



Progression of knowledge and skills in Reading – July 2022

Reading – Word Reading - Knowledge and Skills Required to Meet Expected Standard									
EYFS - Birth to Three Years	EYFS – Three & Four Years	EYFS - Reception	EYFS ELG	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
<p>To enjoy sharing books with an adult.</p> <p>To pay attention and responds to the pictures or the words.</p> <p>To have favourite books and seeks them out, to share with an adult, with another child, or to look at alone.</p> <p>To repeat words and phrases from familiar stories.</p> <p>To notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.</p>	<p>To develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound. 	<p>To read individual letters by saying the sounds for them.</p> <p>To blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</p> <p>To read some letter groups that each represent one sound and say sounds for them.</p> <p>To read a few common exception words matched to the school’s phonic programme.</p> <p>To read simple phrases and sentences made up of words with known letter– sound</p>	<p>Say a sound for each letter in the alphabet and at least 10 digraphs (ELG)</p> <p>Read words consistent with their phonic knowledge by sound-blending (ELG)</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words (ELG)</p>	<ol style="list-style-type: none"> 1. Apply phonic knowledge and skills as the route to decode words 2. Read aloud accurately books that are consistent with their phonic knowledge and that do not require them to use other strategies to work out words 3. Usually spot if a word has been read incorrectly by following the sense of the text 4. Use picture clues to help read simple text 5. Begin to use tone, volume and intonation when reading aloud. 6. Take note of punctuation. 7. Develop a positive attitude towards reading and be reading at 	<ol style="list-style-type: none"> 1. Decode using meaning, structure and picture clues to help 2. Read accurately and automatically without overt sounding and blending a 90 words per minute 3. Read accurately words of two or more syllables that contain the same GCP’s e.g. unicorn, gingerbread, and handkerchief. 4. Read words - common suffixes. 5. Read almost all common exception words 6. Use expression, tone and intonation when reading aloud. 7. Develop a positive attitude towards reading – sustain concentration manage distractions <p>Purple by the end of Autumn One</p>	<ol style="list-style-type: none"> 1. Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) to read aloud and understand the meaning of new words they meet 2. Uses a range of strategies independently to establish the meaning of words in reading either aloud or independently 3. Read aloud, present and perform own writing, poems and play scripts, showing understanding intonation, volume, tone and punctuation 4. Develop a positive attitude towards reading including reading 	<ol style="list-style-type: none"> 1. Use a range of strategies to self correct and make meaning of the text for sense, self-correcting if they have misread 2. Independently read aloud, present and perform poems and play scripts, showing understanding intonation, volume, tone and action 3. Develop a positive attitude and stamina towards reading <p>Grey Level – end of Autumn Dark Blue Level – End of Summer</p>	<ol style="list-style-type: none"> 1. Apply their knowledge of root words, prefixes & suffixes (morphology & etymology) both to read aloud & to understand the meaning of new words 2. Re- read and read ahead to check for meaning 3. Present information, prepare poems and plays to read aloud and perform showing intonation through volume, tone and action 4. Develop a positive attitude towards reading , develop stamina and follow the School’s reading expectations Dark Blue – end of Autumn Term Dark Red – end of Summer Term 	<ol style="list-style-type: none"> 1. Fluently and effortlessly read a range of appropriate text including novels, stories, plays, poems, reference books and text books 2. Determines the meaning of new words by applying knowledge of root words, prefixes and suffixes listed in the English programme of study and in DfE Appendix 1 3. Demonstrate appropriate intonation, tone and volume when reading aloud text, presenting information in plays and reciting poetry to make the meaning clear to their audience 4. Develop a positive attitude towards reading –

		correspondences and, where necessary, a few exception words.		the expected book band level - Green by the end of Autumn T - Orange by the end of Spring T - Turquoise by the end of Summer Term	Gold by the end of Autumn Two White by the end of Spring Term Lime by the end of Summer Term	independently for sustained periods of time school reading expectations Brown – end of Autumn Term Grey – end of Summer Term			including stamina and the regular reading at an independent level reading
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Reading – Word Reading - Knowledge and Skills Required to Meet Greater Depth

EYFS - Birth to Three Years	EYFS – Three & Four Years	EYFS - Reception	EYFS ELG	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
					-Read independently for pleasure at length whilst managing distractions -Read above the expected reading level for each assessment point throughout the year	-Read beyond Brown Level -Independently or work collaboratively as a group to explore new texts at an increased level of difficulty from the rest of the class	-Read independently for pleasure at length an increasing range of authors or more complex novels and texts -Read beyond Dark Blue level -With guidance - demonstrate the use the Active Reading Strategies of Questioning, Predicting, Connecting and Evaluating eg. Through a reading journal with a variety of responses which are increasingly more complex and through independent choice -Independently or work collaboratively as a group to explore new texts at an increased level of difficulty from the rest of the class	-Read independently for pleasure at length an increasing range of authors or more complex novels and texts – Reading record proof -Independently or collaboratively group read texts of greater complexity than the rest of the class	-Be an independent reader with a proven track record of reading for pleasure including more complex novels and texts -Independently demonstrate the use the Active Reading Strategies of Questioning, Predicting, Connecting and Evaluating eg. Through a reading journal with a variety of responses which are increasingly more complex and through independent choice

Reading – Vocabulary Development and Oracy - Knowledge and Skills Required to Meet Expected Standard

EYFS - Birth to Three Years	EYFS – Three & Four Years	EYFS - Reception	EYFS ELG	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
<p>To copy what adults do, taking 'turns' in conversations (through babbling) and activities.</p> <p>To try to copy adult speech and lip movement.</p> <p>To make sounds to get attention in different ways (for example, crying when hungry or unhappy, making gurgling sounds, laughing, cooing or babbling).</p> <p>To babble, using sounds like 'baba', 'mamama'</p> <p>To use gestures like waving and pointing to communicate.</p> <p>To reach or point to something they want while making sounds.</p> <p>To copy your gestures and words.</p> <p>To constantly babble and use single words during play.</p>	<p>To use a wider range of vocabulary.</p> <p>To develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.</p> <p>May have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'</p> <p>To use longer sentences of four to six words.</p> <p>To be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</p>	<p>To learn new vocabulary.</p> <p>To use new vocabulary throughout the day.</p> <p>To ask questions to find out more and to check they understand what has been said to them.</p> <p>To articulate their ideas and thoughts in well-formed sentences.</p> <p>To connect one idea or action to another using a range of connectives.</p> <p>To describe events in some detail.</p> <p>To use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.</p> <p>To develop social phrases.</p> <p>To retell the story, once they have developed a deep familiarity with</p>	<p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary (ELG)</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate (ELG)</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support</p>	<p>8. Retell key stories discussing likes, dislikes and identifying character traits.</p> <p>9. Appreciate rhymes and poems, and be able to recite some by heart</p> <p>10. Expand vocabulary by learning and using new words from reading (including theme)</p> <p>11. Asking questions about words they do not understand to enhance understanding of the text</p> <p>12. Make links between new vocabulary and personal or reading experience and known words.</p> <p>13. Investigate and make sense of new vocabulary</p> <p>14. Express likes and dislikes about a text – oral discussion following agreed rules eg. Listen to what others say and take turns</p> <p>15. Express likes and dislikes about a text – in writing.</p>	<p>8. Orally retell stories including fairy stories and traditional tales – begin to use expression and intonation with support</p> <p>9. Recite and perform poetry – begin to use expression and intonation with support</p> <p>10. Participate in discussion about texts – Begin with sentence stems</p> <p>Express views, preferences and opinions</p> <p>Explain understanding eg. Reasons for events taking place</p> <p>Participate in discussion eg. Taking turns and listening</p> <p>Talk about fav words & phrases</p> <p>11. Expand vocabulary by learning and using new words and phrases from reading, including theme and spelling them correctly using classroom resources as an aid</p> <p>12. Ask questions about words they do not understand to enhance</p>	<p>6. Participate in discussion about texts they have both read individually and listened to use increasingly sophisticated sentence stems</p> <p>Express views, preferences and opinions with justifications</p> <p>Explain understanding eg. Reasons for events taking place with justifications</p> <p>Participate in discussion eg. Taking turns, listening, building on what others say</p> <p>Talk about favourite words and phrases with justifications</p> <p>7. Expand vocabulary by learning collecting and using new words and phrases from reading, including theme and spelling them correctly using classroom resources as an aid</p> <p>8. Ask questions about words they do not understand to enhance understanding</p>	<p>4. Participate in discussion about texts they have both read individually and listened to eg. Class novel</p> <p>Express views, preferences and opinions with justifications</p> <p>Explain understanding eg. Reasons for events taking place with justifications</p> <p>Participate in discussion eg. Taking turns, listening, building on what others say</p> <p>Talk about favourite words and phrases with justifications</p> <p>Evaluate texts eg. Discuss reasons for recommending to a friend</p> <p>5. Expand vocabulary by learning collecting and using new words and phrases from reading, including theme and spelling them correctly using classroom resources as an aid</p> <p>6. Ask questions about words they do not understand to enhance understanding of the texts, use a</p>	<p>5. Expand vocabulary by learning collecting and using new words and phrases from reading, including theme and correct spelling</p> <p>6. Participate in discussion about texts they have both read individually and listened to applying sentence stems to: Express views, preferences and opinions with justifications</p> <p>Explain understanding eg. Reasons for events taking place with justifications</p> <p>Participate in discussion eg. , listening, building on what others say</p> <p>Discuss favourite words/phrases with justifications and examples from texts</p> <p>Evaluate texts eg. Discuss reasons for recommending to a friend</p> <p>Provide justifications for all the above. These can include formal debates.</p> <p>7. Ask questions about words they do not understand to enhance understanding of the texts, use a dictionary or other independent sources to check meaning and</p>	<p>5. Participate in discussion about texts they have both read individually and listened to eg. Class novel</p> <p>Express views, preferences and opinions with justifications understanding</p> <p>Participate in discussion eg. Taking turns, building on what others</p> <p>6. Independently take responsibility to expand vocabulary by learning, collecting and using new words and phrases from reading, including theme and spelling them correctly using classroom resources as an aid</p> <p>7. Independently take responsibility to ask questions about words they do not understand to enhance understanding of the texts, use a dictionary or other independent sources to check</p>

<p>To use intonation, pitch and changing volume when 'talking'.</p> <p>To start to say how they are feeling, using words as well as actions.</p> <p>To start to develop conversation, often jumping from topic to topic.</p> <p>To develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops'.</p>	<p>To start a conversation with an adult or a friend and continue it for many turns.</p> <p>To use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</p>	<p>the text; some as exact repetition and some in their own words.</p> <p>To use new vocabulary in different contexts.</p>	<p><i>from their teacher (ELG)</i></p>		<p>understanding of the texts</p> <p>13. Investigate and make sense of new vocabulary including making links between new words, known words, prior knowledge and previous reading or personal experience</p> <p>14. Discuss word meanings make links to prior knowledge</p>	<p>9, Investigate and make sense of new vocabulary including making links between new words, known words, prior knowledge and previous reading or personal experience</p> <p>10. Discuss word meanings making links to prior knowledge and known words evaluating through lines of intensity</p>	<p>dictionary and paraphrase own definitions</p> <p>7. Investigate and make sense of new vocabulary including making links between new words, known words, prior knowledge, make explicit links through entomological structure, previous reading or personal experience</p> <p>8. Discuss word meanings making links to prior knowledge and known word including evaluation through lines of intensity, zones of relevance and clines</p>	<p>paraphrase own definitions</p> <p>8. Investigate new vocabulary - making links between new words, known words, prior knowledge, make explicit links through entomological structure, root words, prefixes, suffixes, previous reading or personal experience</p> <p>9. Discuss word meanings making links to prior knowledge including evaluation through lines of intensity, zones of relevance & clines and select the most appropriate for purpose</p>	<p>meaning and paraphrase own definitions</p> <p>8. Investigate and make sense of new vocabulary including making links between new words, known words, prior knowledge, make explicit links through entomological structure, root words, prefixes, suffixes, previous reading or personal experience</p> <p>9. Make links from new words to prior knowledge including evaluation through lines of intensity, zones of relevance & clines and select the most appropriate for purpose</p>
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Reading – Vocabulary Development and Oracy - Knowledge and Skills Required to Meet Greater Depth

EYFS - Birth to Three Years	EYFS – Three & Four Years	EYFS - Reception	EYFS ELG	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
					<p>-Independently collect vocabulary and phrases from reading to apply into writing eg. A simple reading journal</p> <p>-Actively participate in discussion about</p>	<p>-Independently collect vocabulary and phrases from reading to apply into writing eg. A simple reading journal</p> <p>-Explain understanding eg.</p>	<p>-With guidance - collect vocabulary and phrases from reading to apply into writing eg. A reading journal – take responsibility for organisation.</p>	<p>-Independently collect vocabulary and phrases from reading to apply into writing eg. A reading journal – take responsibility for organisation</p> <p>-Independently & actively participate in</p>	<p>Independently collect and use new vocabulary</p>

					<p>texts they have both read individually and listened to eg. Class novel applying use of sentence stems to</p> <ul style="list-style-type: none"> Express views, preferences and opinions Explain understanding eg. Reasons for events taking place <p>Participate in discussion eg. Taking turns and listening. Talk about favourite words and phrases</p>	<p>Reasons for events taking place Participate in discussion eg. Taking turns and listening Talk about favourite words and phrases Making links to similar texts -Identifying themes Independently collect vocabulary and phrases from reading to apply into writing eg. reading journal</p>	<p>-Independently & actively participate in discussion about texts they have both read individually and listened to eg. Class novel Express views, preferences and opinions Explain understanding eg. Reasons for events taking place Participate in discussion eg. Taking turns and listening Talk about favourite words and phrases -Making links to similar texts Identifying themes Making recommendations Provide justifications and links to prior experience for all the above</p>	<p>discussion about texts they have both read individually and listened to. Independently use sentence stems Express views, preferences and opinions Explain understanding eg. Reasons for events taking place Participate in discussion eg. -Taking turns and listening Talk about favourite words and phrases -Making links to similar texts Identifying themes Making recommendations Provide justifications and links to prior experience for all the above</p>	
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Reading – Comprehension – Prediction - Knowledge and Skills Required to Meet Expected Standard

<p>EYFS - Birth to Three Years</p>	<p>EYFS – Three & Four Years</p>	<p>EYFS - Reception</p>	<p>EYFS ELG</p>	<p>Year One</p>	<p>Year Two</p>	<p>Year Three</p>	<p>Year Four</p>	<p>Year Five</p>	<p>Year Six</p>
<p>To join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.</p> <p>To say some of the words in</p>	<p>To understand the five key concepts about print: - print has meaning, print can have different purposes, we read English text from left to right and from top to bottom, the names of the different parts of a book, page sequencing.</p>	<p>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p>	<p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced</p>	<p>16. Predicting what might happen on the basis of what has been said so far - verbal 17. Predicting what might happen on the basis of what has been said so far –</p>	<p>15. Predict what might happen on the basis using text, illustration and previous experience</p>	<p>11. Make predictions justifying with own opinions, reasons linked to prior knowledge or evidence from a text or illustration</p>	<p>9. Predict what might happen from details stated and deduce what might happen next making links in an explanation e.g. children can usually read between the lines and draw on their experience of similar text to</p>	<p>10. Make predictions about a text from given quotations and justify answer 11. Predicting what might happen from details stated and implied and justifying with text evidence 12. Evaluate if and why predictions were correct/incorrect</p>	<p>10. Make predictions from a range of different sources including quotations from a text and provide reasoned justification for their views 11. Evaluate if and why</p>

<p>songs and rhymes.</p> <p>To ask questions about the book.</p> <p>To make comments and shares their own ideas.</p> <p>To develop play around favourite stories using props.</p>	<p>To engage in extended conversations about stories, learning new vocabulary.</p>		<p>vocabulary (ELG)</p> <p>Anticipate (where appropriate) key events in stories (ELG)</p> <p>Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play (ELG)</p>	<p>simple written form</p>			<p>predict what might happen next, usually identifying clues that the writer has planted for the reader</p> <p>10. Justify predictions with text evidence</p> <p>11. Change predictions based upon reading</p>		<p>predictions where correct/incorrect</p> <p>12. Answer test style questions to make predictions on a text the end of a text of the next stage of a story by making explicit to what has happened so far</p>
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Reading – Comprehension – Prediction - Knowledge and Skills Required to Meet Greater Depth

EYFS - Birth to Three Years	EYFS – Three & Four Years	EYFS - Reception	EYFS ELG	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
					<p>Begin to evaluate and change predictions on the basis of what has been read so far</p>	<p>Make predictions, evaluate and adjust through reading by providing justification articulate why</p>	<p>Evaluate if and why predictions where correct/incorrect</p>	<p>Independently demonstrate the use the Active Reading Strategies of Questioning, Predicting, Connecting and Evaluating eg. Through a reading journal with a variety of responses which are increasingly more complex and through independent choice</p>	<p>Use a reading journal to predict and evaluate predictions throughout the reading of a text</p>

Reading – Comprehension – Retrieval - Knowledge and Skills Required to Meet Expected Standard									
EYFS - Birth to Three Years	EYFS – Three & Four Years	EYFS - Reception	EYFS ELG	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
<p>To say some of the words in songs and rhymes.</p> <p>To sing songs and say rhymes independently, for example, singing whilst playing.</p> <p>To ask questions about the book.</p> <p>To make comments and shares their own ideas.</p> <p>To develop play around favourite stories using props.</p>	<p>To understand the five key concepts about print: - print has meaning, print can have different purposes, we read English text from left to right and from top to bottom, the names of the different parts of a book, page sequencing.</p> <p>To engage in extended conversations about stories, learning new vocabulary.</p>	<p>To re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p>	<p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary (ELG)</p> <p>Anticipate (where appropriate) key events in stories (ELG)</p> <p>Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play (ELG)</p>	<p>18. Orally recount key events and characters from a text</p> <p>19. Know how and where to locate key information in books e.g. Using a contents page</p> <p>20. Retrieve simple information – answering How? Where? Who? questions that require a simple written response.</p> <p>21. Retrieve simple information – answering a range of formal question styles eg. True/False or Tick One Box (multiple choice), complete the table</p>	<p>16. Use the skills of skimming and scanning to retrieve information from a text for a range of purposes eg. write a simple answer to a question or create a fact file (including theme)</p> <p>17. Answer a range of question styles to retrieve information from a text</p> <ul style="list-style-type: none"> •True/False/Prove It •Complete missing facts from a table •Provide more than one example •Tick the correct box (multiple choice) <p>18. Use the features of non-fiction texts to locate information</p>	<p>12. Use skimming and scanning skills to retrieve information from a text for a range of purposes eg. Answer simple questions, or fact files</p> <p>13. Identify the main idea from different paragraphs in both fiction and non-fiction texts and summarise these for note-making or paraphrasing into a new paragraph</p> <p>14. Answer a range of question styles to retrieve information from a text</p> <p>True/False/Prove It</p> <p>Complete missing facts from a table by providing relevant quotations</p> <p>Provide more than one example</p> <p>Tick the correct box (multiple choice)</p>	<p>12.Retrieve and record information from fiction and non-fiction answering a range of question styles</p> <p>True/False/Prove It</p> <p>Complete missing facts from a table by providing relevant quotations</p> <p>Provide more than one example</p> <p>Tick the correct box (multiple choice)</p> <p>13.Present information that has been retrieved for different purposes eg. Reports, Fact Files etc.</p> <p>14.Retrieve information from a whole text - Answering a question that requires more than one fact not necessarily in text order</p> <p>15. Retrieve information from more than one text</p>	<p>13.Retrieve and record information from fiction and non-fiction answering a range of test question styles</p> <p>True/False/Prove It</p> <p>Complete missing facts from a table by providing relevant quotations</p> <p>Provide more than one example</p> <p>Tick the correct box (multiple choice)</p> <p>Fact or opinion</p> <p>14.Use text marking to identify key information and make notes across the curriculum</p> <p>15.Present information that has been retrieved for a wide range of specific purposes and different audiences eg. Tourist Guides, Holiday brochures</p> <p>16.Retrieve information from across a whole text.</p> <p>17.Retrieve information from more than one text.</p>	<p>13. Retrieve and record information from fiction and non-fiction answering a range of test question styles</p> <p>True/False/Prove It</p> <p>Complete missing facts from a table by providing relevant quotations</p> <p>Provide more than one example</p> <p>Tick the correct box (multiple choice)</p> <p>Fact or opinion</p> <p>14. I can retrieve main ideas , identifying key details using quotations to illustrate their point</p> <p>15. Present and organise information and evidence in an appropriate form that has been retrieved for a wide range of specific purposes and different audiences eg. Tourist Guides, Holiday brochures</p> <p>16.Make relevant and clearly communicated comments to</p>

									support main ideas or arguments using apt textual reference and quotations
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Reading – Comprehension – Retrieval - Knowledge and Skills Required to Meet Greater Depth

EFYS - Birth to Three Years	EFYS – Three & Four Years	EFYS - Reception	EFYS ELG	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
					Retrieve information from more than one text and apply to own writing to create a paragraph of information or producing an independent Fact File	Retrieve information from more than one text and apply to own writing for a given purpose including different viewpoints, reasons or arguments	Retrieve information from texts and apply to own writing for a given purpose including different viewpoints, reasons or arguments across the curriculum.	Independently retrieve information from texts and apply to own writing for a given purpose including different viewpoints, reasons or arguments across the curriculum.	Independently retrieve information from texts and apply to own writing for a given purpose including different viewpoints, reasons or arguments across the curriculum.

Reading – Comprehension – Inference - Knowledge and Skills Required to Meet Expected Standard

EFYS - Birth to Three Years	EFYS – Three & Four Years	EFYS - Reception	EFYS ELG	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
<p>To enjoy songs and rhymes, tuning in and paying attention.</p> <p>To say some of the words in songs and rhymes.</p> <p>To copy finger movements and other gestures.</p> <p>To sing songs and say rhymes independently, for example, singing whilst playing.</p>	<p>To understand the five key concepts about print: - print has meaning, print can have different purposes, we read English text from left to right and from top to bottom, the names of the different parts of a book, page sequencing.</p> <p>To engage in extended</p>	<p>To re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p>	<p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary (ELG)</p> <p>Anticipate (where appropriate) key events in stories (ELG)</p>	<p>21. Begin to draw inference from the text or illustrations ORALLY by making links to what they already know</p> <p>22. Draw inference from a text in a simple written response including explanations about events or characters</p> <p>23 Raise questions through inference as an active reader – written</p>	<p>19..Draw simple inferences from illustrations, events and characters actions, feelings and speech from using evidence from the text</p> <p>20. Use prior knowledge, context and vocabulary explored to understand text to provide reasons or explanations</p> <p>21. Use the above skills to independently answer ‘why’ test style questions</p>	<p>15 . infer characters’ feelings, thoughts and motives from their actions.</p> <p>16..Justify answers by making references to the text and giving evidence POINT + EVIDENCE</p> <p>17.As an active reader – ask questions, make predictions, evaluate</p> <p>18. Answer inference test style questions</p>	<p>16.Infer meaning and begin to justify them with evidence from the text such as characters feeling, thoughts and motives form their action. Begin to explain why. POINT + EVIDENCE + begin to EXPLAIN</p> <p>17.Make connections with prior knowledge and experience to deepen responses based on inference</p> <p>18.Identify the difference between fact and opinion</p>	<p>18.Identify and discuss the significance of ideas, events and characters.</p> <p>19.Draw inferences from a text, use evidence to support opinion and explain thinking.(PEE)</p> <p>20.Answer inference test style questions (from a range of question stems . . . and styles) including using inference to provide more than one reason or expand on an answer providing evidence in a 3 mark Q</p>	<p>17. Draw inferences from a text, use evidence to support opinion and explain thinking.(PEE)</p> <p>18.Answer inference test style questions (from a range of question stems . . . and styles) including provide more than one reason or expand on an answer providing evidence in a 3 mark Q</p>

<p>To ask questions about the book.</p> <p>To make comments and shares their own ideas.</p> <p>To develop play around favourite stories using props.</p>	<p>conversations about stories, learning new vocabulary.</p>		<p><i>Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play (ELG)</i></p>	<p>(beginning and part-way through a text) 24. Drawing on what they already know or on background information and vocabulary provided by the teacher</p>	<p>22. Use inference as an Active Reader to raise and self-answer questions at the beginning, part-way through and end of a text</p>	<p>including using inference to provide more than one reason or expand on an answer providing evidence in a 2 mark question 19.Link ideas across texts</p>	<p>(including those presented in a text style question). 19.As an active reader – ask questions, make predictions, evaluate and articulate why these change, referring to the text to provide justification 20. Answer inference test style questions (from a range of question stems . . . and styles) including using inference to provide more than one reason or expand on an answer providing evidence in a 2 mark question 21. Use a range of strategies and incidental writing to evidence the ability to infer from reading – axis of emotion, decision wheel, hot seating, thought tracking</p>	<p>21. Use a range of strategies and incidental writing to evidence the ability to infer from reading – axis of emotion, decision wheel, hot seating, thought tracking</p>	<p>19. Use a range of strategies and incidental writing to evidence the ability to infer from reading – axis of emotion, decision wheel, hot seating, thought tracking 20. Ask and answer questions to improve understanding of themes and authorial intent or as in role as a character at a given point in the text</p>
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Reading – Comprehension – Inference - Knowledge and Skills Required to Meet Greater Depth

EYFS - Birth to Three Years	EYFS – Three & Four Years	EYFS - Reception	EYFS ELG	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
					<p>-Develop inference - answering questions by explaining their thoughts about a character or events with reference to a text or tracking emotions of a character through a text</p>	<p>-Develop inference by identifying meanings eg. The way impressions of characters are conveyed through choice of detail and language -Explicitly demonstrate the</p>	<p>-Empathise with and compare different characters' points of view across the same text -Use a range of incidental styles of writing to evidence inference</p>	<p>-Empathise with and compare different characters' points of view across the same text -Choose from a range of incidental styles of writing to evidence inference from a text</p>	<p>-Empathise with and compare different characters views across a text -Use a range of incidental writing styles to infer from a text</p>

					-Explicitly demonstrate the use the Active Reading Strategies of Questioning, Predicting, Connecting and Evaluating eg. Through keeping a simple reading journal	use the Active Reading Strategies of Questioning, Predicting, Connecting and Evaluating eg. Through keeping a simple reading journal -Answer inference test style questions including using inference to provide more than one reason or expand on an answer providing evidence in a 2 mark question			
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Reading – Comprehension - Explanation and Evaluation- Knowledge and Skills Required to Meet Expected Standard

<p>EYFS - Birth to Three Years</p>	<p>EYFS – Three & Four Years</p>	<p>EYFS - Reception</p>	<p>EYFS ELG</p>	<p>Year One</p>	<p>Year Two</p>	<p>Year Three</p>	<p>Year Four</p>	<p>Year Five</p>	<p>Year Six</p>
<p>To enjoy songs and rhymes, tuning in and paying attention.</p> <p>To join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.</p> <p>To sing songs and say rhymes independently, for example, singing whilst playing.</p> <p>To ask questions about the book.</p> <p>To make comments and</p>	<p>To understand the five key concepts about print: - print has meaning, print can have different purposes, we read English text from left to right and from top to bottom, the names of the different parts of a book, page sequencing.</p> <p>To engage in extended conversations about stories,</p>	<p>To re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p>	<p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary (ELG)</p> <p>Anticipate (where appropriate) key events in stories (ELG)</p> <p>Use and understand</p>	<p>25. Discuss word meanings making links to those they already know (choose a word from the text that means . . .)</p> <p>26. Begin to discuss why an author has chosen some of the words or phrases in a text (eg question card with phrases from the text in Italics)</p> <p>27. Recall basic features of age appropriate stories e.g. fairy tales or traditional tales- what typically</p>	<p>23. Identify and discuss the effect of specific words and phrases (language choice) eg. To create humour, as an alternative for . . . their impact on image (slimy) and atmosphere</p> <p>24. Recognise and understand the different structures of non-fiction</p> <p>25. Identify different features of the organisation of texts eg. The problem and resolution of a story; the effect of using CAPITAL LETTERS for a word;</p>	<p>20. Identify words and phrases that have a given meaning, or similar meanings in a text eg. Find two words that mean XXXX</p> <p>21. Explain the meaning of words or phrases in context eg. Questions asking for an explanation of a quoted phrase</p> <p>22. Discuss words and phrases that captures the readers interest and imagination and explain why and how they</p>	<p>22. Identify purpose of the text and the effectiveness of the impact of the author’s choice of grammar and sentence structure on the reader (Writer Talk)</p> <p>23. Identify how the writer has used precise word choices for effect to impact on the reader.</p> <p>24. Explain why texts are organised in a certain way and the impact this has on the reader. Eg. Flashbacks, subheadings, data tables</p>	<p>22. Ask and answer questions to improve understanding of themes and authorial intent or as in role as a character at a given point in the text</p> <p>23. Use meaning seeking strategies including making links to prior knowledge and experience to understand and explain new words</p> <p>24. Explore the meaning of idiomatic and figurative language</p> <p>25. Discuss the purpose of a text and Identify how grammatical features, language structure,</p>	<p>21. Identify and comment on the writer’s choice of vocabulary giving examples and explanation. Discuss and evaluate the impact of this on the reader liked to its original purpose</p> <p>22. Identify and explain how the writer uses grammatical and structural features for effect e.g. the use of short sentences to build tension, the purpose of subheadings,</p>

<p>shares their own ideas.</p>	<p>learning new vocabulary.</p>		<p>recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play (ELG)</p>	<p>happens to good and bad characters, differences between story settings.</p>	<p>the impact of an exclamation mark 26. Provide both verbal and written opinions about a text and begin to justify with evidence</p>	<p>contribute to meaning.(authorial intent- pupils can identify words and phrases that interest, inspire or intrigue them form their reading and usually say why) 23. Identify the purpose of a text or paragraph and how language, structure, grammar contribute to meaning, create mood and build up tension (Writer Talk) 24. Identify how structure, organisation and presentation contributes to meaning e.g. how context, contents pages, glossary, labels, captions, diagrams etc add more meaning to non-fiction text and enable them to extract information.</p>	<p>25. Begin to evaluate the quality of information (eg. historical information sources) 26. Identify further examples of words or word classes (eg. Adjectives) from a text with a similar meaning to a given word 27. Independently identify and discuss some themes and conventions in books e.g. bullying, horror, use of heading/subheading in non-fiction 28. Answer test style questions on purpose/organisation and themes of texts</p>	<p>organisation, sentence length and precise word choice impact upon that purpose for the reader. 26. Express and explain personal views and preferences justifying them by referencing to the text, drawing on, comparing and contrasting examples</p>	<p>purpose and impact of punctuation 23. Show grammatical awareness of the writer's craft, commenting on use of language, grammatical features, punctuation and structures of text. 24. Make comparisons within and across different texts. Make connections between similar text, prior knowledge and experience and explain the links. 25. Compare different versions of texts and explain the similarities and differences and preferred opinions 26. Express views and preferences about authors, poets and genre, justifying by reference to the text, drawing on, comparing and contrasting examples. 27. Recommend books that they have read to their peers giving reasons for their choices in a written format taking on board</p>
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									<p>the views of others</p> <p>28. Identify and discuss themes and conventions in a wide range of texts including isolations, flask back, espionage and comedy including selecting from multiple choice questions</p> <p>29. Explain and comment on explicit and implicit points of view and make comments</p> <p>30. Answer a range of text style questions that involve explaining how meaning is enhanced through choice of words/phrases/text and narrative structure/make comparisons across a text</p>
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Reading – Comprehension - Explanation and Evaluation- Knowledge and Skills Required to Meet Greater Depth

EYFS - Birth to Three Years	EYFS – Three & Four Years	EYFS - Reception	EYFS ELG	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
					<p>-Make comments of language choice and begin to explain why it is used.</p> <p>Blooms Taxonomy – using and developing the skills of ‘evaluate’</p> <p>-Blooms Taxonomy – using and developing the skills of ‘create’ – eg.</p>	<p>-Blooms Taxonomy – using and developing the skills of ‘evaluate’ eg. Explore figurative language and succinctly explain the way it conveys meaning</p> <p>-Blooms Taxonomy – using</p>	<p>-Blooms Taxonomy – using and developing the skills of ‘evaluate’ Compare and evaluate the use of words or phrases and different sentence structures and how they impact on the writer’s purpose</p>	<p>-Blooms Taxonomy – using and developing the skills of ‘evaluate’. Compare effective and ineffective examples of text structure, sentence length, figurative language from texts</p> <p>-Blooms Taxonomy – using and developing the skills of ‘create’ –</p>	<p>-Blooms Taxonomy – using and developing the skills of ‘evaluate’. Compare effective and ineffective examples of text structure, sentence length, figurative</p>

					write from a different viewpoint, improve a character description -Blooms Taxonomy – using the and developing the skills of ‘analyse’ – eg. Comparing similarities and differences - Recognise the effects on the reader of simple presentation and organisation structures	and developing the skills of ‘create’ – eg. Writing a prequel or a sequel or alternative ending -Blooms Taxonomy – using the and developing the skills of ‘analyse’ – eg. Critical opinion in the form of more in depth book reviews -Answer questions which involve finding words with similar meanings	-Blooms Taxonomy – using and developing the skills of ‘create’ – eg. Write a new beginning or ending to a text -Blooms Taxonomy – using the and developing the skills of ‘analyse’ – the funniest, saddest, most funny, scariest parts of a text -Explain the impact of punctuation on a reader	eg. Re-write chosen sentences or paragraphs from a text -Blooms Taxonomy – using the and developing the skills of ‘analyse’ – eg. Critically analyse authorial techniques of a text through annotations -Explain the impact of punctuation on a reader	language from texts -Blooms Taxonomy – using and developing the skills of ‘create’ – eg. Re-write chosen sentences or paragraphs from a text -Blooms Taxonomy – using the and developing the skills of ‘analyse’ – eg. Critically analyse authorial techniques of a text through annotations
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Reading - Comprehension – Identification of Theme and Comparison of Text - to Meet Expected Standard

Year Six	Year Five	Year Four	Year Three	Year Two	Year One	EYFS ELG	EYFS - Reception	EYFS – Three & Four Years	EYFS - Birth to Three Years
	27. Compare different versions of text and talk about their similarities and differences. 28. Identify and discuss themes across a text including text style multiple choice questions 29. Compare and contrast plot, character, setting within a text, across a range of texts and different versions of the same story 30. Compare and contrast themes between texts or verses in a poem 31. Articulate different themes, genres,		22. Make comparisons across a text eg. Change in character’s emotions 23. Understands the use of different voices in s eg. narrator, 1st person 25. Identify themes, conventions and subtle messages in a text e.g. historical novels, triumph of good over evil, the use of magical devices in fairy tales, in non-fiction text	27. Identify the purpose or theme to a text eg. To persuade, to inform, to show a moral, to create empathy 28. Makes some simple connections between texts, eg similarities in plot/topic or books by same author, about same characters	28. Talks about the themes of simple texts 29. Understand the difference between fiction and non-fiction	Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary (ELG) Anticipate (where appropriate) key events in stories (ELG) Use and understand	To re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.	To understand the five key concepts about print: - print has meaning, print can have different purposes, we read English text from left to right and from top to bottom, the names of the different parts of a book, page sequencing. To engage in extended conversations about stories,	To enjoy songs and rhymes, tuning in and paying attention. To join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. To say some of the words in songs and rhymes. To copy finger movements and other gestures. To sing songs and say rhymes independently,

for example, singing whilst playing. To ask questions about the book. To make comments and shares their own ideas. To develop play around favourite stories using props.	learning new vocabulary.		<i>recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play (ELG)</i>			subheadings, numbering etc. 26 .Makes some simple connections between texts identified, e.g. similarities in plot, topic, or books by same author, about same characters 27. Compare similarities and differences between different versions of the same story		authors including discussing different conventions	
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Reading - Comprehension – Identification of Theme and Comparison of Text - to Meet Greater Depth

EYFS - Birth to Three Years	EYFS – Three & Four Years	EYFS - Reception	EYFS ELG	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
						Begin to independently critique and compare texts			

Reading – Comprehension – Summarising - Knowledge and Skills Required to Meet Expected Standard

EYFS - Birth to Three Years	EYFS – Three & Four Years	EYFS - Reception	EYFS ELG	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
To have favourite books and seeks them out, to share with an adult, with another child, or to look at alone. To repeat words and phrases from familiar stories.	To develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound.	To read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.	<i>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words (ELG)</i>	30. Identify the Who? What? Where? in a text 31. Sequence/number statements in the order they happened in a sentence	29. Identify the 'who' 'what' 'where' and 'when' in a text 30. Story map a text 31. Sequence/number given statements in the order they happen in a text	28. Identify main ideas draw from a paragraph of non-fiction - supported 29. Story map a text 30. Sequence given statements – comprehension style questions 31 Identify the ideas from more than one paragraph of	29. Identify the main ideas in a paragraph and begin to summarise in one or two sentences using vocabulary from the text. 30. Story map a text 31. Answer test style questions linked to summarising eg. Ordering a set of given statements, multiple choice on	32. Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas – fiction and non-fiction 33. Independently Story map a text 34. Answer test style questions linked to summarising eg. Ordering a set of given statements, multiple	31. Identify main ideas and paragraphs and produce a succinct summary paraphrasing the main ideas. 32. Story map a text 33. Answer a range of test style questions which involve

						fiction - supported	an alternative title for a text	choice on an alternative title for a text	<ul style="list-style-type: none"> •Sequencing statements from across a text •Multiple choice questions that summarise a text or part of a text •Multiple choice questions that suggest a new title for a subheading or text
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Reading – Comprehension – Summarising - Knowledge and Skills Required to Meet Greater Depth

EYFS - Birth to Three Years	EYFS – Three & Four Years	EYFS - Reception	EYFS ELG	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
						Independently identify ideas from fiction and non-fiction		Summarise and compare information on a similar theme from different texts	Summarise and compare different characters' points of views across a text