2025-26

Decode

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| --- | --- | --- | --- | --- | --- | --- | --- |
| Year N | Year R | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| **Substantive Knowledge:**  To orally blend a CVC word said by an adult.  To identify initial sounds in words.  **Disciplinary knowledge:** To apply phonics knowledge to blending and identifying initial sounds. | **Substantive Knowledge:**  To speedily read all 44 phonemes.  To read accurately by blending taught GPCs.  To read multisyllable words containing taught GPCs.  To read YR common exception words.  **Disciplinary knowledge:**  To apply phonic knowledge to decode words.  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 word reading | **Substantive Knowledge:**  To speedily read all 44 letters/groups for 40+ phonemes.  To read accurately by blending taught GPCs.  To read common suffixes (-s, -es, -ing, -ed, etc.)  To read multisyllable words containing taught GPCs.  To read contractions and understanding use of apostrophe.  To read aloud phonically-decodable text.  To read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words.  **Disciplinary knowledge:**  To apply phonic knowledge to decode words.  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 word reading | **Substantive Knowledge:**  To read accurately by blending, including alternative sounds for graphemes.  To read multisyllable words containing these graphemes.  To read common suffixes.  To read exception words, noting unusual correspondences.  **Disciplinary knowledge:**  To secure phonic decoding until reading is fluent.  To read most words quickly & accurately without overt sounding and blending.  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  **Comprehension – Fiction, non-fiction and poetry** | **Substantive Knowledge:**  To apply their growing knowledge of root words and prefixes,including in-,im-,il-,ir-,dis-, mis-, un-,re-,sub-, inter-,super-, anti-andauto-tobeginto read aloud.  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.\*  Read Yr 3 Common Exception Words.  **Disciplinary Knowledge:**  Focus on word reading should support the development of vocabulary. | **Substantive Knowledge:**  To apply their growing knowledge of root words and prefixes,including in-,im-,il-,ir-,dis-, mis-, un-,re-,sub-, inter-,super-, anti-andauto-tobeginto read aloud.  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.\*  Read Yr 3 Common Exception Words.  **Disciplinary Knowledge:**  Focus on word reading should support the development of vocabulary. | **Substantive Knowledge:**  Read most Y5/6 common exception words.  **Disciplinary Knowledge:**  Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet. | **Substantive Knowledge:**  Read Y6 common exception words.  **Disciplinary Knowledge:**  Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet. |

Progression is also shown through the use of more challenging texts, as children progress through the year groups.

Use of more complex questioning shows progression.

Children also require substantive knowledge of subjects/ topics in the books. The books in the whole school overview have been chosen due to this. For example, children need to have some understanding of Vikings/ historical content when reading Viking Boy. Our books are placed appropriately to match other curriculum areas.

Retrieve

Predict

Sequence

Define

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| --- | --- | --- | --- | --- | --- |
| Year Group (KS1) |  |  |  | Infer |  |
| Year N | **Substantive knowledge:**  To know words have meaning.  **Disciplinary knowledge:**  To use words they have heard and discussed in books and in their play. | **Substantive knowledge:**  To show interest in images in books in order to support retrieval skills.  To understand what is being said by listening.  To show interest in non-fiction books.  **Disciplinary knowledge:**  To use an image to retrieve information.  To remember some information from non-fiction books. | **Substantive knowledge:**  To know and retell 3 familiar stories orally.  To know stories have a sequence; a start and end.  **Disciplinary knowledge:**  To sequence two events of a story they are familiar with.  To know significant events in a well-known story. | **Substantive knowledge:**  To understand words, actions and pictures reveal meaning.  **Disciplinary knowledge:**  Discussing the significance of events making inferences on the basis of what is being said and done.  Developing inference though use of pictures. | **Substantive knowledge:**  To know a book usually has a front cover.  **Disciplinary knowledge:**  Predicting what might happen on the basis of what has been read/heard so far.  Talking about the front cover of a book. |
| Year R | **Substantive knowledge:**  To know words have meaning.  **Disciplinary knowledge:**  To use words they have heard and discussed in books and in their play.  Discussing word meanings, linking new meanings to those already known. | **Substantive knowledge:**  To know images support retrieval skills.  To understand what is being said by listening and using images.  To know non-fiction books are factual and not stories.  To know some features of non-fiction books such as photographs.  **Disciplinary knowledge:**  To use an image to retrieve information.  To remember information from non-fiction books. | **Substantive knowledge:**  To know and retell 5 familiar stories orally.  To know stories have a sequence; often a beginning, middle and end.  **Disciplinary knowledge:**  To sequence the events of a story they are familiar with.  To know the beginning, middle and end events in a story.  To sequence three ideas from a non-fiction book. | **Substantive knowledge:**  To know a book’s title can reflect the content or a key message.  To understand words, actions and pictures reveal meaning.  **Disciplinary knowledge:**  Discussing the significance of the title and events making inferences on the basis of what is being said and done.  Developing inference though use of pictures. | **Substantive knowledge:**  To know a book usually has a front cover, with a title and author on.  **Disciplinary knowledge:**  Predicting what might happen on the basis of what has been read/heard so far.  Talking about the front cover of a book. |
| Year 1 | **Substantive knowledge:**  To know words have meaning.  **Disciplinary knowledge:**  Discussing word meanings, linking new meanings to those already known. | **Substantive knowledge:**  To know images support retrieval skills.  To understand what is being said by listening.  To know non-fiction books are factual.  To know some features of non-fiction books such as photographs.  **Disciplinary knowledge:**  To use an image to retrieve information.  To remember information from non-fiction books. | **Substantive knowledge:**  To know and retell 8 familiar stories orally.  To know stories have a sequence; often a beginning, middle and end, which they can identify.  **Disciplinary knowledge:**  To sequence the events of a story they are familiar with.  To know the beginning, middle and end events in a story.  To sequence ideas from a non-fiction book. | **Substantive knowledge:**  To know a book’s title can reflect the content or a key message.  To understand words, actions and pictures reveal meaning.  **Disciplinary knowledge:**  Discussing the significance of the title and events making inferences on the basis of what is being said and done.  Developing inference though use of pictures. | **Substantive knowledge:**  To know a book usually has a front cover, with a title and author on.  **Disciplinary knowledge:**  Predicting what might happen on the basis of what has been read/heard so far.  Talking about the front cover of a book.  Starting to make connections between ideas to inform their prediction. |
| Year 2 | **Substantive knowledge:**  To know the meaning of a growing number of words.  **Disciplinary knowledge:**  Discussing and clarifying the meanings of words, linking new meanings to known vocabulary.  Discussing their favourite words and phrases. | **Substantive knowledge:**  To know non-fiction texts can help us gain information.  **Disciplinary knowledge:**  To ask and answer retrieval questions.  To apply using non-fiction texts to gain information.  To identify and use some key features of non-fiction texts; contents.  To highlight some key words. | **Substantive knowledge:**  To know and retell 8 familiar stories orally.  To know stories have a sequence, which can involve many parts.  **Disciplinary knowledge:**  To discuss the sequence of events in books and how items of information are related.  To begin to compare and see similarities and differences between parts in a text. | **Substantive knowledge:**  To understand words, actions and pictures reveal meaning which can sometimes be contrasting.  **Disciplinary knowledge:**  Making inferences on the basis of what is being said and done.  Answering and asking questions using language such as, “maybe” or, “perhaps” | **Substantive knowledge:**  To know a book usually has a front cover, with a title, author and illustrator on.  **Disciplinary knowledge:**  Predicting what might happen on the basis of what has been read so far.  Beginning to have a reason for their prediction. |

**Comprehension – Fiction, non-fiction and poetry**

Retrieve

Define

Infer

Predict

Compare

Explore

Relate

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| Year Group (KS2) |  |  |  |  |  |  |  |  |
| Year 3 | **Substantive knowledge:**  To know what dictionaries are used for.  To know that some words have more than one meaning.  To match words which are similar to a chosen word.  **Disciplinary knowledge:**  Use dictionaries to check the meaning of words that they have read. | **Substantive knowledge:**  To retrieve and record information from a range of texts.  To know some types of genre.  **Disciplinary knowledge:**  To answer questions by using non-fiction books.  To remember information they have read or have listened to.  To begin to talk about perspective and genre.  To begin to scan paragraphs for information. | **Substantive knowledge:**  Summarise  To know that ideas are revealed in a specific order.  **Disciplinary knowledge:**  Identifying main ideas drawn from more than one paragraph and summarising these. | **Substantive knowledge:**  To know that characters are created with purpose.  **Disciplinary knowledge:**  To ask and answer questions appropriately, including some simple inference questions based on characters’ feelings, thoughts and motives. | **Substantive knowledge:**  To know a prediction is using evidence from a text to say what may happen next, what events may unfold or how a character may behave.  **Disciplinary knowledge:**  To justify predictions using evidence from the text. | **Substantive knowledge:**  To know that language, structure and presentation affect meaning.  **Disciplinary knowledge:**  Discuss how language, structure, and presentation contribute to meaning.  To look at a range of structures and genres.  Links with Define, Summarise | **Substantive knowledge:**  To know language contributes to meaning.  **Disciplinary knowledge:**  Begin to identify how language contributes to meaning, such as atmosphere. Discuss reasons the author chose to do this.  Links with Define | **Substantive knowledge:**  To know similarities and differences contribute to meaning.  **Disciplinary knowledge:**  Begin to make comparisons within the text, including that of characters, events, mood, setting etc.  Links with Retrieve |
| Year 4 | **Substantive knowledge:**  To know a greater ammount of words; Building up wordbanks from growing experiences.  To know a growing number of synonyms for base words.  To know some antonyms.  **Disciplinary knowledge:**  Using dictionaires as a strategy to understand. | **Substantive knowledge:**  To retrieve and record information from a range of texts.  To know an increasing number of genres.  **Disciplinary knowledge:**  To answer questions by using non-fiction books.  To remember information they have read or have listened to.  To talk about perspective and genre. | **Substantive knowledge:**  To know that ideas are revealed in a specific order for a range of reasons.  **Disciplinary knowledge:**  Identifying main ideas drawn from more than one paragraph and summarising and ordering these. Beginning to justify the order with evidence. | **Substantive knowledge:**  To know that characters are created with purpose.  To know that readers gain impressions from the things characters say and do.  **Disciplinary knowledge:**  To ask and answer questions appropriately, including some simple inference questions based on characters’ feelings, thoughts and motives. Begin to think about the impression and thoughts given to readers. | **Substantive knowledge:**  To know a prediction is using evidence from a text to say what may happen next, what events may unfold or how a character may behave.  **Disciplinary knowledge:**  To justify predictions using evidence from the text. Using ideas from a paragraph to suggest what will happen later. | **Substantive knowledge:**  To know that language, structure and presentation affect meaning.  **Disciplinary knowledge:**  Discuss how language, structure, and presentation contribute to meaning.  To look at a range of structures and genres. | **Substantive knowledge:**  To know language contributes to meaning.  **Disciplinary knowledge:**  Begin to identify how language contributes to meaning, such as atmosphere. Discuss reasons the author chose to do this. | **Substantive knowledge:**  To know similarities and differences contribute to meaning.  **Disciplinary knowledge:**  Begin to make comparisons within the text, including that of characters, events, mood, setting etc. |
| Year 5 | **Substantive knowledge:**  To know some technical vocabulary linked to the wider curriculum.  To begin to know that the meaning of some words change due to context.  **Disciplinary knowledge:**  Draw on vocubulary they have been exposed to in a range of texts.  Use dictionaries with increasing independence. | **Substantive knowledge:**  To know retrieval can aid explanations.  To know the difference between fact and opinion.  **Disciplinary knowledge:**  Retrieval to aid in explaining, prediction and inference.  To distinguish between statement of fact and opinion.  To scan and skim texts for key points. | **Substantive knowledge:**  To know that texts are layered with ideas.  **Disciplinary knowledge:**  Summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas. | **Substantive knowledge:**  To know that characters are created with purpose.  To know that readers gain impressions from the things characters say and do.  **Disciplinary knowledge:**  Drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence. | **Substantive knowledge:**  To know that authors create anticipation through incidents in the text.  **Disciplinary knowledge:**  Predicting what might happen from details stated and implied. | **Substantive knowledge:**  To know that a debate is a discussion in which opposing views are shared.  To know figurative language is the use of non-literal phrases to create further meaning.  **Disciplinary knowledge:**  Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.  Explain and discuss their understanding of what they have read, including through formal presentations and debates. | **Substantive knowledge:**  To know an increasing number of books.  **Disciplinary knowledge:**  Discuss and evaluate how words capture the readers interest and imagination.  Recommend books that they have read to their peers, giving reasons for their choices.  Participate in discussions about books, building on their own and others’ ideas and challenging views courteously. | **Substantive knowledge:**  To know an increasing number of authors.  **Disciplinary knowledge:**  Compare and contrast different characters, reactions, settings, themes, moods within the text.  Begin to make comparisons with other texts.  Compare books by the same/ different authors. |
| Year 6 | **Substantive knowledge:**  Knowing that the meaning of some words can change due to context.  To have a growing understanding of morphology; words are made up of morphemes.  **Disciplinary knowledge:**  Draw on vocubulary they have been exposed to in a range of texts/ technical and specialised vocabulary.  . Using dictionaries independently. | **Substantive knowledge:**  To know retrieval can support ideas and arguments.  To know the difference between fact and opinion.  **Disciplinary knowledge:**  Skilled in retrieval to aid in explaining, prediction and inference.  Giving reasons, examples and justification.  To distinguish between statement of fact and opinion.  To scan and skim texts for key points, text marking as a tool to support this. | **Substantive knowledge:**  To know that texts have multiple ideas.  **Disciplinary knowledge:**  Summarising the main ideas drawn from more than one paragraph/ a whole text, identifying key details to support the main ideas.  To know ways to draw out the main ideas such as through highlighting/ grouping. | **Substantive knowledge:**  To know that characters are created with purpose.  To know that readers gain impressions from the things characters say and do.  To know that authors do this with a purpose.  **Disciplinary knowledge:**  Drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence.  To discuss how characters change and develop through texts by drawing inferences based on indirect clues. | **Substantive knowledge:**  To know that authors create anticipation through incidents in the text.  **Disciplinary knowledge:**  Become more skilled at predicting what might happen from details stated and implied. | **Substantive knowledge:**  To know that a debate is a discussion in which opposing views are shared.  To know figurative language is the use of non-literal phrases to create further meaning.  **Disciplinary knowledge:**  Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.  Explain and discuss their understanding of what they have read, including through formal presentations and debates. | **Substantive knowledge:**  To know an increasing number of books.  **Disciplinary knowledge:**  Discuss and evaluate how words capture the readers interest and imagination.  Recommend books that they have read to their peers, giving reasons for their choices.  Participate in discussions about books, building on their own and others’ ideas and challenging views courteously. | **Substantive knowledge:**  To know an increasing number of authors.  **Disciplinary knowledge:**  Compare and contrast different characters, reactions, settings, themes, moods within the text.  Begin to make comparisons with other texts.  Compare books by the same/ different authors. |