



Hindon Primary School

'Where happy children learn'

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
	PRIORITISE KEEP UP STRATEGIES			PRIORITISE CATCH UP	ADDRESS ISSUES SWIFTLY		
Accuracy <i>Being correct and precise</i>	<i>Accurate word reading must be prioritised before any focus on fluency.</i>	<i>Fluency cannot compensate for insecure decoding.</i>	Secure word recognition before focusing on fluency.	By this stage, decoding should rarely disrupt comprehension. Address issues swiftly.		Lingering decoding issues must be addressed	
	<p>Orally blend and segment phonemes in spoken words.</p> <p>Link graphemes to phonemes securely for taught sounds.</p> <p>Blend phonemes to read VC and CVC words.</p> <p>Read fully decodable words and simple captions and sentences without guessing</p>	<p>Apply all taught GPCs accurately when reading unfamiliar words.</p> <p>Blend adjacent consonants and longer words.</p> <p>Self-correct decoding errors using phonics knowledge.</p> <p>Read decodable texts with near complete accuracy.</p>	<p>Decode most unfamiliar words accurately on first attempt.</p> <p>Read multisyllabic words by blending or chunking.</p> <p>Maintain accuracy across longer stretches of text.</p>	<p>Read most words accurately and effortlessly</p> <p>Decode unfamiliar vocabulary using morphology (prefixes/suffixes)</p> <p>Maintain accuracy in texts with longer sentences and varied texts</p>	<p>Maintain accurate word reading across increasingly complex vocabulary.</p> <p>Decode unfamiliar words efficiently using morphological knowledge (prefixes, suffixes).</p> <p>Read aloud with consistent accuracy even in challenging texts.</p>	<p>Read almost all words accurately and automatically.</p> <p>Resolve unfamiliar vocabulary independently using morphology and context.</p> <p>Maintain accuracy in dense, multi-clause sentences</p>	<p>Maintain automatic accuracy across all curriculum texts.</p> <p>Resolve rare or complex words without interrupting comprehension.</p> <p>Read technical, abstract and low-frequency vocabulary confidently.</p>

Automaticity <i>Without conscious thought or attention</i>	At this stage, automaticity is dependent on repeated accurate decoding, not memorisation.	Automaticity in Y1 is limited and dependent on repeated accurate decoding, not memorisation	Automaticity is defined by reduced cognitive load , not raw speed.	Automaticity is more than just speed – ensure children have control and maintain understanding		Automaticity is now sufficient to support higher-order comprehension and analysis.	
	<p>Recognise taught phonemes more quickly through repeated exposure.</p> <p>Blend sounds with increasing efficiency, though still consciously.</p> <p>Begin to recognise a small number of frequently encountered decodable words.</p> <p>Recognise taught graphemes and phonemes increasingly quickly.</p> <p>Blend sounds with reduced hesitation</p>	<p>Reduce hesitation when reading previously encountered words and decodable texts.</p> <p>Begin to read short texts without stopping to sound out every word.</p> <p>Re-read familiar texts with efficiency and success</p>	<p>Recognise many common words without conscious decoding.</p> <p>Read age-appropriate texts at a steady, sustainable pace.</p> <p>Maintain word reading accuracy while attending to meaning.</p> <p>Sustain fluent reading across whole pages of text.</p>	<p>Read longer texts fluently and continuously.</p> <p>Adjust reading pace slightly to match text difficulty.</p> <p>Sustain attention on meaning while reading.</p>	<p>Read fluently across a wide range of text types.</p> <p>Adjust pace slightly in response to text complexity.</p> <p>Read aloud smoothly while monitoring comprehension.</p>	<p>Read silently and aloud with full attention on meaning and inference.</p> <p>Sustain fluent reading over extended texts.</p> <p>Adjust pace purposefully depending on task and purpose.</p>	<p>Read flexibly, adapting pace for skimming, close reading or performance.</p> <p>Sustain fluent reading across demanding texts.</p> <p>Read efficiently while analysing and evaluating content.</p>

<p>Prosody</p> <p><i>Using stress and intonation to convey emphasis</i></p>	<p>Prosody is not expected to be secure at this stage and is modelled rather than taught.</p>	<p>Prosody is still fragile and reflects decoding effort rather than full comprehension</p>	<p>Prosody now begins to reflect understanding</p>	<p>Secure prosody as a visual outcome of word reading accuracy and automaticity.</p>		<p>Prosody at this stage is a visible outcome of fluent word reading and strong language comprehension</p>	
	<p>Listen to and join in with rhymes and patterned language.</p> <p>Track print while listening to expressive adult reading</p> <p>Begin to read aloud word-by-word with adult scaffolding.</p> <p>Begin to read simple sentences aloud with adult support, maintaining left-to-right flow.</p>	<p>Track text during adult read-alouds.</p> <p>Read aloud using appropriate pauses at full stops.</p> <p>Begin to group words into short phrases, rather than word-by-word reading.</p> <p>Imitate expression modelled by the teacher.</p>	<p>Use intonation to reflect sentence boundaries.</p> <p>Begin to adjust phrasing in response to meaning.</p> <p>Use intonation to reflect sentence type (statements, questions).</p> <p>Adjust phrasing using commas and conjunctions.</p> <p>Read dialogue with emerging expression when comprehension allows</p>	<p>Read aloud using natural phrasing that reflects syntax.</p> <p>Emphasise key words to support meaning.</p> <p>Use changes in pitch and volume to reflect character and mood.</p> <p>Maintain expression when reading sentence boundaries and commas.</p> <p>Read dialogue with expression .</p>	<p>Use natural phrasing that mirrors spoken language.</p> <p>Vary intonation to reflect meaning across clauses.</p> <p>Read dialogue and narrative with appropriate expression reflecting character, themes and mood</p>	<p>Use phrasing, stress and intonation to convey emphasis.</p> <p>Reflect character, viewpoint and mood in oral reading.</p> <p>Read complex sentences with expression that supports meaning.</p>	<p>Read aloud with confident, natural expression.</p> <p>Use stress, intonation and phrasing to convey implicit meaning and emphasis.</p> <p>Adapt prosody appropriately for genre, audience and purpose.</p>

<p>Comprehension</p> <p><i>The ability to understand</i></p>	<p>Retell a familiar story in their own words and / or through role play</p> <p>Anticipate key events in a story</p> <p>Able to use new story vocabulary in the correct context</p>	<p>Discuss word meanings, linking to those already known</p> <p>Retrieve information from the text</p> <p>Make inferences based on what has been said and done</p> <p>Predict what might happen on the basis of what has been read so far</p>	<p>Understand the meaning of new words (e.g. words with suffixes, prefixes etc.)</p> <p>Retrieve information from the text</p> <p>Make inferences based on what has been said and done, using a piece of evidence from the text</p> <p>Predict what might happen based on what has been read so far, using a piece of evidence from the text</p>	<p>Discuss the meanings of tier 2 words and word choices in context</p> <p>Retrieve information from across a text (texts to include non-fiction)</p> <p>Draw inferences, such as inferring characters feelings and thoughts, using evidence from the text</p> <p>Predict what might happen from details stated and implied</p> <p>Identify main ideas drawn from more than one paragraph (summarising)</p>	<p>Discuss the meanings of tier 2 words and word choices in context</p> <p>Retrieve information from across a text (texts to include non-fiction)</p> <p>Draw inferences, such as inferring characters feelings, thoughts and motives from their actions, using evidence from the text and wider reading</p> <p>Predict what might happen from details stated and implied</p> <p>Identify main ideas drawn from more than one paragraph (summarising)</p>	<p>Discuss and evaluate how authors use language and the impact on the reader</p> <p>Retrieve, record and present information from a variety of texts (to include non-fiction)</p> <p>Justify inferences with evidence and explanation, such as inferring characters feelings, thoughts and motives from their actions, using evidence from the text and wider reading</p> <p>Predict what might happen from details stated and implied</p> <p>Summarise main ideas drawn from more than one paragraph identifying key details that support the main idea</p>	<p>Discuss and evaluate how authors use language and the impact on the reader</p> <p>Retrieve, record and present information from a variety of texts (to include non-fiction)</p> <p>Justify inferences with evidence and explanation, such as inferring characters feelings, thoughts and motives from their actions, using evidence from the text and wider reading</p> <p>Predict what might happen from details stated and implied</p>
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						Distinguish between statements of facts and opinion	Summarise main ideas drawn from more than one paragraph identifying key details that support the main idea Distinguish between statements of facts and opinion
KPIs	Blend and read CVC words Faster GPC recognition Join in with rhythm and intonation	Apply all taught GPCs Reduced decoding hesitation Pause at sentence boundaries	Decode multisyllabic words Sustained fluent pace Expression reflects punctuation	Accurate reading of complex words Fluent reading across texts Natural phrasing and emphasis	Automatic word recognition Purposeful control of pace Nuanced, genre-appropriate expression		