Reception

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| • 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

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| 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

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| 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

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| 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

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| 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

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| 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

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| 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 |