

EYFS YR					
<p>40-60 Months</p> <ul style="list-style-type: none"> Continues a rhyming string. Hears and says the initial sounds in words. Segments the sounds in simple words and blend them together and knows which letters. Links sounds to letters naming and sounding the letters of the alphabet. Begins to read words and simple sentences. Uses vocabulary and forms of speech that are increasingly influenced by their experience of books. Knows that information can be retrieved from books and computers. Talks about a favourite book they have read. <p>ELG (Expected)</p> <ul style="list-style-type: none"> Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read. <p>ELG (Exceeded)</p> <ul style="list-style-type: none"> Reads phonetically regular words of more than one syllable as well as many irregular but high frequency words. Uses phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary. Describes the main events in the simple stories they have read. 					
Year 1 Term 1	Year 1 Term 2	Year 1 Term 3	Year 1 Term 4	Year 1 Term 5	Year 1 Term 6
<ol style="list-style-type: none"> Knows when to use phonic knowledge to decode words. Reads common words using phonic knowledge, where possible. Reads words of more than one syllable that contain taught GPCs. Reads phonetically decodable texts. Knows there are different kinds of books. Knows the difference between a story book and an information book. Can find the title, author and the illustrator of a book. Knows some familiar stories. Recognises familiar story language. Uses picture clues to support understanding. Uses picture cues to deepen understanding. Identifies the characters in a story. Recognises a character's feelings. Can say why a character has a feeling. 		<ol style="list-style-type: none"> Knows which parts of words can be decoded using phonics. Blends sounds in unfamiliar words based on known GPCs. Reads words with familiar endings –s, es, ing, ed, er, est. Reads words which have the prefix –un added. Reads phonically decodable texts with confidence. Divides words into syllables, for example, pocket, rabbit. Says what they like or dislike about a book. Says if a story reminds them of another story or something they have experienced. Listens to others' ideas about a book. Finds familiar story language in stories read aloud to them or ones read independently. Retells key stories orally using narrative language. Recognisee rhyming language. Uses prior knowledge to understand texts. Identifies unfamiliar words and asks about meaning. Uses the context to make informed guesses about the meaning of unfamiliar words. Makes predictions based on the events in the story. 		<ol style="list-style-type: none"> Hears and recognises all 40+ phonemes. Matches all 40+ graphemes to their phonemes (phase 3). Identifies all 40+ graphemes in their reading. Knows that words can have omitted letter and that an apostrophe represents the omitted letters. Finds contractions in their reading. Reads compound words, for example, football. Says whether they agree or disagree with others' ideas. Recognises repeated or patterned language. Recognises patterned language in known poems and rhymes. Knows some poems and rhymes by heart. Discusses the meaning of unfamiliar words with others. Knows that stories can have similar patterns of events. Makes links to others stories. Makes links with characters in other stories. Can answer retrieval questions about a book. Uses information from the story to support an opinion. Understands that a writer can leave gaps for the reader to fill. 	

		17) Gives an opinion about a character. 18) Knows that stories can have similar characters.			18) Answers questions which fill the gaps in a story (inference).
Year 2 Term 1	Year 2 Term 2	Year 2 Term 3	Year 2 Term 4	Year 2 Term 5	Year 2 Term 6
<ol style="list-style-type: none"> 1. Understands the importance of decoding words automatically. 2. Understand that some words cannot be decoded with phonic strategies. 3. Uses the graphemes taught to blend sounds. 4. Knows that phonemes may be represented by different graphemes. 5. Knows that familiar words do not need to be sounded out and blended. 6. Reads these familiar words automatically and accurately without sounding or blending. 7. Knows that there are different kinds of stories. 8. Listens to or reads a range of different kinds of stories. 9. Makes choices about the kinds of books they read. 10. Knows that non-fiction books are organised differently from fiction texts. 11. Knows that books or texts have a purpose. 12. Knows the difference between poetry and narrative. 13. Knows there are different kinds of poetry. 14. Talks about books or poems read. 15. Knows that stories and poems can have patterned or recurring literary language. 16. Knows that the purpose of reading is to make meaning. 17. Knows that there is a range of decoding strategies. 18. Checks that reading makes sense. 19. Rereads when meaning is lost. 		<ol style="list-style-type: none"> 1. Knows that the same grapheme may be read in different ways. 2. Recognises alternatives and considers which will make more sense. 3. Recognises syllables in words. 4. Knows that breaking words into syllables helps fluent decoding. 5. Knows that other strategies can be used to read unfamiliar words. 6. Uses other strategies to support fluent decoding. 7. Explains why they prefer certain books and stories. 8. Retells stories with the key events in the correct sequence. 9. Retells a story with key events and characters. 10. Knows how to find information in a non-fiction book. 11. Identifies the purpose of a book or a text. 12. Knows that books and stories are set in different places and times. 13. Talks about the meaning of different poems. 14. Recognises that poems can tell a story. 15. Learns poems by heart. 16. Gives an opinion on books or poems read. 17. Finds patterned or recurring literary language in poems and stories. 18. Finds favourite words and phrases. 19. Self corrects when meaning is lost. 20. Uses prior knowledge and reading experiences to understand text. 21. Uses the context to understand texts. 22. Asks questions to clarify understanding. 23. Finds the answers to retrieval questions about stories, poems, or non-fiction texts. 24. Recognises that a writer may have a message for the reader. 25. Makes predictions about possible events. 		<ol style="list-style-type: none"> 1. Reads words of two or more syllables accurately. 2. Reads aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. 3. Reads these books fluently and confidently. 4. Decides how useful a non-fiction book is to find the information they need. 5. Finds the setting or time in books and stories. 6. Discusses the setting or time in books. 7. Recites or performs a poem making the meaning clear. 8. Talks about favourite words and phrases. 9. Knows that word choices affects the meaning. 10. Explains why a writer has chosen a word to affect meaning. 11. Knows what the inference means., 12. Finds inferences about characters' feelings and thoughts. 13. Explains inferences about characters' feelings and thoughts. 14. Gives reasons for characters' actions or behaviour. 15. Recognises key ideas in a text. 16. Explains a writer's message. 17. Makes predictions about how characters might behave. 	
Year 3 Term 1	Year 3 Term 2	Year 3 Term 3	Year 3 Term 4	Year 3 Term 5	Year 3 Term 6
<ol style="list-style-type: none"> 1) Read books at an age-appropriate interest level 2) Participate in discussion about books read to them and books they have read 3) Briefly summarise the content of a paragraph 		<ol style="list-style-type: none"> 1) Read about a wide range of non-fiction subjects 2) Begin to identify conventions of different types of writing, e.g. the greeting in letters / numbering in instructions 3) Use the contents page to locate information 		<ol style="list-style-type: none"> 1) Make meaningful contributions to discussions about books read to them and books they have read 2) Recognise some conventions of poetry, e.g. rhyming couplets, repetition, alliteration, ... 	

<p>4) Recognise the function of inverted commas They show me which words were spoken by the character 5) Ask questions to improve their understanding of a text 6) Read at a speed where they can focus on understanding rather than decoding individual words 7) Correct independent decoding of some words from the Years 3 & 4 word list (see National Curriculum, p64)</p>		<p>4) Willingly participate in performances of poems and play scripts 5) Orally retell content from a range of books including fairy stories, myths and legends, focusing on the main events 6) Check that a text makes sense to them, discussing their understanding 7) Identify how presentation contributes to meaning The layout helped me to find the info I needed The bullet points showed me that it was a list The diagram helped me to understand 8) Recognise the use of pronouns to avoid repetition she he they we us 9) With support, check meanings of words using a dictionary 10) Sometimes infer characters' feelings from what they say He was annoyed because he shouted, "Leave me alone!" 11) Justify their views with support Describe favourite parts of the book – giving reasons – when prompted 12) Answer questions to retrieve facts from non-fiction texts 13) Correct independent reading of many words from the Years 3 & 4 word list (see National Curriculum, p64) 14) Correct independent reading of many words from the spelling work for Years 3 & 4 (see National Curriculum, pp59-63)</p>		<p>3) Perform poems and play scripts, beginning to show some understanding through intonation, tone, volume or action 4) Begin to use punctuation such as exclamation marks and questions marks to inform intonation used 5) Add detail when retelling stories, including brief descriptions of characters and settings 6) Explain why an author has used new paragraphs A change of time, place, topic or speaker 7) Predict how the story might end, based on similar stories read I think he will find his way home in the end</p>	
Year 4 Term 1	Year 4 Term 2	Year 4 Term 3	Year 4 Term 4	Year 4 Term 5	Year 4 Term 6
<p>1) Express opinions when participating in discussion about books read to them and books they have read 2) With support, use the index to locate information 3) Identify words and phrases that capture the reader's interest and imagination The author used 'darted' to show how quickly it happened 4) Summarise some of the main ideas from a text 5) When prompted, check meanings of words using a dictionary 6) Explain why different subheadings have been used in nonfiction</p>		<p>1) Identify themes and conventions in a wide range of books I think the theme of this story is friendship / courage / loyalty The moral of the story is that honesty is the best policy 2) Independently use the index to locate information 3) Confidently perform poems and play scripts, showing understanding through intonation, tone, volume and action 4) Orally retell content from a range of books including fairy stories, myths and legends, including some detail and using newly-learnt vocabulary from the text 5) Summarise the main ideas drawn from more than one paragraph 6) Identify how structure contributes to meaning The order of events, e.g. flashback / 'twist' at the end of a story Headings / bullet points Question and answer 7) Recognise plural possessive apostrophes girls' boys' children's 8) Independently check meanings of words using a dictionary 9) Infer the meanings of new words in context 10) Infer characters' feelings, thoughts and motives from their actions You can tell that she was really angry</p>		<p>1) Recognise different forms of poetry, e.g. free verse, narrative poetry 2) Continue to identify conventions of different types of writing, e.g. use of 1st person in diary writing 3) Begin to provide voices for some characters 4) Identify how language contributes to meaning Literary devices e.g. simile / metaphor / rhetorical question Subject-specific / technical language Language for effect Addressing the reader (2nd person) Precise adjectives, e.g. 'scarlet' rather than 'red' 5) Infer characters' feelings, thoughts and motives from their actions, justifying inferences with specific evidence I know she was angry because it says, "She pushed her sister out of the way and stormed off." 6) Correct independent reading of all words from the Years 3 & 4 word list (see National Curriculum, p64) 7) Correct independent reading of all words from the spelling work for Years 3 & 4 (see National Curriculum, pp59-63)</p>	

		<p>11) Predict what might happen from details stated and implied I think they will run away because they must be scared 12) Justify their views independently I think she did the right thing because it meant she found her brother 13) Answer questions to retrieve details from fiction texts 14) Correct independent reading of most words from the Years 3 & 4 word list (see National Curriculum, p64) 15) Correct independent reading of most words from the spelling work for Years 3 & 4 (see National Curriculum, pp59-63)</p>			
Year 5 Term 1	Year 5 Term 2	Year 5 Term 3	Year 5 Term 4	Year 5 Term 5	Year 5 Term 6
<p>1) Read poetry and age-appropriate books with accuracy and at a reasonable speaking pace 2) Read outside of school for pleasure or information 3) Read aloud with appropriate intonation to show understanding 4) Summarise and present a familiar story in their own words 5) Distinguish between statements of fact and opinion Fact: In 2015, Messi was named World Footballer of the Year for the fifth time Opinion: Messi is the best football player of all time 6) Infer meanings of unfamiliar words and discuss what they have read 7) Read most words effortlessly 8) Automatically work out how to pronounce unfamiliar words 9) Demonstrate an understanding of the meanings of some words from the Year 5 and 6 spelling rules and spelling list (see National Curriculum, pp66-7)</p>		<p>1) With encouragement, read a range of fiction, poetry, plays, non-fiction and reference books or textbooks 2) Being to identify themes in fiction texts friendship loss revenge heroism 3) Begin to learn some poems by heart 4) Recommend books to peers, giving reasons for their choices 5) Take notes when reading a text and refer to them when explaining and discussing what they have read through a formal presentation or debate 6) Discuss viewpoints (both of authors and of fictional characters) within a text and across more than one text. Show how the use of language differs 7) Identify how language, structure and presentation contribute to meaning Literary devices e.g. simile / metaphor / rhetorical question The order of events Layout / bullet points Recognise and use the terminology: 8) metaphor a blanket of snow 9) simile as brave as a lion to eat like a pig 10) Explain how suffixes affect the meanings of words –ant / -ance e.g. assistant à assistance -able -ible e.g. enjoyable possible 11) Retrieve information, referring to the text but providing short answers with little evidence or explanation provided Because it says that it was raining 12) Compare characters, referring explicitly to the ways they are described and to their actions 13) Demonstrate an understanding of the meanings of many words from the Year 5 and 6 spelling rules and spelling list (see National Curriculum, pp66-72)</p>		<p>1) Read books that are structured in different ways 2) Read for a wide range of purposes, e.g. pleasure and finding information 3) Identify themes & conventions in a wide range of writing 4) Engage in book discussion, building on their own and others' ideas and challenging views courteously 5) Provide reasoned justifications for their views on a text 6) Consider different accounts of the same event Recognise and use the terminology: 7) analogy Like a fish out of water 8) imagery Golden sunlight rested on his shoulders 9) style Descriptive / persuasive / narrative 10) effect 'It makes the reader feel angry' 11) Explain that hyphens can be used to join a prefix to a root word, especially to separate two vowels co-ordinate co-operate re-enter 12) Compare settings or themes Compare different times and places How characters respond to the setting, obstacles and other characters Differing themes of death: tragedy vs. inevitable</p>	
Year 6 Term 1	Year 6 Term 2	Year 6 Term 3	Year 6 Term 4	Year 6 Term 5	Year 6 Term 6
<p>1) Express preferences about books e.g. genre, author, style, giving reasons 2) Rehearse and perform poems before a small audience, using appropriate intonation, tone, volume and gesture 3) Recognise similarities between texts Both texts use rhetorical questions to engage the reader</p>		<p>1) Independently read a range of age appropriate fiction (including novels) and nonfiction 2) Have read a range of fiction books and can identify some of their characteristics, e.g. myths, legends, traditional, modern, and books from other cultures 3) Read aloud with some intonation that shows understanding, going back to self-correct when appropriate</p>		<p>1) Independently read a range of age appropriate fiction (including some classic novels) and non-fiction and discuss the content with confidence 2) Read ahead to use suitable intonation based on the ways in which the sentences are punctuated Indicate exclamation / question / command</p>	

<p>4) Recognise the use of simile and metaphor, distinguish between them and identify why they were used in a text</p> <p>5) Confidently ask appropriate questions to help when answering questions about a text</p> <p>6) Correct independent decoding of most words from the Year 5 and 6 spelling rules and spelling list (see National Curriculum, pp66-72)</p> <p>7) Demonstrate understanding of the meanings of most words from the Year 5 and 6 spelling rules and spelling list (see National Curriculum, pp66-72)</p>	<p>Emphasising words and phrases Change of pitch to indicate exclamation / question'</p> <p>4) Learn a wider range of poetry by heart</p> <p>5) Summarise main ideas drawn from more than one paragraph, identifying key details and using quotations for illustration</p> <p>6) Make comparisons within and across books. Both texts use emotive adjectives such as 'magnificent' and 'destructive' to persuade the reader. Both writers use exaggeration but to make different points Both writers make the same point but in very different ways to appeal to different audiences. 7) Evaluate how authors use language, including figurative language, considering the impact on the reader The idiom 'raining cats and dogs' is not meant to be taken literally, but it emphasises to the reader just how heavy the rain is. 'The crops begged for water' is an example of personification – giving human characteristics to the crops.</p> <p>8) Routinely check meanings of words using a dictionary 9) Work out the meanings of words from the context 10) Infer meanings of new words from the context in which they appear 'Impertinent' must mean 'rude' because it says he was given detention for being impertinent</p> <p>11) Predict what might happen next in a fiction text from details stated/implied We know he is clumsy so I think he will knock something over and wake his parents up</p> <p>12) Make inferences about characters' feelings, thoughts and motives based on their behaviour & justify these inferences with evidence I know he didn't really want to go there because he walked slowly and 'took the long way around'</p> <p>13) Quote from a fiction text in order to provide evidence of their understanding They are brothers because the text says, "Malcolm may have disappointed me but he was still my sibling."</p> <p>14) Retrieve information from non-fiction texts, providing quotations where appropriate It says on page 4 that "ladybirds have as many as 22 spots"</p>	<p>3) Provide consistent voices for a range of characters</p> <p>4) Comment on the writer's use of language including vocabulary to create atmosphere The echoes 'rang up and down' before he 'stopped dead still.' This creates tension.</p> <p>5) Retrieve information from fiction and non-fiction texts, providing quotations and detailed explanations to add weight to their responses Henry dislikes Sam because he responds 'reluctantly' and adds, 'But you owe me one!' – this demonstrates that he doesn't want to help her and is only doing it as a favour to his parents</p>
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