



English Reading 2025-2026

The knowledge and skills that pupils need in order to comprehend are very similar at different ages. This is why the programmes of study for comprehension in years 3 and 4 and years 5 and 6 are similar: the complexity of the writing increases the level of challenge... Pupils should be taught to use the skills they have learnt earlier and continue to apply these skills to read for different reasons, including for pleasure, or to find out information and the meaning of new words. – National Curriculum (2014), p.37.

Non-Statutory Guidance - Spoken Language

These statements apply to all years. The content should be taught at a level appropriate to the age of the pupils. Pupils should build on the oral language skills that have been taught in preceding years. Pupils should be taught to develop their competence in spoken language and listening to enhance the effectiveness with which they are able to communicate across a range of contexts and to a range of audiences. They should therefore have opportunities to work in groups of different sizes – in pairs, small groups, large groups and as a whole class. Pupils should understand how to take turns and when and how to participate constructively in conversations and debates. Attention should also be paid to increasing pupils' vocabulary, ranging from describing their immediate world and feelings to developing a broader, deeper and richer vocabulary to discuss abstract concepts and a wider range of topics, and to enhancing their knowledge about language as a whole. Pupils should receive constructive feedback on their spoken language and listening, not only to improve their knowledge and skills but also to establish secure foundations for effective spoken language in their studies at primary school, helping them to achieve in secondary education and beyond.

Nursery						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Comprehension	- Develop listening and speaking skills in a range of contexts. - Use talk to link ideas, clarify thinking and feelings.	- Hold a book, turn the pages. - Indicate an understanding of pictures and print. - Use talk to link ideas, clarify thinking and feelings.	- Use talk to link ideas, clarify thinking and feelings. - Aware of how stories are structured.	- Know that print carries meaning and in English, is read from left to right and top to bottom. - Make suggestions about what might happen next in a story.	- Talk about events and characters in a book. - Suggest how a story might end.	- Talk about events and characters in a book. - Suggest how a story might end. - Describe main story settings, events, and characters. - Tell a story to a friend.
Word Reading	- Spot and suggest rhymes. - Fill in the missing words to well-known rhymes. - Show a preference for song or rhyme. - Begin to identify own name label with the support of picture for recognition.	- Count or clap syllables in a word. - Joins in with rhymes and stories. - Confidently identify own name.	- Hearing initial sounds in words. - Recognise words with the same initial sound.	- Blending/Segmenting. - Know there is a sound/symbol relationship.	Phonics phase 2.	Phonics phase 2.

Reception						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Comprehension	- Listen and enjoy sharing a range of books. - Hold a book correctly, handle with care and turn pages from front to back and recognise front and back cover. - Know that a book has a beginning and an end and can hold the book the right way up and turn some pages appropriately. - Know that print carries meaning and in English, is read from left to right and top to bottom. - Simply explain what is happening in a picture in a familiar story. - Know the difference between text and illustrations. - Recognise some familiar words in print, e.g., own name / logos.	- Join in with repeated refrains and key phrases in a familiar rhyme, story or poem being read aloud. - Experience and respond to different types of books, e.g., story books, factual/real-world books, rhyming and non-rhyming stories, realistic and fantasy stories. - Respond to 'who', 'where' 'what' and 'when' questions linked to text and illustrations. - Make simple inferences to answer yes/no questions about characters' emotions in a familiar picture book read aloud to them, with prompts. - Sequence two events from a familiar story, using puppets, pictures from a book or role-play.	- Use picture clues to help read a simple text. - Make a simple prediction based on the pictures or text of a straightforward story that is read aloud to them. - Show understanding of some words and phrases in a story that is read aloud to them. - Express a preference for a book, song, or rhyme, from a limited selection. - Play is influenced by the experience of books (small world, role play).	- Retell stories in the correct sequence, draw on language patterns of stories. - With prompting, show understanding of many common words and phrases in a story that is read aloud to them. - Suggest how an unfamiliar story read aloud to them might end. - Give a simple opinion on a book they have read. - Recognise repetition of words or phrases in text. - Play influenced by experience of books - Innovate a well-known story with support.	- Correctly sequence a story or event using pictures and/or captions. - Make simple, plausible suggestions about what will happen next in a book. - Know the difference between different types of texts (fiction, nonfiction, poetry). - Make inferences to answer a question beginning 'Why do you think...?' in a picture book that has been read to them, where the answer is clearly signposted. - Play influenced by experience of books - gestures and actions used to act out a story, event or	- Play influenced by experience of books - act out stories through role play activities, using simple props (e.g. hats, masks, clothes, etc.) and appropriate vocabulary. Innovate a known story. - Recall the main points in text in the correct sequence, using own words and including new vocabulary. - When prompted, say whether they liked or disliked a book, and give a simple justification or make a relevant comment. - With prompting, sometimes show understanding of some less familiar words and phrases in a story that is read aloud to them.
Phonics	- Phase 1 and 2 - Hear general sound discrimination, identify rhythm, rhyme, alliteration and be able to orally blend and segment simple words.	- Phase 2 - Know grapheme phoneme correspondence of 19 letters. - Blend with known letters for reading VC and CVC words. - Orally segment for VC and CVC words for spelling. - Red words: the, to, no, go, I, into	- Phase 2 and 3 - Consolidate skills as in Autumn 2. - Recognise digraphs: ck + consonant endings ff, ll, ss. - Red words: the, to, no, go, I, into. - Blend and segment known sounds for reading and spelling VC, CVC, CVCC. - Know the remaining grapheme - phoneme correspondence for j, v, w, x, z, zz, qu - Know the 4 consonant digraphs: sh, th, ch, ng	- Phase 2 and 3 - Begin/continue Phase 3 skills. - GPC for j, v, w, x, z, zz, qu. 4 consonant digraphs: sh, th, ch, ng. 9 vowel digraphs: ai, ee, oa, oo, ar, or, ur, ow, oi. - Trigraph igh. - Red words: the, to, he, she, we, me, be, was, my. - Write graphemes and digraphs when they hear them, using a sound mat or sound wall for support if needed.	- Phase 3 - Consolidate Phase 2 and 3 - Trigraphs: ear, ure, air. - Vowel digraph: er. - Red words: they, her, all, are. - Continue to apply knowledge of blending and segmenting to reading and spelling simple two syllable words and captions. - Write more graphemes from memory and write a simple sentence using phonic knowledge.	- Phase 3 and 4 - Consolidate Phase 2 and 3 - Read CVCC words • Adjacent consonants. - Read Red words: do, when, out what, said, have, like, so. - Represent each of 42 phonemes by a grapheme and blend phonemes to read CVC words and segment CVC words for spelling. - Read sentences using phonic knowledge, write digraphs and Trigraphs.
Word Reading	Hear general sound discrimination, identify rhythm, rhyme, alliteration and be able to orally blend and segment simple words.	- Read individual letters by saying the sounds for them. - Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. - Read a few common exception words matched to our phonic programme.	- Read individual letters by saying the sounds for them. - Blend sounds into words, so that they can read short words and phrases made up of known letter-sound correspondences. - Read a few common exception words matched to the school's phonic programme.	- Read some letter groups that each represent one sound and say sounds for them. - Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.	- Read some letter groups that each represent one sound and say sounds for them. - Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.	- Read some Red words from Phase 4 e.g. said, like, have, so. - Re-read what they have written to check that it makes sense.

English Reading 2025-2026

Year 1								
	Word Reading	Comprehension Clarify	Comprehension Summarise	Comprehension Select and Retrieve	Comprehension Respond and Explain	Inference	Language for Effect	Themes and Conventions
Autumn	- Respond speedily with the correct sound to graphemes for all 40+ phonemes, including, alternative sounds for graphemes that have been taught. - Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught. - Read common exception words that have been taught, noting unusual correspondences between spelling and sound and where these occur in the word. - Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.	- Understand both the books they can already read accurately and fluently, and those they listen to, - Check that the text makes sense to them as they read and correcting inaccurate reading.		Participate in discussion about what is read to them, taking turns and listening to what others say.	- Develop pleasure in reading, motivation to read, vocabulary and understanding by being encouraged to link what they read or hear read to their own experiences, - Ask questions and express opinions about main events and characters in stories.	Predict what might happen on the basis of what has been read so far,	Recognise and join in with predictable phrases.	- Become very familiar with key stories, fairy stories and traditional tales. - Begin to appreciate rhymes and poems, and to recite some by heart, - Discuss the significance of the title and events. - Understand and use terms such as story, fairy story, rhyme, poem, cover, title, author.
Spring	- Re-read books to build up their fluency and confidence in word reading. - Read other words of more than one syllable that contain taught GPCs, - Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings.	Develop understanding ... by drawing on what they already know or on background information and vocabulary provided by the teacher.	Recall the main points of a narrative in the correct sequence.		Explain clearly their understanding of what is read to them.	Make inferences on the basis of what is being said and done.	Identify how repetitive patterns, words and phrases aid their enjoyment of the text.	- Become very familiar with key stories, fairy stories and traditional tales, retelling them. - Understand the difference between fiction and non-fiction. - Can seek out books around a simple theme or topic.
Summer	Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s).	Discuss word meanings, linking new meanings to those already known.		Find key points in a story or some key facts from an information text.	Talk about significant features of layout, e.g., enlarged text, bold, italic, etc.		Read aloud their own writing clearly enough to be heard by their peers and the teacher (from writing national curriculum).	Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics

English Reading 2025-2026

Year 2								
	Word Reading	Comprehension Clarify	Comprehension Summarise	Comprehension Select and Retrieve	Comprehension Respond and Explain	Inference	Language for Effect	Themes and Conventions
Autumn	- Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. - Read accurately words of two or more syllables that contain the graphemes taught so far. - Read words containing common suffixes. - Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.	- Understand both the books they can already read accurately and fluently, and those they listen to. - Draw on what they already know or on background information and vocabulary, provided by the teacher. - Discuss and clarify the meanings of words, linking new meanings to known vocabulary. - Check that the text makes sense to them as they read and correct inaccurate reading.	- Identify and discuss the main events or key points in a text. - Retell a story clearly and with appropriate detail.	- Answer questions. - Ask questions. - Extract information from the text and discuss orally with reference to the text.	Participate in discussions about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say.	- Predict what might happen on the basis of what has been read so far and their own experience. - Make inferences on the basis of what is being said and done.	- Recognise simple recurring literary language in stories and poetry. - Read aloud what they have written with appropriate intonation to make the meaning clear (Year 2 writing National Curriculum).	- Recognise simple recurring literary language in stories and poetry. - Read aloud what they have written with appropriate intonation to make the meaning clear (Year 2 writing National Curriculum).
Spring	- Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. - Re-read books to build up their fluency and confidence in word reading.	Use the context/ grammar of the sentence to decipher new or unfamiliar words.	Discuss the sequence of events in books and how items of information are related.	Understand how to use alphabetically ordered texts to retrieve information.	Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.	Make simple inferences about characters' thoughts and feelings and reasons for actions.	- Discuss favourite words and phrases. - Identify how vocabulary choice affects meaning.	Read non-fiction books that are structured in different ways.
Summer	Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.	Identify or provide own synonyms for specific words within the text.						Make comparisons between books, noting similarities, differences and preferences between e.g. layout, features and setting.

English Reading 2025-2026

Year 3

	Word Reading	Comprehension Clarify	Comprehension Summarise	Comprehension Select and Retrieve	Comprehension Respond and Explain	Inference	Language for Effect	Themes and Conventions
Autumn	- Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet. - Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.	- Ask questions to improve their understanding of a text. - Use dictionaries to check the meaning of words that they have read. - Use a range of known strategies appropriately to establish meaning in books that can be read independently.	Show understanding of the main points drawn from one paragraph.	- Uses text features to locate information e.g. contents, indices, subheadings. - Locate and retrieve information using skimming, scanning and text marking.	- Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books and textbooks. - Discuss words and phrases that capture the reader's interest and imagination.	- Predict what might happen from details stated and implied. - Draw plausible inferences, often supported through reference to the text.	- Identify how language, structure and presentation contribute to meaning. - Discuss the effect of specific language on the reader	- Read books that are structured in different ways and show some awareness of the various purposes for reading. - Identify themes and conventions in a wide range of books e.g. recognising simple links to known texts or personal experience; recognising conventions such as the triumph of good over evil and magical devices in fairy stories/ folk tales. - Identify and name presentational devices in non-fiction.
Spring		Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.	Show understanding of the main points drawn from more than one paragraph.	Begin to recognise fact and opinion.	Begin to use vocabulary from the text to support responses and explanations.	- Draw inferences such as inferring feelings, thoughts and motives of main characters from their actions. - Justify inferences with evidence.	Identify specific techniques, e.g. simile, alliteration and repetition and say why they interest them.	- Demonstrate familiarity with a wide range of books, including fairy stories, myths and legends and retell some of these orally. - Can explore and discuss underlying themes and ideas.
Summer				- Retrieve and record information from non-fiction. - Extract information and make notes.	Use specific vocabulary and ideas expressed in the text to support own views.		Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear (Year 3 /4 writing National Curriculum).	

English Reading 2025-2026

Year 4

	Word Reading	Comprehension Clarify	Comprehension Summarise	Comprehension Select and Retrieve	Comprehension Respond and Explain	Inference	Language for Effect	Themes and Conventions
Autumn	- Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet. - Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.	- Ask questions to improve their understanding of a text. - Use dictionaries to check the meaning of words that they have read. - Discuss understanding as it develops and explain the meaning of words in context.	Identify main ideas drawn from more than one paragraph and summarising these.	- Retrieve and record information from non-fiction texts. - Recognise and distinguish between fact and opinion.	- Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. - Discuss words and phrases that capture the reader's interest and imagination.	- Predict what might happen from details stated and implied. - Draw sound inferences, supported through reference to the text.	- Identify how language, structure, and presentation contribute to meaning. - Identify specific techniques, e.g. simile, metaphor, repetition and exaggeration; explaining the effect on them as a reader.	- Identify themes and conventions in a wide range of books e.g. make relevant links to known texts and personal experience, recognise themes such as bullying, recognise conventions such as the 'power of 3' (3 wishes, 3 characters). - Identify how a range of presentational devices guide the reader in non-fiction.
Spring		Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.	Summarise the main details from more than one paragraph in a few sentences, using vocabulary from the text.			Draw inferences such as inferring characters' feelings, thoughts and motives of main characters from their actions, and justifying inferences with evidence.	Show understanding through intonation, tone, volume and action when performing poems and play scripts.	- Identify features that characterise books set in different cultures or historical settings. - Recognise some different forms of poetry [for example, free verse, narrative poetry].
Summer					Use specific vocabulary, and ideas expressed in the text, to support own responses.	Infer underlying themes and ideas.	Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear (Yr 4 writing National curriculum).	Make links between texts and to the wider world.

English Reading 2025-2026

Year 5								
	Word Reading	Comprehension Clarify	Comprehension Summarise	Comprehension Select and Retrieve	Comprehension Respond and Explain	Inference	Language for Effect	Themes and Conventions
Autumn	Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.	- Ask questions to improve their understanding of a text. - Check the book makes sense to them by discussing their understanding and exploring the meaning of words in context.		- Retrieve, record and present information from non-fiction texts. - Skim and scan efficiently for vocabulary, key ideas and facts on both the printed page and screen. - Distinguish between statements of fact and opinion and understand why this is important to interpreting the text.	- Recommend books that they have read, giving reasons for their choices. - Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously. - Provide reasoned justifications for their views.	- Predict what might happen from details stated and implied. - Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.	- Identify how language, structure and presentation contribute to meaning. - Show understanding through intonation, tone and volume so that meaning is clear to an audience.	- Identify and discuss themes and conventions in a wide range of writing e.g. 'heroism' or 'loss' - Read books that are structured in different ways and read for a range of purposes
Spring			Identify main ideas drawn from more than one paragraph identifying the key details that support the main ideas.	Extract information and make notes using quotations and reference to the text.	- Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary. - Identify and explain the author's point of view with reference to the text.	Make links between the authors' use of language and the inferences drawn.	Discuss and evaluate the intended impact of the language used with reference to the text.	- Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. - Identify how presentational and organisational choices vary according to the form and purpose of the writing.
Summer							Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear (Yr 5/6 National Curriculum writing).	- Make simple links between texts, their audience, purpose, time and culture, drawing on a good knowledge of authors. - Make comparisons within and across books.

English Reading 2025-2026

Year 6								
	Word Reading	Comprehension Clarify	Comprehension Summarise	Comprehension Select and Retrieve	Comprehension Respond and Explain	Inference	Language for Effect	Themes and Conventions
Autumn	Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.	- Check the book makes sense to them by discussing their understanding and exploring the meaning of words in context. - Ask questions to improve their understanding of a text.	Summarise main ideas drawn from more than one paragraph identifying the key details that support the main ideas.	- Retrieve, record and present information from non-fiction texts. - Skim and scan efficiently to extract information and make well organised notes of the main ideas using quotation and reference to the text using own words. - Distinguish between statements of fact and opinion and recognise them in the language used by authors to influence readers.	- Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously. - Provide reasoned justifications for their views. - value how successfully the organisation of a text supports the writer's purpose.	- Predict what might happen from details stated and implied. - Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.	- Identify how language, structure, and presentation contribute to meaning. - Show understanding through intonation, tone and volume so that meaning is clear to an audience. - Evaluate how authors use language, including figurative language, considering the impact on the reader.	- Identify and discuss themes and conventions in a wide range of writing e.g. isolation or flashback. - Read books that are structured in different ways and read for a range of purposes. - Identify and comment on genre-specific language features used e.g. shades of meaning between similar words. - Make comparisons within and across books.
Spring			Produce a succinct summary, paraphrasing the main ideas from across the text or a range of sources.		Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary	Refer to the text to support predictions and opinions (expanding responses to provide Evidence + Explanation).	- Compare and discuss accounts of the same event through different character viewpoints. - Explore a similar theme or topic written in a different genre.	- Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. - Recognise texts that contain features from more than one genre, or demonstrate shifts in formality.
Summer						Begin to see how inferences draw on the connotations of words, their use in context and that they can be cumulative.	Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear (Yr 5/6 National Curriculum writing).	Explain and justify how texts relate to audience, purpose, time and culture, and refer to specific aspects of a text that exemplify this.