|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| VOCABULARY | EYFS | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 |
|  | Uses vocabulary and forms of speech that are increasingly  influenced by their experiences of fiction and non-fiction books.  Uses subject specific vocabulary as indicated in our approach to our curriculum | Discuss the meaning of new words in fiction and non-fiction texts by linking to vocabulary they know.  Uses subject specific vocabulary as indicated in our approach to our curriculum | Clarify and discuss the meanings of new words in fiction and non-fiction texts, by linking to vocabulary they know | Identify and discuss the meaning of words in a fiction and non-fiction context | Explain the meaning of new words in in a fiction and non-fiction context | Explore the meaning of words in a given context within fiction and non-fiction | Explore the meaning of words in different contexts within fiction and non- fiction |
| Know that books can help us find out what words mean. | Use age appropriate dictionaries to check the meanings of words | Use age appropriate dictionaries to check the meanings of words | Use age appropriate dictionaries and thesauri to check the meanings of words | Use age appropriate dictionaries and thesauri to check the meanings of words | Use age appropriate dictionaries and thesauri to check the meanings of words | Use age appropriate dictionaries and thesauri to check the meanings of words |
| Joins in with repeated refrains and anticipates key events  and phrases in rhymes and stories.  Continues a rhyming string | Discuss favourite words and phrases | Discuss favourite words and phrases | Identify words and phrases that contribute to the meaning of the text | Explain how words and phrases contribute to the meaning of the text | *Explain how words and phrases contribute to the meaning of the text* | Evaluate how and why authors use words to develop, shades of meaning. |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| INFERENCE | EYFS | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 |
|  | Talk about characters when sharing narratives. | Make simple inferences about characters and setting. | Make inferences on the basis of what is said and done | Draw inferences about characters’ thoughts and actions | Draw inferences about characters’ feelings and motives | Draw inferences from within the text about themes and characters’ and authors’ viewpoints | Draw inferences across texts about characters’ viewpoints, authors’ viewpoints and themes |
| Share ideas about characters using pictures | Talk about inferences using words and pictures in a shared text | Discuss inferences using words and pictures from the book | Justify inferences with a single piece of evidence from the text to support one specific point | Justify inferences within several pieces of evidence from the text to support one specific point | Justify inferences and views with a variety of references from across the text | Justify their inferences and views with a variety of references from across texts and by comparing sources and considering the reliability of information |
|  |  |  | Identify how the structure and presentation of texts\* contributes to the  meaning  \*age-appropriate | Identify how the structure and presentation of texts\* contributes to the meaning  \*age-appropriate | Identify how the structure and presentation of texts\* contributes to the meaning  \*age-appropriate | Identify how the structure and presentation of texts\* contributes to the meaning  \*age-appropriate |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| PREDICTION | EYFS | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 |
|  | Beginning to be aware of the way stories are structured. Suggests how the story might end. | Make simple predictions based on their own experiences | Predict what may happen on the basis of what has been read so far | Predict what may happen based on both what has been stated (obvious) and implied | Predict what may happen based on both what has been implied | Predict what may happen based on their understanding of the content and the themes within the text | Predict what may happen based on their wider understanding of content and themes |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| EXPLANATION | EYFS | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 |
|  | D*emonstrate understanding when talking with others about what they have read (ELG)* | Express their understanding of a story and non-fiction. | Express a single point of view about a text. | Express views and listen to the views of others based on a text. | Explain views, listen to the views of others and respond, based on a text. | Explain and develop their own views, and build effectively on the views of others, based on a text. | Explain and extend their own views and challenge the views of others, based on a text. |
|  |  |  |  |  | Distinguish between fact and opinion | Distinguish between fact, opinion and bias Explain their thinking through referring to key details and comparisons |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| RETRIEVAL | EYFS | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 |
|  | Listens to stories with increasing attention and recall. | Talk about and find simple pieces of information in response to questions from the teacher. | Use scanning to locate a single piece of information, in response to  questions from the teacher. | Use skimming to locate main ideas in the text.  Use scanning to locate pieces of information. | Use skimming to locate main ideas in the text  Use scanning to locate pieces of information. | Use skimming and scanning to locate information efficiently across a range of sources | Use skimming and scanning to locate information selectively and precisely across a range of sources. |
| Use the front cover, back cover, title and pictures to talk about the book. | Identify the significance of the title and events in stories. | Use titles, headings, pictures and blurbs to locate relevant information. | Use contents and sub-headings to locate relevant information. | Use contents, indexes, glossaries and sub-headings to locate relevant information | Use contents, indexes, glossaries and sub-headings to locate relevant information | Use contents, indexes, glossaries and sub-headings to locate relevant information |
| Knows that information can be retrieved from books and  computers. | Understand that non-fiction texts provide information  Consider the key characteristics of texts. | Recognise and understand the structure of the non-fiction texts  Identify the key characteristics of non-fiction | Identify the structural conventions of non-fiction in relation to the text  Identify the language conventions of non-fiction in relation to the text type | Identify the structural conventions of non-fiction in relation to the text type    Identify the language conventions of non-fiction in relation to the text type | Identify the structural conventions of non-fiction in relation to the text type  Identify the language conventions of non-fiction in relation to the text type | Identify the structural conventions of non-fiction in relation to the text type  Identify the language conventions of non-fiction in relation to the text type |
| Talk about key information in non- fiction. | List key information orally. | List key information orally or through text marking (highlighting/  underlining) in response to teachers’ questions. | Make notes from one source to capture key information about a topic | Make notes from one source to answer key questions through: highlighting/ recording key words and phrases; using bullet points, diagrams, symbols, abbreviations, mind-mapping | Make notes from several sources to gather information  Refine notes by disregarding irrelevant information  Explore and use their own techniques to make notes | Make notes from several sources to gather information.  Make choices about the most efficient techniques to make notes  Refine notes by disregarding unreliable information |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| SUMMARISING | EYFS | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 |
|  | Describes main story settings, events and principal  characters. | Identify the sequence of events in fiction. | Identify the sequence of events in fiction and non-fiction (where appropriate). | Summarise the main idea/s **within a paragraph** or section (fiction and non-fiction) | Summarise ideas from **across several paragraphs** or sections (fiction and non-fiction) | Summarise ideas, events and information from the **text as a whole.** | Summarise ideas, events and information throughout a text and across texts. |
| Talk about familiar stories. | Talk about stories using their own experiences. | Talk about what they understand from a text using their own experiences. | Identify the over-arching theme of a text | Identify the author’s message about the theme of a text | Identify an author’s treatment of the same theme across one or several of their books/poems. | Identify how the same theme is represented across texts. |
|  | Talk about stories that have been read to them. | Share their understanding of texts that have been read to them. | Share their understanding of both texts they have read independently and those read to them. | Discuss their understanding of both texts they have read independently and those read to them. | Discuss their understanding of both texts they have read independently and those read to them | Discuss their understanding of both texts they have read independently and those read to them | Discuss their understanding of both  texts they have read independently and those read to them |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| WORD READING | EYFS | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 |
|  | Recognises familiar words and signs such as own name and  advertising logos  Knows information can be relayed in the form of print.  Knows that print carries meaning and, in English, is read from left to right and top to bottom. | Link what they read or hear to their own experiences | Progression then moves into inference |  |  |  |  |
| Applying Phase 2 – 4  Can segment the sounds in simple words and blend them  together and knows which letters represent some of them.  Children read and understand simple sentences. | Applying Phase 4 and 5  Correctly and quickly read the graphemes for all 40+ phonemes, including the alternatives (graphemes/word families)  Accurately blend sounds in unfamiliar words\* that contain the GPCs  \**vocabulary linked to your own tiered vocabulary, word lists, words from topics and curriculum subjects and words spelling rules taught at each year group*. | Applying Phase 5+  Accurately blend sounds in unfamiliar words\*, especially recognising alternative sounds (graphemes/word families)  *\*vocabulary linked to your own tiered vocabulary, word lists, words from topics and curriculum subjects and words spelling rules taught at each year group.* | Applying phonics (all children)  Accurately blend sounds in unfamiliar words\*, especially recognising alternative sounds (graphemes/word families)  *\*vocabulary linked to your own tiered vocabulary, word lists, words from topics and curriculum subjects and words spelling rules taught at each year group.* | Applying phonics (all children)  Use strategies to accurately blend sounds in unfamiliar words\*, especially recognising alternative sounds (graphemes/word families)  *\*vocabulary linked to your own tiered vocabulary, word lists, words from topics and curriculum subjects and words spelling rules taught at each year group.* | Applying phonics (all children)  Using strategies to accurately blend sounds in unfamiliar words\*, especially recognising alternative sounds (graphemes/word families)  *\*vocabulary linked to your own tiered vocabulary, word lists, words from topics and curriculum subjects and words spelling rules taught at each year group.* | Applying phonics (all children)  Using strategies to accurately blend sounds in unfamiliar words\*, especially recognising alternative sounds (graphemes/word families)  *\*vocabulary linked to your own tiered vocabulary, word lists, words from topics and curriculum subjects and words spelling rules taught at each year group.* |
|  |  |  | For children who didn’t make the required phonic standard by Y2  Correctly and quickly read the graphemes for all 40+ phonemes, including the alternatives (graphemes/word families) – guidance use AfL to target the particular sound or family required.  *AfL: what do the children need to help them read fluently and understand?* | | | |
| Links sounds to letters, naming and sounding the letters of the alphabet. | Know all letters of the alphabet and their corresponding sounds. |  |  |  |  |  |
| *They use phonic knowledge to decode regular words and read them aloud accurately.* | Read words with contractions  Read words of more than one syllable and those that end in: –s, –es, –ing, –  ed, –er and –est | Read accurately words of two or more syllables  Read words containing common suffixes | Apply their knowledge of root words, prefixes and suffixes to read aloud with confidence and without undue hesitation\* | Apply their knowledge of root words, prefixes and suffixes to read aloud with confidence and without undue hesitation\* | Apply their knowledge of root words, prefixes and suffixes to read aloud with confidence and without undue hesitation\* | Apply their knowledge of root words, prefixes and suffixes to read aloud and without undue hesitation\* |
| *Read some common irregular words.* | Note unusual correspondences and identify where these occur in the word, in relation to the Y1 common exception words | Note unusual correspondences and identify where these occur in the word, in relation to the Y2 common exception words Reading fluently and confidently in line with the Y2 range | Note unusual correspondences and identify where these occur in the word, in relation to the Y3/4 common exception (word list) words | Note unusual correspondences and identify where these occur in the word, in relation to the Y3/4 common exception (word List) words | *Note unusual correspondences and identify where these occur in the word, in relation to the Y5/6/ word list words* | *Note unusual correspondences and identify where these occur in the word, in relation to the Y5/6-word list* |
| *Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately.* | Check that the text makes sense to them as they read and correct inaccurate reading | Check that the text makes sense to them as they read and correct inaccurate reading | Check that the text makes sense to them as they read and correct inaccurate reading | Check that the text makes sense to them as they read and correct inaccurate reading | Check that the text makes sense to them as they read and correct inaccurate reading | Check that the text makes sense to them as they read and correct inaccurate reading |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| READING ALOUD | EYFS | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 |
|  | Knows some favourite stories, rhymes, songs, poems or jingles.  Repeats words or phrases from familiar stories.  Fills in missing words or phrases | Orally retell known stories, linked to the Y1 range | Orally retell known stories, linked to the Y2 range | Orally retell whole stories/sections of stories linked to the **Y3 range** | Orally retell whole stories/sections of stories linked to the **Y4 range** |  |  |
| Uses vocabulary and forms of speech that are increasingly  influenced by their experiences of books. | Recognise and use predictable phrases in known **stories** linked to age-appropriate texts and texts children read independently | Recognise simple, recurring literary language **across poetry and narratives** linked to age-appropriate texts and texts children read independently | Discuss recurring literary language **across poetry and narratives**  linked to age-appropriate texts and texts children read independently | Discuss recurring literary language **across poetry and narratives**  linked to age-appropriate texts and texts children read independently | Discuss recurring literary language **across poetry and narratives**  linked to age-appropriate texts and texts children read independently | Discuss recurring literary language **across poetry and narratives**  linked to age-appropriate texts and texts children read independently |
| Enjoys rhyming and rhythmic activities.  Shows awareness of rhyme and alliteration.  Recognises rhythm in spoken words.  Joins in with repeated refrains and anticipates key events  and phrases in rhymes and stories.  Continues a rhyming string. | Recite some simple poems by heart with some expression | Recite poems by heart, using expression and intonation to make the meaning clear | Recite poems by heart, using intonation, tone and volume to gain the interest  of the listener | Recite poems by heart, using intonation, tone and volume to gain the interest of the listener | Recite poems by heart, using intonation, tone and volume to **monitor the interest of the listener and adapt their recital** | Recite poems by heart, using intonation, tone and volume to **emphasise key elements of the poem and provoke a response** in the listener |
| Listens to and joins in with stories and poems, enjoying and copying some of the expression used by the reader. | Read aloud, with some expression, books matched to **Y1 phonic\* knowledge - independently and in groups** | Read aloud, with expression, books matched to **Y2 age-related expectation\* knowledge** | Read aloud and perform texts, **gaining the audience’s interest** in the characters and plot | Read aloud and perform texts, **maintaining the audience’s interest** in the characters and plot | Read aloud and perform texts, **monitoring the audience’s interest and changing the performance** accordingly | Read aloud and perform texts, **refining** their performance to illustrate subtleties |