Reception

|  |
| --- |
| • 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 |

Year 1

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Vocabulary | Retrieving | Summarising | Inferring | Predicting |
| • Identifies simple and recurring literary language  • Identifies the meaning of vocabulary in context  • Explains their understanding of texts that are pitched beyond the level they can read independently | • With support, justifies their views about texts they have had read to them  • Recognises patterns in texts  • Discusses the significance of the title • Observes the punctuation and uses this to aid understanding • Retrieves key information from a text • Identifies complete sentences  • Identifies typical phrases  • Understands that there is a range of non-fiction texts  • Begins to understand how written language can be structured differently according to genre  • Comments on things that interest them | • Identifies how non-fiction texts are sequenced  • Identifies the beginning, middle and end of stories and pattern in poetry | • Identifies goals/motives of the main character on the basis of what they have said and done • Expresses preferences linked to own experiences  • Uses different voices for characters when reading dialogue aloud  • Uses different voice pitch to indicate whether they are reading an exclamation or question | • Predicts events and endings |

Year 2

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Vocabulary | Retrieving | Summarising | Inferring | Predicting |
| • Discusses effective language choices  • Identifies that adverbs help to tell us how the character is feeling | • Identifies words and phrases that link events  • Refers back to the text for evidence  • Retrieves information stated within text (may not be obvious)  • Uses evidence from a text – may look through the book to help them remember or use information  • Shows awareness of use of features of organisation  • Makes statements about characters on the basis of what is said and done, making note of how verbs and adverbs support their judgements  • Begins to understand that written language (standard English) has conventions that don’t apply in spoken language  • Explains differences between fiction and non-fiction  • Understands that books can be used to find things out, and is beginning to do so  • Recognises that information is grouped according to subject  • Begins to use dictionaries, glossaries and indexes to locate meanings and information  • Identifies simple literary language  • Identifies how settings and characters are created using specific vocabulary that creates imagery  • Identifies that the verbs used for dialogue tell us how a character is feeling | • Identifies the sequence of events | • Demonstrates empathy with characters looking at descriptions and actions  • Identifies evidence of change as a result of events  • Recognises that different characters have different thoughts/feelings about, views on and responses to particular scenarios  • Explains how the way a character speaks reflects their personality  • Identifies common themes in traditional tales  • Evaluates simple persuasive devices  • With support, justifies their views about what they have read | • Predicts with increasing accuracy during reading and then adapts prediction in the light of new information  • Predicts some key events of a story based on the settings described in the story opening |

Year 3

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Vocabulary | Retrieving | Summarising | Inferring | Predicting | Analysing | Authorial Intent | Comparing |
| • Identifies new vocabulary and sentence structure and discusses to develop understanding  • Identifies and understands meanings of a wide range of conjunctions used to link events together  • Identifies a range of standard words/phrases used at various stages of a narrative | • Refers back to the text for evidence when explaining  • Extracts information from tables and charts • Recognises some different forms of poetry  • Retrieves information from text where there is competing (distracting) information  • Uses contents pages and indexes to locate, retrieve and record information from non-fiction texts  • Recognises different narrative genres  • Notices the difference between 1st and 3rd person accounts  • Identifies the conventions of different types of writing | • Summarises main ideas from a text  • Begins to identify themes across texts | • Suggests reasons for actions and events  • Infers characters’ feelings, motives, behaviour and relationships based on descriptions and their actions in the story  • Identifies with characters and makes links with own experiences when making judgements about the characters’ actions  • Justifies their views about what they have read  • Identifies how settings are used to create atmosphere  • Identifies evidence of relationship between characters based on dialogue and behaviour  • Analyses the use of language to set scenes, build tension or create suspense  • Explains how words/phrases in the description are linked to create suspense  • Explains how words/phrases in the description are linked to create an overall and consistent impression on the reader | • Predicts what might happen from details stated and can indicate the strength/likelihood of their prediction being correct | • Analyses and compares plot structure  • Recognises the move from general to specific detail | • Evaluates effectiveness of texts in terms of function, form and language features  • Identifies how language structure and presentation (font size, bold, calligrams) contribute to meaning | • Comments on the effect of scene changes |

Year 4

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Vocabulary | Retrieving | Summarising | Inferring | Predicting | Analysing | Authorial Intent | Comparing |
| • Notes examples of descriptive language and explains the mood or atmosphere they create  • Notices key words and phrases used to convey passing of time to introduce paragraphs or chapters  • Identifies how specific words and phrases link sections, paragraphs and chapters  • Identifies how authors use precise vocabulary to meet the intended purpose/effect | • Recognises the introduction, build-up, climax or conflict and resolution in narrative  • Retrieves information from text where there is competing (distracting) information  • Identifies a wide range of poetic forms, • Identifies key words and phrases as evidence when making a point  • Identifies the structure and features of a range of non-fiction, narrative and poetry texts  • Analyses how structural and presentational features contribute to purpose in a range of texts  • Identifies events that are presented in more detail and those that are skimmed over  • Identifies underlying themes in a range of narrative texts  • Identifies the way descriptive language and small details are used to build an impression of an unfamiliar place  • Identifies figurative and expressive language that builds a fuller picture of a character | • Explains and justifies an opinion on the resolution of an issue/whole narrative  • Summarises the main ideas of a non-fiction text | • Identifies techniques used by the author to persuade the reader to feel sympathy or dislike  • Justifies opinions of particular characters  • Distinguishes between fact and opinion  • Makes deductions about the motives and feelings that might lay behind characters’ words  • Summarises the way that the setting affects characters’ appearance, actions and relationships  • Comments on the way key characters respond to a problem • Makes deductions about characters’ motives and feelings and explain whether their behaviour was predictable or unexpected  • Explores alternative outcomes to an issue  • Analyses dialogue, making judgements about the extent to which characters reveal their true feelings or motives  • Evaluates texts for their appeal for the intended audience | • Predicts on the basis of mood or atmosphere how a character will behave in a particular setting | • Analyses how the structure of non-fiction relates to its purpose  • Analyses how poetry is structured and its effect on the reader  • Exemplifies the move between generalisations and specific information | • Understands how authors use a variety of sentence constructions  • Explains the decisions that the author has made in setting up problems for the characters and choosing how to resolve them | • Comments on differences between what characters say and what they do |

Year 5

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Vocabulary | Retrieving | Summarising | Inferring | Predicting | Analysing | Authorial Intent | Comparing |
| • Uses a range of strategies to identify the meaning of new vocabulary  • Identifies examples of effective description that evoke time or place commenting both on word and sentence choice  • Notes words and phrases in pre twentieth century writing which have changed their meaning over time | • Comments on use of language using terminology including onomatopoeia, metaphor, personification  • Notes how cohesion is achieved in different ways  • Identifies how the author signals change in the narration, time and place and notes the effect that this has on them as the reader  • Retrieves information, referring to more than one place in the text, and where there is competing (distracting) information  • Identifies and compares underlying themes in a range of narrative texts  • Identifies how an author varies pace by using direct or reported speech at different points in a story  • Comments on how a character is built and presented, referring to dialogue, action and description  • Retrieves, records and presents ideas from non-fiction in a different format | • Summarises main ideas from more than one text to support note taking  • Analyses information from tables and charts and can incorporate this information into a summary of the whole text | • Provides evidence of characters changing during a story and discusses possible reasons where reasons are not obviously stated in the text  • Recognises that characters may have different perspectives in the story  • Considers the time and place where a story is set and looks for evidence of how that affects characters’ behaviour and/or plot development  • Explores in-depth the meaning of particular multilayered (figurative) word/phrases, deciding what effect the author most probably intended on the reader and justifying this with further evidence from the text  • Summarises ideas across paragraphs, identifying key details that support the main ideas  • Identifies conventions across a range of non-fiction text types and forms  • Analyses characters’ appearance, actions and relationships and makes deductions about differences in patterns of relationships and attitudes  • Identifies examples of dialogue that show different degrees of formality and considers what this implies about the relationships and context  • Shows understanding through emphasis, intonation and volume when performing | • Identifies whether changes in characters met or challenged the reader’s expectations | • Analyses the structure of more complex non-linear narratives (print and electronic texts that require choices to be made by the reader, creating multiple plots) • Analyses paragraph structures in similar texts noting and commenting on similarities and differences | • Recognises the style of different authors and recognises their intended audience | • Identifies balanced or biased viewpoints and discuss texts which • Explore more than one perspective on an issue  • Checks whether viewpoint changes in the story |

Year 6

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Vocabulary | Retrieving | Summarising | Inferring | Predicting | Analysing | Authorial Intent | Comparing |
| • Analyses, and explains the impact of, authors’ techniques and use of language  • Notices where the author uses a wider range of cohesive language to create more sophisticated links between and within paragraphs | • Retrieves information, referring to more than one place in the text, and where there is competing (distracting) information  • Recognises how the author of non-fiction texts expresses, sequences and links points  • Explains how poets create shades of meaning, justifying own views with reference to the text and to other sources of evidence  • Considers when a story was first published, and discusses the audience that the author had in mind, when reading texts from our literary heritage  • Identifies and analyses conventions across a range of non-fiction text types and forms looking at the differences in conventions within the same text type | • Summarises competing views  • Analyses dialogue at certain points in a story and summarises its purpose  • Discusses main ideas from a text within a group and summarises the discussion | • Draws reasoned conclusions from non-fiction texts which present differences of opinion  • Analyses why and how scene changes are made and how they affect characters and events  • Distinguishes between implicit and explicit points of view  • Identifies and summarises underlying themes in a range of narrative texts noting where there are several themes competing in a text  • Provides evidence to explain how themes emerge and conventions are applied in a range of fiction and non-fiction genres  • Explains underlying themes across a range of poetry  • Explains the intent of the author  • Identifies stock characters in particular genres and looks for evidence of characters that challenge stereotypes and surprise the reader | N/A | • Justifies personal response to narratives with suitable expansion  • Identifies how authors use a range of narrative structures | • Justifies agreement or disagreement with narrator’s point of view when evaluating a text | • Explains how a personal response has altered at various points across a text as the narrative viewpoint changes |