

At the end of each unit, teachers will assess the work in books for each unit against the relevant Mastery Key for that unit to decide whether the child is working at Age Related Expectations by the end of each academic year.

By the time pupils leave Key Stage 2, they will:

- ✓ Have developed **confidence, fluency, and enthusiasm** in reading, engaging with a wide range of texts for both pleasure and knowledge.
- ✓ Have built **strong comprehension skills**, interpreting, analysing, and evaluating texts critically.
- ✓ Have gained a **broad and enriched vocabulary**, supporting their ability to communicate effectively in both spoken and written forms.
- ✓ Apply reading skills to **support learning across the curriculum**, accessing subject-specific texts and using reading strategies to enhance understanding in all subjects.
- ✓ Show **curiosity, resilience, and independent thinking** when engaging with texts, asking insightful questions and forming their own interpretations.
- ✓ Understand the **significance of literacy in everyday life**, recognising how reading enhances learning, creativity, and real-world decision-making.
- ✓ Be increasingly able to **evaluate and reflect** on their reading, making connections between texts, themes, and their own experiences.

Our goal is to ensure that pupils' reading is sufficiently fluent and effortless for them to manage the general demands of the curriculum in year 7, across all subjects and not just in English, as well as to foster a lifelong love of reading, empowering pupils to explore literature with enthusiasm, confidence, and critical insight.



# Mastery Skills

	Reception	Y1	Y2	Y3	Y4	Y5	Y6
<b>Decoding</b>	<ul style="list-style-type: none"> <li>-Read words containing Set 1 sounds.</li> <li>-Read some Set 2 sounds.</li> </ul>	<ul style="list-style-type: none"> <li>-Respond speedily with the correct sound to graphemes for all 40+ phonemes, including, alternative sounds for grapheme.</li> <li>-Blend sounds in unfamiliar words containing GPCs that have been taught.</li> <li>-Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</li> </ul>	<ul style="list-style-type: none"> <li>-Read accurately words of two or more syllables that contain the same graphemes as above.</li> <li>-Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> </ul>	<ul style="list-style-type: none"> <li>-Use knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of new words met (e.g. -ly, -er, -ing, -sion, -tion, -cian, -sian, -ssion, -sure, ture, super-, anti-, auto-).</li> </ul>	<ul style="list-style-type: none"> <li>-Use knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of new words met (e.g. -or, -ous, -ation, is-,mis-, in, im-, ir-, il-, re-, sub-, inter-).</li> </ul>	<ul style="list-style-type: none"> <li>-Apply growing knowledge of root words, prefixes and suffixes to understand the meaning of new words (see appendix 1 of National Curriculum).</li> </ul>	<ul style="list-style-type: none"> <li>-Apply growing knowledge of root words, prefixes and suffixes to understand the meaning of new words (see appendix 1 of National Curriculum).</li> </ul>
<b>Fluency</b>	<ul style="list-style-type: none"> <li>-Read <b>Green</b> or <b>Purple</b> Storybooks.</li> </ul>	<ul style="list-style-type: none"> <li>-Read <b>Blue</b> Storybooks.</li> <li>-Read aloud fluently at least 70 words per minute with attention to a range of punctuation.</li> </ul>	<ul style="list-style-type: none"> <li>-Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.</li> </ul>	<ul style="list-style-type: none"> <li>-Read a range of texts accurately and at a speed that is sufficient to focus on understanding what is read rather than on decoding individual words.</li> <li>-Read longer words with support and test out different pronunciations.</li> </ul>	<ul style="list-style-type: none"> <li>-Read a range of texts with consistent accuracy, fluency and confidence.</li> <li>-Recognise the functions of punctuation including direct speech and use appropriate intonation and expression.</li> </ul>	<ul style="list-style-type: none"> <li>-Read a range of age appropriate texts fluently.</li> </ul>	<ul style="list-style-type: none"> <li>-Read a range of age appropriate texts fluently.</li> </ul>
 Clarify vocabulary	<ul style="list-style-type: none"> <li>-Recall simple definitions for given vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>-Recall simple definitions for given vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>-Discuss and clarify the meaning of words, linking new meanings to known vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>-Explain the meaning of words in context.</li> <li>-Use dictionaries to check the meaning of words that they have read.</li> </ul>	<ul style="list-style-type: none"> <li>-Explain the meaning of words in context.</li> <li>-Use dictionaries to improve understanding.</li> </ul>	<ul style="list-style-type: none"> <li>-Explore the meaning of words in context.</li> <li>-Distinguish between statements of fact and opinion.</li> </ul>	<ul style="list-style-type: none"> <li>-Explore the meaning of words in context.</li> <li>-Distinguish between statements of fact and opinion.</li> </ul>
 Retrieve	<ul style="list-style-type: none"> <li>-Answer simple retrieval questions about a text.</li> </ul>	<ul style="list-style-type: none"> <li>-Answer simple retrieval questions about the text.</li> </ul>	<ul style="list-style-type: none"> <li>-Answer and ask questions.</li> </ul>	<ul style="list-style-type: none"> <li>-Ask questions to improve understanding.</li> <li>-Retrieve and record information from non-fiction.</li> </ul>	<ul style="list-style-type: none"> <li>-Ask questions to improve understanding.</li> <li>-Retrieve and record information.</li> </ul>	<ul style="list-style-type: none"> <li>-Ask questions to improve understanding.</li> <li>-Retrieve, record and present information.</li> </ul>	<ul style="list-style-type: none"> <li>-Ask questions to improve understanding.</li> <li>-Retrieve, record and present information.</li> </ul>
 Summarise	<ul style="list-style-type: none"> <li>-Sequence or re-enact a simple story to retell.</li> </ul>	<ul style="list-style-type: none"> <li>-Sequence a simple story or event and use this to re-enact and retell.</li> </ul>	<ul style="list-style-type: none"> <li>-Discuss the sequence of events in books and how items of information are related.</li> </ul>	<ul style="list-style-type: none"> <li>-Identify main ideas drawn from more than one paragraph and summarise.</li> </ul>	<ul style="list-style-type: none"> <li>-Identify main ideas within a text or paragraph and summarise these.</li> </ul>	<ul style="list-style-type: none"> <li>-Summarise the main ideas drawn from more than one paragraph, identify key details.</li> </ul>	<ul style="list-style-type: none"> <li>-Identify key details that support main ideas and use them to summarise content drawn from more than one paragraph.</li> </ul>



	-Answer simple inference questions about a text.	-Answer simple inference questions about a text.	-Make inferences on the basis of what is being said and done.	-Draw inferences such as inferring characters' feelings and thoughts from their actions and begin to justify inferences with evidence. -Identify themes and conventions in a wide range of books.	-Draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justify inferences with evidence. -Identify themes and conventions in a wide range of books.	-Draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justify inferences with evidence. -Identify and discuss themes and conventions.	-Draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justify inferences with evidence. -Identify and discuss themes and conventions.
	-Make simple verbal predictions.	-Make predictions on the basis of what has been read so far.	-Predict what might happen on the basis of what has been read so far,	-Predict what might happen from details stated and implied.	-Predict what might happen from details stated and implied.	-Predict what might happen from details stated and implied.	-Predict what might happen from details stated and implied.
			-Introduce non-fiction books that are structured in different ways.	-Identify how language, structure and presentation contribute to meaning.	-Identify how language structure and presentation contribute to meaning.	-Identify how language structure and presentation contribute to meaning.	-Identify how language structure and presentation contribute to meaning.
			-Discuss their favourite words and phrases.	-Discuss words and phrases that capture the reader's interest and imagination.	-Discuss words and phrases that capture the reader's interest and imagination.	-Evaluate how authors use language, including figurative language, considering the impact on the reader.	-Evaluate how authors use language, including figurative language, considering the impact on the reader.
						-Make comparisons within and across texts.	-Make comparisons within and across texts.