

		<p>my phonic knowledge, including some common exception words</p> <p>Read all Set 1 sounds and some Set 2 sounds in words, including words with consonant blends. They have built speed of reading some of these words and can read them without hesitation.</p>	<p>Read words with contractions (are shortened.)</p> <p>Read all Set 1, 2, 3 sounds in words and can read Set 1 and 2 sounds in words at speed. Read some Set 3 sounds in words without hesitation. They can read at a pace of 60 words per minute.</p>	<p>sounds in words, including multisyllabic words, with little or no hesitation.</p>		
Curriculum Area	Nursery	Reception	Year 1	Year 2	Year 3 & 4	Year 5 & 6
Word Reading: Common Exception Words		I can read some common exception words.	I can read common exception, "tricky" words	I can read common exception, "tricky" words that don't follow the normal rules.	I can read exception words.	I can read exception words.
Curriculum Area	Nursery	Reception	Year 1	Year 2	Year 3 & 4	Year 5 & 6
Word Reading: Fluency	Join in with familiar rhymes and songs (and some	Join in with familiar rhymes and songs (and some	Read aloud books that contain the	Read aloud books which contain the	Read accurately and at speed so that I can focus on understanding	Read aloud a wide range of poetry and books with accuracy and at a reasonable speaking pace.

	patterned stories)	patterned stories)	sounds I learned. Re-read a book that I have read before.	sounds I have learnt. Read most words accurately without overt sounding and blending, and sufficiently fluently so that I can focus on understanding Sound out most unfamiliar words accurately, without undue hesitation.		Read most words effortlessly and work out how to pronounce unfamiliar words with increasing automaticity.
Curriculum Area	Nursery	Reception	Year 1	Year 2	Year 3 & 4	Year 5 & 6
Comprehension: Motivation to Read	Retell some familiar stories.	Retell simple stories.	Tell about fairy stories and traditional tales. Re-tell stories. Join in with repetitive phrases. Make links with my own experiences	Re-tell stories, including fairy stories and traditional tales. Recognise simple literary language.	Re -tell and range of fiction: fairy stories, myths and legends. Read aloud and perform a play script. Identify themes and conventions in a wide range of books.	Read books that are structured in different ways and written for different purposes. Enjoy a variety of different genres including myths, legends and traditional stories, modern fiction and fiction from history, and books from other cultures and traditions. Recommend books to other pupils and explain why I like them.

Curriculum Area	Nursery	Reception	Year 1	Year 2	Year 3 & 4		Year 5 & 6	
Comprehension: Discussion	Talk about stories they have heard	Retell stories and narratives using my own words and new vocabulary. Predict key events in stories- Understand and use recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.	Discuss the title and events. Take turns and listen to others.	Listen to and discuss a range of poems, stories and non-fiction. Join in with the class to talk about what we are reading, taking turns and listening. Talk about books I have read at school and at home. Ask questions about what I am reading.	I can listen to, read and discuss a range of fiction: stories, poetry and plays, and non-fiction: reference books, textbooks etc. Join in with classroom discussions. Talk about books I have read at school and at home.		I can read and discuss a wide range of fiction, poetry, plays, non-fiction and reference/text books. Discuss figurative language (similes/metaphors/ personification.) Participate in discussions, debates and formal presentations about books that I have read, or that somebody has read to me. Discuss and explain my understanding; building on and challenging views politely. Identify, discuss and compare themes and conventions in a wide range of writing. Compare books. Justify my views using reasonable evidence and facts.	
Curriculum Area	Nursery	Reception	Year 1	Year 2	Year 3 & 4		Year 5 & 6	
Comprehension: Skills Vocabulary Ref: domain 1a – KS1		Demonstrates understanding when talking with others about what they have read. (ELG Reading)	Identifies simple, recurring literary language.	Discusses effective language or layout (non-fiction) choices.	<u>Year 3</u> Identifies and discusses new vocabulary. Infers meaning of	<u>Year 4</u> Identifies descriptive vocabulary and its impact on the reader.	<u>Year 5</u> Uses a range of strategies to infer meaning of unfamiliar words. Identifies effective vocabulary	<u>Year 6</u> Analyses the impact of particular language techniques used (e.g. figurative language,

2a – KS2					unfamiliar words.		(including figurative language and sentence constructions) and their impact on the reader.	sentence construction etc).
Comprehension: Skills Retrieve Ref: domain 1b - KS1 2b- KS2		Identifies title. Makes connections between texts.	Recognises patterns in texts (e.g. repetitive language). Recognises the differences between different genres- e.g. fiction and non-fiction.	Retrieves key information from a text. Understands the layout and organisational features of non-fiction texts. Refers back to the text for evidence.	<u>Year 3</u> Uses contents page and index to locate information in non-fiction texts. Refers directly to text when responding.	<u>Year 4</u> Retrieves information from the text when there is distracting information.	<u>Year 5</u> Retrieves information from multiple places within a text. Makes informed decisions regarding the relevance of different sections in non-fiction books when looking for specific information.	<u>Year 6</u> Identifies how points are linked and sequenced in non-fiction texts. Discusses how text layout and organisational devices impact on the reader in non-fiction texts.
Comprehension: Skills Summarise Ref: domain 1c - KS1 2c- KS2		Retells known stories in a variety of ways (e.g. small world, role play, story maps etc).	Identifies the beginning, middle and end in stories. Identifies contents and index in non-fiction texts.	Identifies the sequence of events in a story.	<u>Year 3</u> Summarises the main idea or theme of the text, including non-fiction.	<u>Year 4</u> Justifies their opinion of a whole text using evidence from different parts of the text.	<u>Year 5</u> Analyses the different structures of fiction and non-fiction texts, noting similarities and differences	<u>Year 6</u> Summarises the relationship between characters at different points in the story using evidence from the text, e.g. dialogue.

<p>Comprehension:</p> <p>Skills Inference</p> <p>Ref: domain</p> <p>1d - KS1</p> <p>2d- KS2</p>		<p>Uses illustrations to support understanding of texts read.</p>	<p>Makes links from the text to own experiences.</p> <p>Makes simple inferences about characters' actions.</p>	<p>Identifies goals/motives of the main character based on what they have said or done.</p> <p>Demonstrates empathy with characters.</p> <p>Justifies opinions using evidence from the text.</p>	<p><u>Year 3</u></p> <p>Suggests reasons for actions and events and justifies their views by referring to the text.</p> <p>Infers characters' feelings based on evidence from the text.</p> <p>-Identifies how settings are used to create atmosphere.</p>	<p><u>Year 4</u></p> <p>Reasons about characters' feelings by referring to dialogue.</p> <p>Distinguishes between fact and opinion.</p> <p>Identifies techniques used by the author to make the reader feel sympathy/dislike etc.</p>	<p><u>Year 5</u></p> <p>Discusses how characters change over the course of a story and reasons why using evidence from the text.</p> <p>Discusses the impact of time and place (setting) on characters' behaviour and plot.</p>	<p><u>Year 6</u></p> <p>Explains the author's intentions using evidence from the text (e.g. to persuade in a non-fiction text; to create an emotional response to a character or setting in a fiction text).</p>
<p>Comprehension:</p> <p>Skills : Predict</p> <p>Ref: domain</p> <p>1e - KS1</p> <p>2e- KS2</p>		<p>Listens to stories and anticipates key events.</p>	<p>Predicts events and endings.</p> <p>Reviews cover to predict book content.</p>	<p>Predicts key events in a story using information such as setting and genre.</p> <p>Offers alternative plotlines or endings.</p>	<p><u>Year 3</u></p> <p>Makes predictions using evidence from the text.</p>	<p><u>Year 4</u></p> <p>Predicts characters' behaviours based on mood/atmosphere.</p>	<p><u>Year 5</u></p> <p>Adjusts initial predictions based on new evidence and explains why.</p>	<p><u>Year 6</u></p> <p>Explains whether developments in plot/character met or challenged their expectations.</p>

<p>Comprehension:</p> <p>Skills: Explain</p> <p>Ref: domain</p> <p>2g,2f, 2h - KS2</p>		N/A	N/A	N/A	<p><u>Year 3</u></p> <p>Begins to evaluate effectiveness of texts, including effective vocabulary choices.</p>	<p><u>Year 4</u></p> <p>Identifies different sentence constructions and their impact on the reader.</p>	<p><u>Year 5</u></p> <p>Identifies whether a text presents a balanced or biased argument/viewpoint.</p> <p>Identifies different perspectives on one issue in a non-fiction text.</p>	<p><u>Year 6</u></p> <p>Explains whether they agree or disagree with the point of view expressed in the text, drawing on evidence to support their argument.</p> <p>Explains how their feelings towards a particular character have changed over the course of a story.</p>
<p>Curriculum Area</p>	<p>Nursery</p>	<p>Reception</p>	<p>Year 1</p>	<p>Year 2</p>	<p>Year 3 & 4</p>		<p>Year 5 & 6</p>	
<p>Comprehension:</p> <p>Poetry</p>	<p>Join in with familiar nursery rhymes and songs.</p>	<p>Sing a range of well-known nursery rhymes and songs.</p> <p>Perform songs, rhymes, poems and stories with others</p>	<p>Listen to and discuss a wide range of poems, stories and non-fiction.</p> <p>Recite some rhymes and poems by heart.</p>	<p>Listen to, discuss and express views about a wide range of poetry (including contemporary and classic)</p> <p>Explain and discuss their understanding of poems.</p> <p>Continue to build up a repertoire</p>	<p>Read aloud and perform a poem showing understanding through intonation, tone, volume and action.</p> <p>Recognise different types of poetry, e.g. narrative, rhyme, acrostic, shape, descriptive etc.</p> <p>Listen to and discuss a wide range of poetry.</p>		<p>Recite a wider range of poetry by heart.</p> <p>Perform poems and plays adjusting the intonation, tone and volume for effect.</p> <p>Continue to read and discuss a wide range of poetry.</p>	

				<p>of poems learnt by heart reciting some with appropriate intonation to show meaning.</p> <p>Tell about the repetitive language in stories and poems.</p>				
<p>Comprehension :</p> <p>Non-fiction</p>	<p>Know that information can be relayed in the form of print.</p>	<p>Know that information can be retrieved from books and computers.</p>	<p>Recognise that non-fiction books are often structured in different ways.</p>	<p>Read a range of non-fiction texts including information, explanations, instructions, recounts, reports</p> <p>Discuss how specific information is organised within a non-fiction text e.g. text boxes, sub-headings, contents, bullet points, glossary, diagrams</p>	<p><u>Year 3</u></p> <p>Retrieve and record information from non-fiction texts.</p> <p>Evaluate how specific information is organised within a non-fiction text e.g. text boxes, sub-headings, contents, bullet points, glossary, diagrams.</p> <p>Quickly appraise a text to</p>	<p><u>Year 4</u></p> <p>Use all of the organisational devices available within a non-fiction text to retrieve, record and discuss information.</p> <p>Use dictionaries to check the meaning of words that they have read.</p>	<p><u>Year 5</u></p> <p>Use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts. e.g. text boxes, sub-headings, contents, bullet points, glossary, diagrams.</p> <p>Scann for dates, numbers and names</p> <p>Explain how paragraphs are used to order or build up ideas,</p>	<p><u>Year 6</u></p> <p>To retrieve, record and present information from non-fiction texts in print and on screen.</p> <p>Use non-fiction materials for purposeful information retrieval (e.g. in reading history, geography and science textbooks) and in contexts where pupils are genuinely motivated to find out information (e.g.</p>

					evaluate usefulness. Navigate texts in print and on screen.		and how they are linked. Navigate texts to locate and retrieve information in print and on screen.	reading information leaflets before a gallery or museum visit or reading a theatre programme or review).
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