

Reading	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>1a: draw on knowledge of vocabulary to understand texts</p> <p>and</p> <p>2a: give/ explain the meaning of words in context</p>	<p>Match graphemes for all phonemes.</p> <p>Read accurately by blending sounds.</p> <p>Read words with very common suffixes.</p> <p>Read phonics books aloud.</p> <p>Begin to appreciate rhymes and poems.</p> <p>Beginning to check that the text makes sense to them as they read by correcting inaccurate reading.</p>	<p>Develop phonics until decoding is secure via segmenting and blending.</p> <p>Read accurately by blending sound, especially alternative sounds of graphemes.</p> <p>Read and reread phonics appropriate books.</p> <p>Read common 'exception' words from KSI.</p> <p>Read common suffixes.</p> <p>Discuss and clarify the meanings of words, linking new meanings to known vocabulary.</p> <p>Continue to build a repertoire of poems learnt by heart.</p> <p>Confidently check that the text makes sense to them as they read by correcting inaccurate reading.</p>	<p>Use knowledge to read 'exception' words.</p> <p>Begin to use dictionaries to check meaning.</p> <p>Check own understanding of reading and being to explain the meanings of words in context.</p> <p>Begin to identify themes in a wide range of books including fairy tales, myths and legends and retelling some of these orally.</p>	<p>Confidently use a dictionary to check the meaning of a word.</p> <p>Confidently check that the text makes sense, discussing their understanding and using new words in context.</p> <p>Use knowledge to read 'exception' words across LKS2 and decode unfamiliar words fluently.</p> <p>Continue to identify themes in a wide range of books including fairy tales, myths and legends and retelling some of these orally.</p>	<p>Begin to apply knowledge of morphology and etymology when reading new words.</p> <p>Increase their familiarity with a wide range of books across all covered genres.</p> <p>Confidently identify and discuss themes and conventions in and across a wide range of books</p>	<p>Confidently apply knowledge of morphology and etymology when reading new words.</p> <p>Reliably check that the books make sense to them, discussing their understanding and exploring in depth the meaning of words in context.</p>
<p>1b: identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information</p> <p>and</p> <p>2b: retrieve and record information / identify key details from fiction and non-fiction</p>	<p>Link reading to own experiences verbally</p> <p>Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can do independently.</p> <p>Begin to retell familiar stories.</p> <p>Discuss significance of title and event</p> <p>Learn to appreciate rhymes and poems and recite some by heart.</p> <p>Begin to check that the text makes sense to them as they read.</p>	<p>Listen to, discuss and express views about fiction, nonfiction and poetry (including classic and contemporary) and stories at a level beyond that which they can do independently.</p> <p>Explain and discuss their understanding of books, poems and other material</p> <p>Become familiar with and retell stories</p> <p>Ask and answer questions.</p> <p>Continuing to build up a repertoire of poems learnt by heart</p> <p>Recognise simple recurring literary language in stories and poems.</p> <p>Answer simple retrieval questions based on a range of fiction and non-fiction texts.</p>	<p>Check that the text makes sense, discussing their understanding and begin to explain the meaning of words in context.</p> <p>Begin to ask questions to improve their understanding of a text.</p> <p>Continue to retrieve and record information from fiction and non-fiction</p> <p>Recognise some different forms of poetry (e.g. free verse and narrative poetry), reading and re-reading these for presentation and performance.</p> <p>Prepare poems and plays to perform</p>	<p>Read for a range of purposes</p> <p>Retell some stories orally</p> <p>Identify themes and conventions</p> <p>Confidently retrieve and record information and begin to make links to prior knowledge.</p> <p>Continue to ask questions to improve their understanding of a text.</p> <p>Recognise a variety of forms of poetry</p>	<p>Reading a broad range of genres and texts</p> <p>Identify and discuss simple themes</p> <p>Learn poetry by heart</p> <p>Retrieve and present information from non-fiction texts Formal presentation and debates</p> <p>Begin to recommend books that they have read to their peers, giving reasons for their choices.</p> <p>Checking that their book makes sense to them, discussing their understanding and exploring the meanings of words in context.</p> <p>Begin to distinguish between statements of fact and opinion.</p>	<p>Read a broad range of genres and texts and contribute confidently to discussions regarding them.</p> <p>Confidently recommend books to their peers, giving clear reasons for their choices.</p> <p>Continue to retrieve and present information from non-fiction texts Formal presentation and debates</p> <p>Confidently to distinguish between statements of fact and opinion.</p>

<p>1c: identify and explain the sequence of events in texts and 2c: summarise main ideas from more than one paragraph</p>	<p>Retelling familiar stories in the correct sequence.</p>	<p>Discuss the sequence of events in books and how information is related.</p> <p>Being introduced to non-fiction books that are structured in different ways.</p>	<p>Begin to identify main ideas drawn from more than one paragraph and summarise these.</p> <p>Check that the text makes sense, discussing their understanding.</p>	<p>Confidently identify main ideas drawn from more than one paragraph and summarise these.</p> <p>Confidently check that the text makes sense, discussing their understanding.</p>	<p>Increase their familiarity with a wide range of fiction, poetry, plays, non-fiction and reference books.</p> <p>Begin to recommend books that they have read to their peers, giving reasons for their choices.</p> <p>Summarise the main ideas drawn from more than one paragraph and identify key details that support the main ideas.</p>	<p>Expand the familiarity of books to include myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions.</p> <p>Continue to summarise the main ideas drawn from more than one paragraph and identify key details that support the main ideas.</p>
<p>1d: make inferences from the text and 2d: make inferences from the text / explain and justify inferences with evidence from the text</p>	<p>Be encouraged to link what they have read or heard read to their own experiences.</p> <p>Begin to draw on what they already know or on background knowledge as well as vocabulary provided by the teacher.</p> <p>Begin to make simple inferences about e.g. feelings.</p>	<p>Appreciate poems and reciting some, with appropriate intonation to make the meaning clear</p> <p>Continue to draw on what they already know or on background knowledge as well as vocabulary provided by the teacher.</p> <p>Confidently make inferences about thoughts, feelings and speech. Where confident, begin to justify.</p>	<p>Begin to identify themes in a wide range of books including fairy tales, myths and legends, and retelling some of these orally.</p> <p>Make inferences such as inferring thoughts, feelings and motives based on the character's actions and justifying.</p>	<p>Continue to identify themes in a wide range of books including fairy tales, myths and legends, and retelling some of these orally.</p> <p>Make inferences such as inferring thoughts, feelings and motives based on the character's actions and justifying begin to use some evidence from the text.</p>	<p>Confidently identify and discuss themes and conventions in and across a wide range of books.</p> <p>Make inferences such as inferring thoughts, feelings and motives based on the character's actions and justifying confidently evidence from the text.</p>	<p>Make inferences such as inferring thoughts, feelings and motives based on the character's actions and justifying confidently evidence from the text. Begin to articulate further explanation.</p>
<p>1e: predict what might happen on the basis of what has been read so far and 2e: predict what might happen from details stated and implied</p>	<p>Join in with predictable phrases.</p> <p>Begin to draw on what they already know or on background knowledge as well as vocabulary provided by the teacher.</p> <p>Make predictions based on images.</p>	<p>Participate in discussion about books, poems and other works that are read to them and those that they are read for themselves, taking turns and listening to what other say.</p> <p>Make predictions base on what has been read</p>	<p>Make predictions predications based on what has been read and begin to justify.</p>	<p>Make plausible predication based on what they've read and justify. Begin to use evidence to support prediction.</p>	<p>Confidently make predictions based on what has been read, using evidence and comparing familiar books and themes as justification.</p>	<p>Confidently make predictions based on what has been read, using evidence and comparing familiar books and themes as justification as well as background/prior knowledge.</p>
<p>2f: identify / explain how information / narrative content is related and contributes to meaning as a whole</p>			<p>Ask questions to improve their understanding of the text.</p> <p>Begin to discuss comparisons between books that they've read or heard read.</p>	<p>Continue to ask questions to improve their understanding of the text.</p> <p>Continue to discuss comparisons between books that they've read or heard read.</p>	<p>Confidently read books that are structured in different ways and reading for a range of purposes.</p> <p>Confidently discuss and record comparisons between books that they've read or heard read.</p>	<p>Confidently recommend books to their peers, giving clear reasons for their choices and linking their knowledge to books that they've previously read.</p>
<p>2g: identify / explain how meaning is enhanced through choice of words and phrases</p>			<p>Begin to discuss words and phrases that capture the reader's interest.</p> <p>Begin to identify how language, structure and presentation contribute to meaning.</p>	<p>Confidently discuss words or phrases that the author has used to capture the reader's interest and imagination.</p> <p>Continue to identify how language, structure and presentation contribute to meaning.</p>	<p>Increase their familiarity with a wide range of books across all covered genres allowing them to gain a greater insight into author's choice and technique.</p> <p>Confidently identify how language, structure and presentation contribute to meaning.</p>	<p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p> <p>Provide reasoned justification for their views.</p>

<p>2h: make comparisons within the text</p>			<p>Begin to identify themes in a wide range of books including fairy tales, myths and legends, and retelling some of these orally.</p>	<p>Continue to identify themes in a wide range of books including fairy tales, myths and legends, and retelling some of these orally.</p>	<p>Confidently identify themes in a wide range of books including fairy tales, myths and legends, and retelling some of these orally.</p> <p>Confidently identify and discuss themes and conventions in and across a wide range of books.</p> <p>Begin to distinguish between statements of fact and opinion.</p>	<p>Confidently identify themes in a wide range of books including fairy tales, myths and legends, and retelling some of these orally. Support with reasoned justifications and evidence.</p> <p>Confidently distinguish between facts and opinions.</p>
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