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| **+Strategy** | **EYFS** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Predict** | I can talk about and respond to stories, rhymes and poetry; recall sequence and anticipate key events, some as exact repetition and some in my own words | I can make predictions and use evidence to support them | I predict what might happen next on the basis of what I have read so far**- by the end of the year, it is beginning to be more plausible**. | I predict what might happen from details that are stated and implied- **this is beginning to be ‘sensible’.** | I make sensible predictions about what might happen from details that are stated and implied and can justify my predictions by referring to the story. | I make **sensible** predictions about what might happen from detail that are stated and implied and can justify my predictions with evidence from the text referring to my knowledge of other texts to support my predictions. | I make **sensible** predictions about what might happen from details that are stated and implied and can justify my predictions by using PEPE. |
| **Vocabulary** | I can engage in extended conversations about stories, learning new vocabulary.  I can listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. | I can explain the meaning of words that I know and I can talk about the meaning of new words, linking the meaning of new words to those I already know | I understand that the same word may mean different things depending of the context | I explain the meaning of words in context, monitoring my understanding so that I recognise that I do not understand a word. | I explain the meaning of words in context, monitoring my understanding so that I can ask when I do not understand a word. | I explore the meaning of words within a text using the context to help me discover its meaning whilst monitoring my understanding so that I can ask when I do not understand a word. | I explore the meaning of words within a text, using my understanding of the context to relate the word to vocabulary I already know in order to support my understanding. |
| **Wondering or raising questions** | I can ask questions to find out more and to check they understand what has been said to them. | I can enjoy and understand a wide range of stories, poems and non-fiction text that I can't yet read myself by hearing them read and talking about them with others | I am beginning to ask questions about what I read. | I ask questions *(and wonder*) to improve understanding of a text. | I am beginning to ask relevant questions *(and wonder)* to improve my understanding of a text. **4** | I ask relevant questions (and wonder) to improve my understanding whilst understanding that my wonderings should change during the course of reading. These are beginning to demonstrate my inferences. **5** | I ask relevant questions (*and wonder)* to improve my understanding and show inferences that I have made whilst understanding that my wonderings should change during the course of reading sometimes. **6** |
| **Summary** | I can retell the story, once I have developed a deep familiarity with the text, some as exact repetition and some in my own words. | I can talk about the title and main events in the story | I can choose the main events from a story and retell it in my own words. | I identify main ideas taken from a paragraph and summarise these. | To identify main ideas taken from more than one paragraph and summarise these in own words. | I succinctly summarise the key points of a paragraph and the main ideas drawn from more than one paragraph. | I summarise succinctly the key point of a paragraph. I summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. |
| **Visualise** | I can describe events in detail | I am beginning to picture characters and settings in what I have read. | I am beginning to picture characters and settings in what I have read. | I can picture characters, settings and events to help me understand a text. | I can picture characters, settings and events to help me understand a text. **4** | I can layer my visualisations to build meaning, recognising that my visualised images can and do change during the course of reading | I can discuss how authors’ use language and vocabulary, including figurative language ( e.g. simile, metaphor, personification) and grammatical features ( e.g. determiners, noun phrases) adds to my visualisations whilst recognising that these change during the course of reading. |
| **Background**  **Knowledge** | I can compare and contrast characters from stories,  including figures from the past. | I can explain my understanding of the book and I may link it to my own experience | I can use my knowledge of the world and familiar stories to help me to understand what I am reading. | I use my background knowledge from what I know about the world or have read to help me understand. | I use past experiences, what I have previously read and what I know to support my understanding. | I can relate what I have read to my person and literary experiences and wider background knowledge, sometimes I make wonderings about the text based on this. | I relate what I have read to my personal and literary experiences and wider background knowledge (including my understanding of the context it was written in) in order to make inferences or predictions. |
| **Linking**  **Sentences** | I can retell simple stories and nursery rhymes. | I can retell familiar stories in detail and consider the similarities and differences | I discuss the sequence of events in books and how information is related, using conjunctions to make simple connections between sentences.  I remember that I have read across a simple text. | I make simple connections within a text between one sentences and the next, using conjunctions and adverbials to support my understanding. I remember what I have read chapter. | I make connections between different pieces of information that I have read from within a text including pronoun links, conjunctions and adverbials. I remember what I have read over time across a text. | I understand how the meaning of text is shaped by punctuation, word order and linking words and phrases (including pronouns, determiners, conjunctions and adverbials) and use this to make connections between sentences that I have read. | I can link information together from longer complex sentences across texts using a range of punctuation (including dashes, colons and semi-colons) and grammatical features to support my understandings. |
| **Inference** | Begin to interpret stories, rhymes, and poetry; making suggestions for actions and events (images and text) | I can make inferences based on what is said and done and simple predictions | I make simple inferences on the basis of what is being said and done. | I make interferences such as inferring characters’ feelings and thoughts from their actions or from what they say. | I make inferences (such as inferring characters’ feelings, thoughts and motives for their actions) based on evidence from the text. | I make inferences such as inferring characters’ feelings, thoughts and motives from their actions and I can support this in written answers. | I make simple and complex inferences about characters feelings, thoughts and motive, using PEPE to support my written inferences. |
| **Gist** | I can use information from the teacher to help me understand what I am reading | I can use what I have already read or heard, or information a teacher has given me, to help me understand what I am reading | I can choose the main events from a story and retell it in my own words. | I can retell the gist of what I have read in my own words. | I can retell the gist of what I have read in my own words, showing understanding of inferences. | I can give the gist of what I have read in my own words including what I have inferred. | I can talk in detail about my understanding including giving the gist that contains complex inferences that I have made about motives for actions. |
| **Theme** | I can enjoy simple stories and common nursery rhymes that I know well and can retell some of them | I can enjoy reading key stories, fairy stories and traditional tales because I know them well and can retell them and comment on their special features | I recognise simple recurring literary language, structures in stories, characters and settings in stories and poems. | I identify basic themes in a range of books- **good vs evil.** | I identify themes in a wide range of books. | I identify and discuss themes and conventions in a range of writing making comparisons on similarities within and across books. | I identify and discuss themes and conventions in a range of writing making comparisons within and across the books commenting on similarities and differences in boos with similar themes. |
| **Word reading** | I can read individual letters by  saying the sounds for them.  I can blend sounds into words, so  that I can read short words  made up of known letter–sound correspondences.  I can read some letter groups that  each represent one sound and  say sounds for them.  I can read a few common exception  words matched to the RWI  phonic programme. | I can read common exception words correctly and all 40+ phonemes, whilst applying phonic knowledge to decode unfamiliar words including contractions and suffixes  I can use letter sounds to work out and read new words PHASE 2, 3, 4 AND 5  I can read words of more than one syllable using sounds that I have been taught PHASE 2, 3, 4 AND 5  I can read aloud books that use letters and letter groups I have been taught PHASE 2, 3, 4 AND 5  I can read many common exception words RECEPTION/YEAR ONE I can read many words quickly and accurately without needing to sound and blend words I have seen before I can read words like I'm, I'll and we'll and understand that the apostrophe represents the missing letter or letters I can read words made up of the letter sounds I know and which have endings -s, -es, -in, -ed, and -est.I can read texts that are more complex and beyond my chronological age I can read unfamiliar words by applying my knowledge of alternative graphemes for phonemes I can use a range of reading strategies to read unfamiliar words | I use phonic knowledge to decode new text from PM19 - 24 (automatically and fluently)  I sound out new words quickly in my head including words with alternative phonemes for graphemes  I read words of two or more syllables using a range of graphemes  I read words with common suffixes ed, ing, est, er, ful  I read a range of common exception / tricky words  I say which part of the word is tricky  I read most words except new or unfamiliar words without having to sound and blend out loud | I use my developing understanding about root words, prefixes and suffixes to help me to read aloud with increasing fluency and understanding  I read a wider range of common exception / tricky words  I break words into syllables to decode unknown words speedily | I use what I know about root words, prefixes and suffixes to help me to read aloud with fluency, understanding and expression  I read a wider range of common exception / tricky words and I can see what makes them tricky  I break words into different sized chunks, including syllables, to decode unknown words | I break long polysyllabic words into syllables with speed and read across the entire word  I read fluently with intonation, expression, appropriate pace and use of pauses to entertain and maintain interest | I apply my knowledge of root words, prefixes and suffixes to help me to read fluently and understand the meaning of new words  I break long polysyllabic words into syllables with speed and read across the entire word  **GD**  I skim and scan effectively and quickly to find or check information  I check my understanding to make sure what I have read makes sense |
| **Wider decoding and reading strategies** | I can re-read books to build  up my confidence in word  reading, my fluency and my  understanding and enjoyment.  I can apply digraphs and trigraphs to read more complex sentences | I can check the text makes sense and self-correct when reading  I can read with fluency  I can use punctuation to read with expression and meaning | I re-read books with fluency, expression and intonation  I am developing my skills to read silently or quietly to myself with increasing speed and independence  I use punctuation to help me to read with expression and to keep track of information in longer sentences | I notice mistakes I make in my reading using meaning, language structures and visual information and correct myself as a result  I use the range of punctuation accurately at the end of the sentence and commas within sentences to help to read with expression and understanding  I re-read sentences from the beginning if I stop to decode a difficult word to maintain the sense and my understanding of it  I read silently some of the time and am developing better pace in reading  I am beginning to sustain interest in longer texts, returning to them easily after a break | I notice mistakes I make in my reading and correct them because the text doesn't make sense using meaning, language structure and visual information  I use the range of punctuation accurately both at the end of the sentence and within the sentence to help expression, pace, fluency and understanding  I am developing my skills to skim read text and scan to find information and ideas  I re-read sentences from the beginning if I stopped to decode a difficult word to maintain the sense and my understanding of it | I try to notice mistakes in my reading when reading higher level texts and sometimes correct them because the text doesn't make sense  I scan text to find key words and phrases  I know that I sometimes need to reread text carefully to understand it fully 5b5  I read longer texts with increasing pace and stamina | I read fluently with intonation and expression, pauses, pace and emphasis to interest and entertain the audience  To gain 2NC and 3 NC evidence of the following is needed; I read longer complex sentences using commas, brackets, semi colons, colons and dashes accurately to help me and others to understand |
| **Comprehension strategies** | I can connect one idea or action to another using a range of connectives. | I can explain clearly my understanding of what is read to me.  I can usually spot if a word has been read wrongly by following the sense of the text. I can say what might happen next in a story  I can join in with words when I can guess what is coming next  I can take part in a group talk about what we have listened to. I take turns and listen to what others have to say | I recall specific information from my reading or look back at the text to find information | I use my developing knowledge about root words, prefixes and suffixes to help me to understand the meaning of new vocabulary  I find and record information from non-fiction texts  I find evidence from the text to help me to show my understanding | I identify and discuss words and phrases that make the reader interested  I explain the meaning of words in context  I use dictionaries to check the meaning of words I have read | I check books make sense to me and can talk about my understanding of significant ideas, events and characters | I find, record and present information from non-fiction texts  I understand how the language, structure and presentation contribute to meaning  I draw on detail to give persuasive answers to questions  **GD**  I understand PEE in response to questions: I make my point then try to back it up with evidence and examples from the text  I retrieve and collate information from a range of sources |
| **Response to text** | I can respond to what I have heard, expressing my thoughts and feelings. | I can say how the characters might feel in a story I have read or heard on the basis of what is said and done  I can use non-fiction texts to extract information. I can demonstrate a pleasure to read  I can listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which I can read independently | I listen to and can talk about different poetry, stories and information text including what I like and don't like  I know and can recite poems with appropriate intonation to make the meaning clear  I talk about my favourite words and phrases and identify familiar patterns in language  I talk about how non-fiction books are structured e.g. contents, index, glossary, titles, sub title | I understand what I read in books and can discuss this including expressing opinions about what I have read  I retell some stories orally  I listen to and can discuss a wide range of fiction, poetry, non-fiction and plays  I read aloud and perform poems and play scripts showing my understanding through intonation, volume and actions  I recognise some different forms of poetry, stories and non-fiction texts  I talk about some organisational features of texts | I understand what I read in books and can discuss this  I find and record information from non-fiction texts  I listen to and can discuss a wide range of fiction, poetry, non-fiction and plays  I read aloud and perform poems and play scripts showing my understanding through intonation, tone, volume and actions  I recognise some different forms of poetry, stories and non-fiction texts  I talk about organisational features of texts | I am beginning to understand the difference between fact and opinion  I read poems and plays aloud and perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience  I know a wider range of poetry by heart  I recommend books I have read to friends and give reasons for my choices  I read and understand texts (paper based and digital) that are structured in different ways and read for a range of purposes and can explain the main purpose of these **5**  I read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books building on my own and others’ ideas **5** | I know the difference between fact and opinion and can identify this in a text **6**  I comment on how and why a writer has used certain language, including figurative language (e.g. simile, metaphor, personification)  I read poems and plays aloud and perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience  I know a wider range of poetry by heart  I recommend books I have read to friends and give reasons for my choices  I read and understand texts (paper based and digital) that are structured in different ways and read for a range of purposes and can explain the main purpose of these  I explain and discuss my understanding of what I have read including through presentation and debates, keeping to my focus, using notes where needed  **GD – Author purposes and impact on the reader**  I discuss and evaluate how authors' use language and vocabulary, including figurative language (e.g. simile, metaphor, personification) presents meaning  I can identify and evaluate techniques the author has used to create mood, feelings, messages and attitudes  I identify and explain the viewpoint of the author and explain the effect on the reader  I identify and explain the overall effect of a text on the reader  I explain how the context of when the text was written influences the meaning  I am improving my ability to evaluate texts by comparing how different sources treat the same information (10)  I read a wide range of fiction and non-fiction including novels, short stories, poems and plays covering wide range of genres, historical periods, forms and authors  I extract and evaluate relevant information from more complex texts  I show a confident awareness of the effect of the text, with explanation  I discuss how structural choices support the writer’s theme and purpose  I analyse and evaluate the styles of individual writers and poets, providing evidence and justifying interpretations  I recognise a range of poetic conventions and understand how these have  been used  I articulate personal responses to literature, identifying how and why the texts affect the reader due to the author intent  I understand how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play  I re-read books to make me more familiar with them and give me a basis for making critical comparisons across texts |