

Year 3	Life long reader: Independent reader who is beginning to read with fluency.	Life long reader: Reads a range of texts for pleasure.	Life long reader: Beginning to shares opinions about texts.	Participation: Beginning to participate in discussions about a text and listens to the ideas of others.
Year 4	Life long reader: Independent reader who reads fluently.	Life long reader: Reads a wide range of texts for pleasure.	Life long reader: Shares opinions about the texts they have read.	Participation: Participates in discussions about a text and can contribute ideas.
Year 5	Life long reader: Independent reader who can read silently and understands the meaning of texts.	Life long reader: Reads a wide range of different texts for pleasure.	Life long reader: Recommends books to peers with reasons for reading.	Participation: Participates in discussions about a text and can contribute and build on ideas.
Year 6	Life long reader: Independent reader who can read silently and understands the meaning of texts.	Life long reader: Reads a wide range of different texts including poetry for pleasure and research.	Life long reader: Recommends books to peers with reasons, justification and evidence.	Participation: Participates in discussions about a text, contributes ideas with justification and evidence.

Year 3	Decoding: Reads most common words at speed.	Decoding: Decodes unknown words using phonic knowledge.	(2a) Vocabulary: Beginning to use the root words to explain the meaning of words.	(2b) Retrieval: Draws on information from ideas and main events in a chapter.	(2b) Retrieval: Retrieves and records key information from a given non-fiction text.	(2c) Summarise: Summarises main points from a paragraph.
Year 4	Decoding: Reads common words at speed.	Decoding: Decodes unknown words with appropriate pronunciation.	(2a) Meaning: Beginning to use a range of strategies taught in class to explain the meaning of words with some reference to context.	(2b) Retrieval: Draws on information from ideas and main events across chapters in a text.	(2b) Retrieval: Retrieves and records key information from a given non-fiction text.	(2c) Summarise: Summarises main points from more than one paragraph.
Year 5	Decoding: Reads most words accurately.	Decoding: Decodes automatically with the correct pronunciation with support.	(2a) Meaning: Uses a range of strategies to explain the meaning of words with reference to context.	(2b) Retrieval: Draws on information from ideas and main events across an entire text.	(2b) Retrieval: Retrieves, records and is beginning to present information from non-fiction texts.	(2c) Summarise: Summarises main points from paragraphs and is beginning to identify key details.
Year 6	Decoding: Reads most words accurately and with speed.	Decoding: Decodes automatically with the correct pronunciation	(2a) Meaning: Uses a range of strategies to explain the meaning of words in a context.	(2b) Retrieval: Draws on information from ideas and main events across an entire text.	(2b) Retrieval: Retrieves, records and presents information from non-fiction texts.	(2c) Summarise: Summarises main points from paragraphs, identifying key details.

Year 3	(2e) Predict: Uses clues from the text to make predictions.	(2d) Inference: Infers characters thoughts and feelings.	(2g) Explain—how meaning is enhanced by word choices: Beginning to identify specific language choices and sentence structures made by an author.	(2f) Explain—how features and structure contribute to meaning: Identifies key features in both fiction and non-fiction texts.	(2h)Explain—make comparisons within and about texts: Beginning to identify main themes in a text.
Year 4	(2e) Predict: Makes predictions about a text with evidence to support ideas.	(2d) Inference: Infers characters thoughts feelings and motives using evidence to support opinions.	(2g) Choices: Comments on language choices and sentence structure made by an author and its effect on the reader.	(2f) Structure: Identifies key features of fiction and non-fiction texts and explains how they help the reader.	(2h)Comparisons: identifies main themes in a text.
Year 5	(2e) Predict: Makes predictions about what might happen next in a text using details stated.	(2d) Inference: Infers characters mood and attitude using evidence to support opinions.	(2g) Choices: Comments on and is beginning to evaluate language choices and sentence structure made by an author and how they enhance meaning.	(2f) Structure: Comments on the features and layout of a text and how they help establish meaning.	(2h)Comparisons: Beginning to compare and contrast themes within and across texts.
Year 6	(2e) Predict: Makes predictions about what might happen next in a text using details stated and implied messages.	(2d) Inference: Infers characters thoughts, feelings, mood, attitude using evidence and explanation to support opinions.	(2g) Choices: Comments and evaluates on how language choices and sentence structures made by an author enhances meaning.	(2f) Structure: Comments and evaluates on the layout of texts. How it is related and contributes to meaning of whole text.	(2h)Comparisons: Compares and contrasts themes within and across texts.