Purple, Pink, Orange, Yellow and Blue story books with increasing accuracy and fluency.</li> <li>Read all set 3 sounds and words containing these sounds.</li> <li>Meet the standard of the statutory Phonics Screening Check.</li> </ul>	<ul style="list-style-type: none"> <li>Read Blue and Grey story books.</li> <li>Read longer words containing set 1, 2 and 3 sounds.</li> <li>Read multisyllabic words.</li> <li>Read stories with fluency and intonation.</li> <li>Evidence readiness to transition to a fluency group by the end of Spring 1.</li> </ul>	<ul style="list-style-type: none"> <li>Apply phonic knowledge to spell unfamiliar words.</li> <li>Use a focus on etymology to understand complex vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate a continued focus on morphology and etymology in their reading.</li> <li>Identify words with identical/similar spelling but different pronunciations.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate automatic word reading, ensuring cognitive space is freed for comprehension.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate full independence in decoding and accessing Tier 3 vocabulary.</li> </ul>
<b>Fluency</b>				<ul style="list-style-type: none"> <li>Read Blue and Grey storybooks with increasing accuracy and speed.</li> <li>Read stories with appropriate fluency and intonation (prosody).</li> <li>Evidence readiness to transition to a fluency group by the end of Spring 1.</li> </ul>	<ul style="list-style-type: none"> <li>Read a familiar age-appropriate text at a steady pace (aiming for 90+ words per minute).</li> <li>Use punctuation (commas and full stops) to pause naturally, demonstrating an understanding of phrasing.</li> <li>Recognize and read common high-frequency words without hesitation.</li> <li>Read for audience and effect.</li> </ul>	<ul style="list-style-type: none"> <li>Read with prosody, adapting tone, volume, and pitch to reflect character mood or authorial intent.</li> <li>Maintain a consistent reading speed that allows for immediate self-correction if a word is misread.</li> <li>Transition smoothly between different sentence structures</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate silent reading stamina, maintaining focus on a complex text</li> <li>Read a wide variety of genres (poetry, non-fiction, narrative) with appropriate rhythm and intonation.</li> </ul>	<ul style="list-style-type: none"> <li>Achieve a target fluency rate (approx. 120+ wpm) that supports the synthesis of complex information.</li> <li>Read accurately and fluently even when encountering challenging Tier 3 vocabulary.</li> </ul>
<b>Comprehension</b>	<ul style="list-style-type: none"> <li>Develop language comprehension through listening to and retelling stories.</li> <li>Answer simple 'What happened?' questions (retrieval).</li> </ul>	<ul style="list-style-type: none"> <li>Develop language comprehension by listening to and talking about rich texts.</li> <li>Clarify: Begin to ask for the meaning of new words encountered in stories.</li> <li>Predict: Use book covers and titles to suggest what might happen.</li> </ul>	<ul style="list-style-type: none"> <li>Retrieval: Identify explicit information in the text.</li> <li>Prediction: Use the title and illustrations to make simple predictions</li> <li>Sequencing: Retell the main events in order.</li> </ul>	<ul style="list-style-type: none"> <li>Inference: Answer "Why?" questions based on simple textual clues (e.g., character feelings).</li> <li>Vocabulary (Clarify): Identify unknown words and use context/glossaries to determine meaning.</li> </ul>	<p>Formal Reciprocal Reading Introduction:</p> <ul style="list-style-type: none"> <li>1. Modelled Strategy: Demonstrate understanding of the four roles: Predict, Clarify, Question, Summarise.</li> <li>2. Group Practice (Scaffolded)</li> </ul>	<p>Formal Reciprocal Reading</p> <ul style="list-style-type: none"> <li>1. Modelled Strategy: Demonstrate deeper understanding of the four roles: Predict, Clarify, Question, Summarise.</li> <li>2. Group Practice</li> </ul>	<p>Independent Reciprocal Application:</p> <ul style="list-style-type: none"> <li>1. Clarify Deepening: Use knowledge of morphology and etymology to break down words.</li> <li>2. Questioning: Generate and categorise questions (e.g., literal, inferential, evaluative).</li> <li>3. Summarise: Write short, factual summaries using key information and topic sentences.</li> </ul>	<p>Critical Comprehension:</p> <ul style="list-style-type: none"> <li>1. Synthesis &amp; Comparison: Compare information from multiple sources.</li> <li>2. Evaluation: Form and justify opinions on complex texts, using evidence to support arguments.</li> <li>3. Examining Bias: Identify bias, prejudice, and fact vs. opinion within literary and informational texts.</li> </ul>
<b>Test-readiness</b>			<ul style="list-style-type: none"> <li>Adult led exposure and introduction to comprehension</li> </ul>	<ul style="list-style-type: none"> <li>Through adult modelling, understand the conventions of tests, for example: <ul style="list-style-type: none"> <li>working in timed conditions,</li> <li>working independently,</li> <li>using all the available time,</li> <li>attempting as many questions as possible.</li> </ul> </li> <li>Begin to develop the resilience and the stamina required to complete the reading test.</li> </ul>	<ul style="list-style-type: none"> <li>Through adult modelling, understand basic test techniques including: <ul style="list-style-type: none"> <li>Reading one text at a time and answering the questions relating to the text</li> <li>Following specific instructions - e.g. Find and copy one word / tick the correct boxes</li> <li>Understand phrases commonly used in test questions - e.g. "Which word is closest in meaning to...", "fact or opinion?", "true or false".</li> <li>Finding the relevant section of the text to look for the answer by using cues in the question (e.g. Look at the sentence beginning...), subheadings, skimming and scanning</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Know how to tackle retrieval questions confidently.</li> <li>Begin to use a variety of strategies to tackle vocabulary questions including using textual cues, substitution of synonyms and comparison with antonyms.</li> <li>Through adult modelling, begin to understand how to approach simple inference and prediction questions, ensuring that answers are rooted in plausible interpretations of the information in the text.</li> </ul>	<ul style="list-style-type: none"> <li>Use a variety of strategies to tackle vocabulary questions confidently.</li> <li>Tackle simple inference and prediction questions, giving plausible answers based on the text, confidently.</li> <li>Through adult modelling, begin to understand how to approach questions with different formats (e.g. sequencing, matching, and tabulated answers).</li> <li>Know what is meant by 'justify' and 'evidence' in the context of a reading test.</li> <li>Begin to infer character's personalities, thoughts, feelings and motives from their actions in texts, giving relevant evidence to justify answers.</li> </ul>	<ul style="list-style-type: none"> <li>Use accumulated experience of answering test questions to give precise answers which are phrased to explicitly address the question and which give a clear understanding of the intended meaning.</li> <li>Consolidate knowledge of how to attempt questions presented in various formats with confidence.</li> <li>Apply understanding of 'evidence' and 'justification' to different question types including tabulated questions and longer answer questions.</li> <li>Use the PEE strategy to give more developed answers to inference questions carrying multiple marks.</li> </ul>