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|  | **Nursery &****Reception** | **Year 1** | **Year 2** | **Year 3** |
| ARE | GD | ARE | GD | ARE | GD |
| **Word reading** | -Say a sound for each letter in the alphabet and at least 10 digraph- Read words consistent with their phonic knowledge by sound-blending- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words | -Read the Year 1 common exception words-Apply phonic knowledge of blends from phase 3 and 4 and the majority of phase 5 when reading- 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 | **Apply Phase 5 alternative graphemes to unfamiliar words****Read texts that are more complex and beyond their chronological age** | -Read the Key stage 1 common exception words- Apply phonic knowledge of blends when reading- 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- Read words containing common suffixes to construct the meaning of words in context |  | -Decodes Fluently- Begin to apply knowledge of simple root words, prefixes and suffixes to construct the meaning of words in context |  |
| **Responding to text** |  | Participate in discussion about what is read to them, taking turns and listening to what others say |  | Participate in discussion beginning to make links between the book they are reading and other books they have listened to or read | **In a book that they are reading independently, make links between the book they are reading and other books they have read** | -Explain and discuss their understanding of a range of books, poems and other material- Prepare poems to read aloud with expression, volume, tone and intonation |  |
| **Literal comprehension** | Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary | -With prompting as necessary, begin to check the text makes sense and correct inaccurate reading- Retell and sequence main events of a known story- Find a specific piece of information to answer a literal question | **Use a text to find their own information, rather than an answer to a specific question set by an adult** | -Begin to check the text makes sense and correct inaccurate reading- Retell and sequence main events of a known story- Find a specific piece of information to answer literal and some deductive questions |  | - To explain the main idea of a paragraph or a section that they have just read- Retrieve specified information from different parts of a text in a range of fiction and non-fiction books to answer literal and deductive questions |  |
| **Inference** | Anticipate – where appropriate – key events in stories | Give a simple statement, in discussion about a familiar text, which predicts what might happen next | **Make sensible predictions supported by evidence**, u**se sentences like ‘I think… because…’ independently** | Give a simple statement, in discussion about a familiar text, which predicts what might happen next | **In a book that they are reading independently, make a plausible prediction about what might happen on the basis of what has been so far****In a book that they are reading independently, make inferences** | When prompted, draw inferences such as character’s feelings, thoughts and motives from their actions | **In a range of texts, make inferences-** **answer questions about feelings through evidence from a character’s actions and dialogue, in an age appropriate text****Confidently justify predictions by referring back to the story and selecting words or phrases as evidence** |
| **Language for effect** | Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play | Discuss word meanings, linking new meaning to those already known |  | Discuss word meanings, linking new meaning to those already known |  | Point out interesting vocabulary on a page and explain, in simple terms, the effect the word or phrase has on the reader | **Comment on the choice of language in order to create mood and build tension beginning to consider the impact of where an author has made a deliberate choice of words** |
| **Themes and conventions** |  | Contribute to discussions about poems, key stories and non-fiction texts they have listened to or read |  | Contribute to discussions about poems, key stories and non-fiction texts they have listened to or read |  | -Read a range of different texts and answer questions about them- With support, identify some of the ways in which language and structure contribute to meaning in different types of text |  |

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|  | **Year 4** | **Year 5** | **Year 6** |
| ARE | GD | ARE | GD | ARE | GD |
| **Word reading** | Predicts new words from the context and from the knowledge of the structure of the words |  | Read age appropriate books with confidence; self-correcting automatically as part of the reading process |  | -Read age-appropriate books with confidence and fluency (including whole novels)-Work out the meaning of words from the context- Read aloud with intonation that shows understanding |  |
| **Responding to text** | Prepare poems to read aloud and to perform |  | -Participate in discussions about books, with support build on their own and others’ ideas- Present information they have found so that the meaning is clear to an audience |  |  |  |
| **Literal comprehension** | -To identify and explain the main ideas drawn from more than one paragraph and summarise these- Retrieve and record information from fiction and non-fiction | **Recall and summarise main ideas precisely and accurately** | -Summarise main ideas drawn from more than one paragraph or section and identify one or more key detail that exemplifies the main idea- Retrieve information from fiction or non-fiction, identify key areas, record and present it |  | -Summarise main ideas, identifying key details and using quotations for illustration- Retrieve information from non-fiction |  |
| **Inference** | -Predict what might happen from what is stated and implied in a text- Draw inferences such as characters’ feelings, thought and motives from their actions |  | -Predict what might happen next in a story, using complex clues drawing on more than one aspect of the plot or character- Distinguish between facts and opinions when both are included- Draw inferences and justify with evidence | **Emphasise and understand different characters’ points of view****Discuss how the character would feel or act-** | -Predict what might happen from details stated and implied- Explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence |  |
| **Language for effect** | Discuss words and phrases from a book they have read and explain how they capture the reader’s interest and imagination | **Use inference and deduction to work out and compare the characters of different people from a story****Refer to the text, including quotes, to support predictions and opinions** | -Identify how language structure and presentation contribute to meaning- Experience and respond to a wider range of texts including fairy stories, myths, legends, poetry, non-fiction and reference books | **Identify formal and informal language in a text and identify the impact it has on the reader** | Evaluate how authors use language, including figurative language, considering the impact on the reader |  |
| **Themes and conventions** | -Experience and respond to a wider range of texts including fairy stories, myths, legends, poetry, non-fiction and reference books- Identify how language, structure and presentation contribute to meaning in a text |  | When reading for a range of purposes, with support, can identify and discuss themes and conventions in and across selected texts | **Compare, discuss and analyse texts by different authors but on the same topic** | Make comparisons within and across books |  |