



## WORD READING

Reception			
Letters and Sounds, phrases 1-4 (including reading common irregular words from these phrases).	Recognise familiar words and signs and begin to read words and simple sentences.	Segment the sounds in simple words and blend them together and know which letters represent some of them.	Hear and say the initial sound in words and link sounds to letters, naming and sounding the letters of the alphabet.

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Consolidate from YR and :	Consolidate from Y1 and :	(At this stage, teaching comprehension should be taking precedence over teaching word reading directly. Any focus on word reading should support the development of vocabulary).	(At this stage, teaching comprehension should be taking precedence over teaching word reading directly. Any focus on word reading should support the development of vocabulary).	(At this stage, there should be no need for further direct teaching of word reading skills for almost all pupils).	(At this stage, there should be no need for further direct teaching of word reading skills for almost all pupils).
Letters and Sounds Phases 4 to 5. Apply phonic knowledge and skills as the route to decode words.	Letters and Sounds Phase 6 Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.	Apply their growing knowledge of root words, prefixes (eg un-, dis-, mis-, re-) and suffixes (eg -ation, -ous) (etymology and morphology) as listed in National Curriculum English Appendix 1, both to read aloud and to understand the meaning of new words they meet.	Apply their growing knowledge of root words, prefixes (eg sub-, inter-, -anti-, auto-) and suffixes (eg -ation, -ous, -ion, -sion, -cian) (etymology and morphology) as listed in National Curriculum English Appendix 1, both to read aloud and to understand the meaning of new words they meet.	Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in National Curriculum English Appendix 1, both to read aloud and to understand the meaning of new words they meet.	Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in National Curriculum English Appendix 1, both to read aloud and to understand the meaning of new words they meet.
Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes (e.g. ow in snow and cow).	Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.	Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.	Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.		
Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.	Reading accurately words of two or more syllables that contain the same graphemes as above (eg, shoulder, roundabout, grouping).	Begin to accurately and fluently read books written at an age-appropriate level at a speed that is sufficient to enable a focus on understanding.	Accurately and fluently read books written at an age-appropriate level at a speed that is sufficient to enable a focus on understanding.		
Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.	Read words containing common suffixes (eg -ness, -ment, -ful, -ly).				
Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings.	Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.				
Read other words of more than one syllable than contain taught GPCs	Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered (eg shout, hand, stop, dream).				
Read words with contractions (for example, I'm, I'll, we'll), and understand that the apostrophe represents the omitted letter[s]	Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.				
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	Re-read these books to build up their fluency and confidence in word reading.				
Re-read these books to build up their fluency and confidence in word reading.	Begin to read silently.	Read silently.	Read silently.	Read silently for a sustained period of time.	Read silently for a sustained period of time.



## Comprehension

**Note:** the knowledge and skills that pupils need in order to comprehend are very similar at different ages. **THE COMPLEXITY OF THE TEXTS INCREASES THE LEVEL OF CHALLENGE**

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Pupils should be taught to:	Pupils should be taught to:	Pupils should be taught to:	Pupils should be taught to:	Pupils should be taught to:	Pupils should be taught to:
<b>Develop pleasure in reading</b>	<b>Develop pleasure in reading</b>	<b>Develop positive attitudes to reading</b>	<b>Develop positive attitudes to reading</b>	<b>Maintain positive attitudes to reading</b>	<b>Maintain positive attitudes to reading</b>
Motivation to read	Motivation to read				
Vocabulary	Vocabulary				
Understanding	Understanding	Understanding what they read	Understanding what they read	Understanding what they read	Understanding what they read

## Comprehension: Engaging in a Range of Reading

Reception		
Look at books independently and handle books carefully	Show interest in illustrations and print in books and print in the environment	Listen to stories with increasing attention and recall and enjoy an increasing range of books

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
(ensure that the complexity of texts is increased from YR)	(ensure that the complexity of texts is increased from Y1)	(ensure that the complexity of texts is increased from Y2)	(ensure that the complexity of texts is increased from Y3)	(ensure that the complexity of texts is increased from Y4)	(ensure that the complexity of texts is increased from Y5)
<b>Regularly listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently with the teacher, other adults and each other, (including those from the school's identified Y1 'core texts').</b>	<b>Regularly listen to and discuss a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently (including those from the school's identified Y2 'core texts').</b>	<b>Regularly listen to and discuss a wide range of fiction (including whole books), poetry, plays, non-fiction and reference books or textbooks at a level beyond those they might not choose themselves (including those from the school's identified Y3 'core texts').</b>	<b>Regularly listen to and discuss a wide range of fiction (including whole books), poetry, plays, non-fiction and reference books or textbooks at a level beyond those they might choose themselves (including those from the school's identified YR 'core texts').</b>	<b>Regularly listen to and discuss a range of fiction (including whole novels), poetry, plays and non-fiction from a wide range of authors and genres which they might not choose to read for themselves (including those from the school's identified Y5 'core texts').</b>	<b>Regularly listen to discuss a range of fiction (including whole novels), poetry, plays and non-fiction from a wide range of authors and genres which they might not choose to read for themselves (including those from the school's identified Y6 'core texts').</b>
Link what they read or hear read to their own experiences.				Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.	Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks (including reading longer texts with sustained stamina and interest).
	Read for a range of purposes (eg enjoyment, to find out information).	<b>Read for a range of purposes (eg enjoyment, to find out information or the meaning of new words).</b>	<b>Read for a range of purposes (eg enjoyment, to find out information or the meaning of new words).</b>	<b>Read for a range of purposes (eg enjoyment, to find out information or the meaning of new words).</b>	<b>Read for a range of purposes (eg enjoyment, to find out information or the meaning of new words).</b>
Make personal reading choices and simple comments about reading preferences (eg say what they like/dislike about a text).	Make personal reading choices and explain reasons for these (eg linked to content, cover).	Make personal reading choices and explain reasons for these (eg referring to the author, blurb and content).	Make personal reading choices and explain reasons for these (eg referring to the author, blurb, content and genre).	Make personal reading choices and explain reasons for these (eg style, genre etc).	Make personal reading choices and explain reasons for these (eg style, genre etc).
				Reflect on reading preferences and habits and compare these with those of others.	Reflect on reading preferences (including in reading groups) and habits and plan personal reading goals.
	Recommend books that they have read to their peers (make links to personal reading choices and reasons for these).	Recommend books that they have read to their peers (make links to personal reading choices and reasons for these).	Recommend books that they have read to their peers (make links to personal reading choices and reasons for these).	<b>Recommend books that they have read to their peers, giving reasons for their choices (making links to personal reading choices and reasons for these).</b>	<b>Recommend books that they have read to their peers (make links to personal reading choices and reasons for these).</b>
	Identify appropriate non-fiction books to use to find out information about a given topic.	Appraise non-fiction texts to evaluate their usefulness.	Quickly appraise non-fiction texts to evaluate their usefulness.	Quickly appraise non-fiction texts to evaluate their usefulness and quality.	Quickly appraise non-fiction texts to evaluate their usefulness and quality.



## Comprehension: Understanding the structure of texts

### Reception

Begin to be aware of the way stories are structured.

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
(ensure that the complexity of texts is increased from YR)	(ensure that the complexity of texts is increased from Y1)	(ensure that the complexity of texts is increased from Y2)	(ensure that the complexity of texts is increased from Y3)	(ensure that the complexity of texts is increased from Y4)	(ensure that the complexity of texts is increased from Y5)
Be introduced to a variety of non-fiction books. Distinguish the difference between fiction and non-fiction texts and discuss the different purposes for reading them. Sort non-fiction books into those with similar content/structure.	<b>Be introduced to non-fiction books that are structured in different ways.</b>	<b>Be introduced to non-fiction books that are structured in different ways.</b>	<b>Read books that are structured in different ways.</b>	<b>Read books that are structured in different ways.</b>	<b>Read books that are structured in different ways.</b>
Identify simple non-fiction features that support the structure of the text (eg labels, titles, captions).	Identify simple non-fiction features that support the structure of the text (eg sub-headings, contents, glossary, captions, text boxes, diagrams).	Identify simple non-fiction features that support the structure of the text (eg sub-headings, contents, glossary, captions, text boxes, diagrams).	Identify non-fiction features that support the structure of the text.	Recognise that different text types use different feature to support the structure.	Recognise that different text types use different features to support the structure.
Discuss the sequence of events in stories and identify the beginning, middle and end.	<b>Discuss the sequence of events in books (including identifying the five stages of a story) and how items of information are related.</b>	<b>Discuss the sequence of events in books (including identifying the five stages of a story) and how items of information are related.</b>	Sequence the main events in longer stories into the five stages.	Sequence the main events in longer stories into the five stages and identify how writers use more complex structures that do not have simple linear chronology (eg flashbacks and 'time-slip').	Sequence the main events in longer stories into the five stages and identify how writers use more complex structures that do not have simple linear chronology (eg flash-forward, back-story, parallel narratives).
Discuss a poem's pattern (eg poems with repeating patterns or lines).	Recognise the structure and/or patterns of some simple forms of poetry (eg list poems, question and answer poems, simple rhyming poetry).	Recognise the structure and/or patterns of some simple forms of poetry (eg list poems, question and answer poems, simple rhyming poetry).	<b>Recognise some different forms of poetry and their structure (eg free verse, narrative poetry, haiku, limericks, cinquains, kennings).</b>	Recognise and compare an increasing range of poetry structure (eg free verse, narrative, poetry, quatrain, tanka).	Recognise and compare an increasing range of poetry structures (eg free verse, narrative poetry, sonnets, renga, balled, monologues, couplets) and comment on how their structure influences meaning.



**Comprehension:** Understanding the themes, conventions and content of texts

Reception		
Describe main story settings, events and principal characters	Listen to and join in with stories, one to and also in small groups	Sequent/retell a simple, well-known story, event or rhyme (using actions) and recognise rhythm in spoken words

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
(ensure that the complexity of texts is increased from YR)	(ensure that the complexity of texts is increased from Y1)	(ensure that the complexity of texts is increased from Y2)	(ensure that the complexity of texts is increased from Y3)	(ensure that the complexity of texts is increased from Y4)	(ensure that the complexity of texts is increased from Y5)
Become very familiar with key stories, fairy stories and traditional tales, retell them and consider their particular characteristics and (retell in a range of contexts (eg small worlds, role play, story boxes, puppets, storytelling).	Become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales (continue to retell in a range of contexts).	Increase familiarity with a wide range of books, including (less familiar) fairy stories, fables and folk tales (eg Grimm's Fairy Tales, Rudyard Kipling and 'Just So' stories) and retell some of these orally.	Increase familiarity with a wide range of books, including (less familiar) fairy stories, myths and legends, and retell some of these orally.	Increase familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.	Increase familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.
Recognise and join in with predictable phrases/story language (eg typical phrases for fairy story openings, patterns and repetition to support oral retelling).	Recognise simple recurring literary language in stories and poetry (eg typical phrases or expressions: 'run, run as fast as you can', 'Long, long ago and in a land far, far away...')	Identify themes and conventions in a wide range of books (eg: typical characters: use of magical devices in fairy stories and folk tales; the triumph of good over evil or weak over strong; the conventions of different types of non-fiction writing [eg the greeting and sign off in a letter].	Identify themes and conventions in a wide range of books (eg safe and dangerous; just and unjust; origins or the earth in creation stories; the conventions of different types of non-fiction writing [eg a diary written in first person]) and make simple connections between texts (eg similarities in plot, topic or books by the same author, about the same characters).	Identify and discuss themes and conventions in and across a wide range of writing (eg loss; heroism; friendship; the conventions of different types of non-fiction writing [eg 5Ws in newspaper report]; how a common theme is present in different genres (eg pollutions in poetry, narrative and other media)).	Identify and discuss themes and conventions in and across a wide range of writing (eg characters that challenge stereotypes, the conventions of different types of non-fiction writing [eg in biographies and autobiographies]).
Recognise the elements of stories eg main events, main characters and whether they are good or bad, settings).	Recognise typical settings (eg forest for a fairy story) and characters (eg good and bad and what typically happens to them).			Make comparisons within books (eg settings; themes; different characteristics of main characters' viewpoints of same events).	Make comparisons within and across books (eg settings; themes; different accounts of similar events in different books [such as being an evacuee in 'Carrie's War' and 'Goodnight Mr. Tom']; viewpoints of different authors of the same event).



**Comprehension: Performing Poetry / Playscripts**

Reception:		
Listen to and join in with stories and poems, one to one and also in small groups	Recognise rhythm in spoken words	Sequence/retell a simple, well-known rhyme (using actions)

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
(ensure that the complexity of texts is increased from YR)	(ensure that the complexity of texts is increased from Y1)	(ensure that the complexity of texts is increased from Y2)	(ensure that the complexity of texts is increased from Y3)	(ensure that the complexity of texts is increased from Y4)	(ensure that the complexity of texts is increased from Y5)
<b>Learn to appreciate rhymes and poems, and to recite some by heart.</b>	<b>Continue to build up a repertoire of poems learnt by heart, appreciate these and recite some, with appropriate intonation to make the meaning clear.</b>	<b>Prepare poems and play scripts to read aloud and to perform and show understanding through intonation, tone, volume and action.</b>	<b>Prepare poems and play scripts to read aloud and to perform and show understanding through intonation, tone, volume and action.</b>	<b>Learn a wider range of poetry by heart</b>	<b>Learn a wider range of poetry by heart</b>
Perform poetry in unison, following the rhythm and keeping time. Imitate and invent actions to accompany poetry.	Perform poetry individually or together; speak audibly and clearly.	Perform poetry individually or together; experiment with expression and use pauses for effect.	Perform poetry individually or together; varying, pace.	Use appropriate interaction between characters in play scripts (eg body language, facial expressions, tone of voice).	Use appropriate interaction between characters in play scripts (eg body language, facial expressions, tone of voice).
				<b>Prepare poems and play scripts to read aloud and to perform (individually or together) and show understanding through intonation, tone, volume so that the meaning is clear to an audience.</b>	<b>Prepare poems and play scripts to read aloud and to perform (individually or together) and show understanding through intonation, tone, volume so that the meaning is clear to an audience.</b>

**Comprehension: Understanding word meanings**

Reception:					
Use vocabulary that is increasingly influenced by their experiences of books					

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
(ensure that the complexity of texts is increased from YR)	(ensure that the complexity of texts is increased from Y1)	(ensure that the complexity of texts is increased from Y2)	(ensure that the complexity of texts is increased from Y3)	(ensure that the complexity of texts is increased from Y4)	(ensure that the complexity of texts is increased from Y5)
<b>Discuss word meanings, linking new meanings to those already known.</b>	<b>Discuss and clarify the meanings of words, linking new meanings to known vocabulary.</b>	<b>Use dictionaries to check the meaning of words that they have read.</b>	<b>Use dictionaries to check the meaning of words that they have read.</b>	Use dictionaries to check the meaning of words that they have read.	Use dictionaries to check the meaning of words that they have read.
	Use picture dictionaries to check the meanings of words they have read/heard read. Use morphology to work out the meaning of unfamiliar words (eg prefixes).	Use morphological and etymological knowledge to work out the meanings of unknown words, including distinguishing shades of meaning among related words (link to NC Appendix 1: Y3/4).	Use morphological and etymological knowledge to work out the meanings of unknown words, including distinguishing shades of meaning' among related words (link to NC Appendix 1: Y3/4).	Use morphological and etymological knowledge to work out the meanings of unknown words, (link to NC Appendix 1: Y5/6 Spelling). Infer meanings of unfamiliar words.	Use morphological and etymological knowledge to work out the meanings of unknown words (link to NC Appendix 1: Y5/6 Spelling). Infer meanings of unfamiliar words.



**Comprehension: Understanding the use of language**

**Reception:**  
 Show awareness off and enjoy alliteration, rhyme and rhythmic activities and continue a rhyming string  
 Use forms of speech that are increasingly influence by their experience of books

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
(ensure that the complexity of texts is increased from YR)	(ensure that the complexity of texts is increased from Y1)	(ensure that the complexity of texts is increased from Y2)	(ensure that the complexity of texts is increased from Y3)	(ensure that the complexity of texts is increased from Y4)	(ensure that the complexity of texts is increased from Y5)
Discuss favourite words and phrases in poems and stories.	<b>Identify, discuss and collect their favourite words and phrases and give reasons for choice (eg alliteration, humorous phrases).</b>	<b>Identify, discuss and collect words and phrases that capture the reader's interest and imagination.</b> Identify why authors/poets have used particular language.	<b>Identify, discuss and collect words and phrases that capture the reader's interest and imagination.</b> Identify why authors/poets have used particular language (eg similes to create pictures and alliteration and rhyme to create sound effects).	Identify, discuss and collect words and phrases that capture the reader's interest and imagination. <b>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader (eg explore, recognise and use the terms metaphor, simile and imagery; explain the effect of humorous language choices).</b>	Identify, discuss and collect words and phrases that capture the reader's interest and imagination. <b>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader (eg explore, recognise and use the terms personification, analogy, style and effect of unusual, surprising or dramatic language choices).</b>

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Pupils should be taught to understand both the books they can already read accurately and fluently and those they listen to.	Pupils should be taught to understand both the books they can already read accurately and fluently and those they listen to.	Pupils should be taught to understand what they read, in books they can read independently and respond by making point + giving evidence.	Pupils should be taught to understand what they read, in books they can read independently and respond by making point + giving evidence.	Pupils should be taught to understand what they read and respond by making point + giving evidence + elaborating.	Pupils should be taught to understand what they read and respond by making point + giving evidence + elaborating.



## Comprehension: Understanding the text

## Reception

Suggest how the story might end

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
(ensure that the complexity of texts is increased from YR)	(ensure that the complexity of texts is increased from Y1)	(ensure that the complexity of texts is increased from Y2)	(ensure that the complexity of texts is increased from Y3)	(ensure that the complexity of texts is increased from Y4)	(ensure that the complexity of texts is increased from Y5)
<b>Activate prior knowledge and draw on what they already know or on background information and vocabulary provided by the teacher.</b>	<b>Activate prior knowledge and draw on what they already know or on background information and vocabulary provided by the teacher.</b>	Activate prior knowledge and draw on what they already know or on background information and vocabulary provided by the teacher.	Activate prior knowledge and draw on what they already know or on background information and vocabulary provided by the teacher.	Activate prior knowledge and draw on what they already know or on background information and vocabulary provided by the teacher.	Activate prior knowledge and draw on what they already know or on background information and vocabulary provided by the teacher.
Discuss the significance of the title and events.	Use active reading strategies including: checking that the text makes sense to them as they read; correcting inaccurate reading (eg checking that they word they have decoded fits in with what else they have read and makes sense in the context of what they already know about the topic) asking questions (eg about thing/words in the text they do not understand).	Use active reading strategies including: checking that the text makes sense to them; discussing their understanding; explaining the meaning or words in context; asking questions to improve their understanding of a text (eg I wonder why the character...).	Use active reading strategies including: checking that the text makes sense to them; discussing their understanding; explaining the meaning of words in context; asking questions to improve their understanding of a text; re-reading to support understanding.	Use active reading strategies including: checking that the book makes sense to them; discussing their understanding; exploring the meaning of words in context; asking questions to improve their understanding; modifying questions to refine thinking.	Use active reading strategies including: checking that the book makes sense to them; discussing their understanding; exploring the meaning of words in context; asking questions to improve their understanding; reading ahead to locate clues to support understanding.
Use active reading strategies including: checking that they text makes sense to them as they read; correcting inaccurate reading; asking questions (eg about things/words in the text they do not understand)					
Answer literal, inferential (see using inference and making predictions section) and evaluative comprehension questions.	Answer literal, inferential (see using inference and making prediction section) and evaluative comprehension questions.	Answer literal, inferential (see using inference and making predictions section) and evaluative comprehension questions [by making point + giving evidence].	Answer literal, inferential (see using inference and making predictions section) and evaluative comprehension questions [by making point + giving evidence].	Answer literal, inferential (see using inference and making predictions section) and evaluative comprehension questions [by making point + giving evidence + elaboration].	Answer literal, inferential (see using inference and making predictions section) and evaluative comprehension questions [by making point + giving evidence + elaboration].
		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.
				Distinguish between statements of fact and opinion in non-fiction texts.	Distinguish between statements of fact and opinion (eg compare facts and opinions in a first-hand account of an event compared with a reported example such as Samuel Pepy's diary and a history textbook).
Participate in discussion about what is read to them, taking turns and listen to what others say.	Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, take turns and listen to what others say.	Participate in discussion about both books that are read to them and those they can read for themselves, take turns and listen to what other say.	Participate in discussion about both books that are read to them and those they can read for themselves, take turns and listen to what others say.	Participate in discussions about books that are read to them and those they can read for themselves, build on their own and others' ideas and challenge views courteously.	Participate in discussions about books that are read to them and those they can read for themselves, build on their own and others' ideas and challenge views courteously.
				Provide reasoned justifications for their views [by making point + giving evidence + elaboration].	Provide reasoned justifications for their views [by making point + giving evidence + elaboration].
Explain clearly their understanding of what is read to them (eg give opinions about simple texts(eg Hansel was clever when he put stones in his pocket)).	Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.	Explain and discuss their understanding of books, poems and other material, both those that they list to and those that they read for themselves.	Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.	Explain and discuss their understanding of what they have read, including through formal presentations (individually or in groups) and debates, maintaining a focus on the topic and using notes where necessary.	Explain and discuss their understanding of what they have read, including through formal presentations (individually or in groups) and debates, maintaining a focus on the topic and using notes where necessary.



**Comprehension: Using inference and making predictions**

Reception	
Suggest how the story might end	Join in with repeated refrains and anticipate key events and phrases in rhymes and stories

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
(ensure that the complexity of texts is increased from YR)	(ensure that the complexity of texts is increased from Y1)	(ensure that the complexity of texts is increased from Y2)	(ensure that the complexity of texts is increased from Y3)	(ensure that the complexity of texts is increased from Y4)	(ensure that the complexity of texts is increased from Y5)
<b>Make inferences on the basis of what is being said and done and through detail in pictures (eg character putting on sun cream/t-shirt suggest it is sunny/hot).</b>	<b>Make inferences on the basis of what is being said and done [eg getting the bus to school suggests it is early morning]; use actions of characters to work out where the story is set [eg 'Alex jumped off the swing and ran over to the slide' suggests he is in the park]; use inference to understand what has prompted a character's behaviour in a story).</b>	<b>Draw inferences such as inferring character's feelings, thoughts and motives from their actions justifying inferences with evidences (eg use the verbs used for dialogue to work out how a character is feeling [eg shouted, sighed, joked]).</b>	<b>Draw inferences such as inferring character's feelings, thoughts and motives from their actions justifying inferences with evidence (eg use knowledge of what characters have done so far to infer what they might be thinking about an event and how this might differ between the characters).</b>	<b>Draw inferences such as inferring character's feelings, thoughts and motives from their actions justifying inferences with evidence (eg use knowledge of a character to infer how they have changed and suggest reasons for this).</b>	<b>Draw inferences such as inferring character's feelings, thoughts and motives from their actions and dialogue, and justifying inferences with evidence (eg focus on interactions between characters and what this shows about their relationships, thoughts, motives etc [eg a character nodding in agreement, sounding concerned/interested when they are planning on doing the exact opposite but do not want to be suspected]).</b>
<b>Predict what might happen on the basis of what has been read so far (eg about the content/purpose of a text based on the title and the picture on the front cover).</b>	<b>Predict what might happen on the basis of what has been read so far (eg about how characters might behave from what they say or do).</b>	<b>Predict what might happen from details stated and implied (eg use descriptions of a character's appearance to make predictions about how they might behave or what they might say).</b>	<b>Predict what might happen from details stated and implied eg about how a character will act in a particular setting or in response to an event and whether it was unexpected).</b>	<b>Predict what might happen from details stated and implied (eg about the consequences of character's actions or how a character will act using prior knowledge of how characters in other books have behaved in similar situations).</b>	<b>Predict what might happen from details stated and implied (eg how a change of setting or situation within a story may affect how a character behaves; predict events in stories from other cultures using knowledge of customs and beliefs [eg predict that Anne Frank's fortunes will change for the worse based on knowledge of the treatment of Jews in WWII]).</b>
Make simple predictions about what might happen next in stories based on their knowledge of other stories and their own experience.	Make predictions based on knowledge of typical settings and what is likely to happen in them (eg a character could get lost in forest or meet a wolf/bad character) and how they are likely to behave.			Make predictions based on mood/atmosphere changes that they author has created (eg predict that something bad is about to happen because the mood changes when all goes quiet and the lights go out).	
	Make predictions using experience of reading books by the same author (eg predict that a book by Julia Donaldson will rhyme).	Make predictions using experience or reading books by the same author (eg predict what might happen in a Horrid Henry book based on knowledge of characters, their behaviour and events in other books [eg identify what Horrid Henry might do to Perfect Peter in a given setting]).	Make predictions using experience or reading books by the same author (eg in Roald Dahl books, predict the complete turnaround in the situation of good/bad characters by the end of the story based on the introduction [eg Charlie Bucket will go from poor to rich because of the chocolate factory]).	Make predictions using experience or reading books by the same author or similar genre (eg predict the plot structure of an adventure story and what might happen to the main characters based on reading of other adventure stories).	Make predictions using experience of reading books by the same author or similar genres (eg predict how much characters will act in a 'classic' text based on understanding of the period in which the story is set).





## Comprehension: Summarising

### Reception

Describe main story settings, events and principal characters

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Identify the main idea of a text (eg 'This book is all about pets.')	Identify the main idea of a text (eg 'This book is all about dogs, what they eat and how to look after them.')	<b>Identify and summarise the main idea of paragraph (eg 'This paragraph is describing what Horrid Henry did with the water pistol.')</b>	<b>Identify the main ideas drawn from more than one paragraph and summarise these (eg 'The character is scared of spiders, the dark and lightning.' [Each example of what the character is scared of is taken from a different paragraph]).</b>	Summarise the main ideas drawn from more than one paragraph, identify key details that support the main ideas (eg 'The character is evil because...'; 'Clitheroa Castle is a worthwhile place to visit because...' [details come from across the text]).	Summarise the main ideas drawn from more than one paragraph, identify key details that support the main ideas eg 'This section of the text is the build-up, leading up to the problem which is all based around mistaken identify.'; 'Camels are adaptable animals because ... [giving 1/2/3 reasons from across a text]).
				Summarise and present a familiar story in their own words.	Summarise and present a familiar story in their own words. Summarise information from more than one text.

## Comprehension: Navigating Texts

### Reception

Hold books the correct way up, turn pages and recognise the front and back cover.	Know that print carries meaning and is read from left to right and top to bottom in English.	Know information can be relayed in the form of print and can be retrieved from books and computers.
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Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Locate page showing specific information (eg.; flick through book to look for particular picture; begin to use contents page of a simple, non-fiction text).	Locate pages showing specific information in fiction and non-fiction (eg flick through a book to look for particular picture or headings or use contents page).	<b>Retrieve and record information from non-fiction (from a single point of reference in the text [a paragraph or page] eg use contents page, headings or sub-headings.</b>	<b>Retrieve and record information from non-fictions (from a single point of reference in the text, headings or sub-headings).</b>	<b>Retrieve, record and present information from non-fiction [from more than one point of reference in the text] (eg use contents page, index, headings and subheadings [note: there may be more than one page reference in the index or contents which would require children to identify the page/s that are relevant]).</b>	<b>Retrieve, record and present information from non-fiction [from more than one point of reference in the text] (eg use contents page, index, headings and subheadings [note: there may be more than one page reference in the index or contents which would require children to identify the ones that are relevant]).</b>
	Scan a short section of text for a key word.	Scan for key words to retrieve information (from a single point of reference in the text, [eg a paragraph, verse, poem or page]).	Scan for key words or phrases to retrieve information (from a single point of reference in the text [eg a paragraph, verse, poem or page]).	Apply information retrieval skills in other subjects. Scan for key words or phrases to retrieve information [from more than one point of reference in the text]. Skim a text for gist in order to see if the text is relevant and/or locate the appropriate section for close reading.	Apply information retrieval skills in other subjects and for own personal use/research. Use a combination of skimming for gist, scanning and close reading across a text to locate specific detail.