Year 1

Aspect	Autumn	Spring	Summer
Applying Phonics	▪ I know when to use phonic knowledge to decode words. ▪ I read common words using phonic knowledge, where possible. ▪ I read words of more than one syllable that contain taught GPCs. ▪ I read phonically decodable texts.	▪ I know which parts of words can be decoded using phonics. ▪ I blend sounds in unfamiliar words based on known GPCs. ▪ I read words with familiar endings - s, es, ing, ed, er, est. ▪ I read words which have the prefix –un added. ▪ I read phonically decodable texts, with confidence. ▪ I divide words into syllables, for example, pocket, rabbit, carrot, thunder, sunset.	▪ I hear and recognise all 40+ phonemes. ▪ I match all 40+ graphemes to their phonemes (Phase 3). ▪ I identify all 40+ graphemes in my reading. ▪ I know that words can have omitted letters and that an apostrophe represents the omitted letters. ▪ I find contractions in my reading. ▪ I read words with contractions. ▪ I read compound words, for example, football, playground, farmyard, bedroom.
Reading for Pleasure	▪ I know that there are different kinds of books. ▪ I know the difference between a story book and an information book. ▪ I can find the title, author and the illustrator of a book. ▪ I know some familiar stories. ▪ I recognise familiar story language.	▪ I say what I like or dislike about a book. ▪ I say if a story reminds me of another story or something that I have experienced. ▪ I listen to others' ideas about a book. ▪ I find familiar story language in stories read aloud to me or ones I have read independently. ▪ I retell key stories orally using narrative language. ▪ I recognise rhyming language.	▪ I say whether I agree or disagree with other's ideas. ▪ I say whether I agree or disagree with others' ideas. ▪ I say why I agree or disagree with ideas. ▪ I recognise repeated or patterned language. ▪ I recognise patterned language in the poems and rhymes I know. ▪ I know some poems and rhymes by heart.

Year 1 (continued)

Aspect	Autumn	Spring	Summer
Reading Accurately, with Fluency and with Understanding	▪ I use picture clues to support my understanding. ▪ I use picture cues to deepen my understanding. ▪ I identify the characters in a story. ▪ I recognise a character's feelings. ▪ I say why a character has a feeling.	▪ I use prior knowledge to understand texts. ▪ I identify unfamiliar words and ask about meaning. ▪ I use the context to make informed guesses about the meaning of unfamiliar words. ▪ I make predictions based on the events in the story. ▪ I give an opinion about a character. ▪ I know that stories can have similar characters.	▪ I discuss the meaning of unfamiliar words with others. ▪ I know that stories can have similar patterns of events. ▪ I make links to other stories. ▪ I make links with characters in other stories. ▪ I can answer retrieval questions about a book. ▪ I use information from the story to support my opinion. ▪ I understand that a writer can leave gaps for the reader to fill. ▪ I answer questions which fill the gaps in a story. (Inference)

Year 2

Aspect	Autumn	Spring	Summer
Applying Phonics	▪ I understand the importance of decoding words automatically. ▪ I understand that some words cannot be decoded with phonic strategies. ▪ I use the graphemes taught to blend sounds. ▪ I know that phonemes may be represented by different graphemes. ▪ I know that familiar words do not need to be sounded out and blended. ▪ I read these familiar words automatically and accurately without sounding or blending.	▪ I know that the same grapheme may be read in different ways. ▪ I recognise alternatives and consider which will make more sense. ▪ I recognise syllables in words. ▪ I know that breaking words into syllables helps fluent decoding. ▪ I know that other strategies can be used to read unfamiliar words. ▪ I use other strategies to support fluent decoding.	▪ I read words of two or more syllables accurately. ▪ I read aloud books closely matched to my improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. ▪ I read these books fluently and confidently.
Reading for Pleasure	▪ I know that there are different kinds of stories. ▪ I listen to or read a range of different kinds of stories. ▪ I make choices about the books I read. ▪ I know that non-fiction books are organised differently from fiction texts. ▪ I know that books or texts have a purpose.	▪ I explain why I prefer certain books or stories. ▪ I can retell stories with the key events in the correct sequence. ▪ I can retell a story with the key events and the characters. ▪ I know how to find information in a non-fiction book. ▪ I identify the purpose of a book or a text. ▪ I know that books and stories are set in different places and times.	▪ I decide how useful a non-fiction book is to find the information I need. ▪ I can find the setting or time in books or stories. ▪ I can discuss the setting or time in books.

Year 2 (continued)

Aspect	Autumn	Spring	Summer
Reading for Pleasure – Poetry	▪ I know the difference between poetry and narrative ▪ I know that there are different kinds of poetry. ▪ I listen to different kinds of poetry. ▪ I talk about books or poems read. ▪ I know that stories and poems can have patterned or recurring literary language.	▪ I talk about the meaning of different poems. ▪ I recognise that a poem can tell a story. ▪ I learn a poem by heart. ▪ I give an opinion on books or poems read. ▪ I find patterned or recurring literary language in poems and stories. ▪ I find favourite words and phrases.	▪ I recite or perform a poem making the meaning clear. ▪ I talk about favourite words and phrases. ▪ I know that word choice affects meaning. ▪ I can explain why a writer has chosen a word to affect meaning.
Reading Accurately, with Fluency and with Understanding	▪ I know that the purpose of reading is to make meaning. ▪ I know that there is a range of decoding strategies. ▪ I check that text I read makes sense. ▪ I re-read when I have lost the meaning.	▪ I self-correct when I have lost the meaning. ▪ I use prior knowledge and reading experiences to understand text. ▪ I use the context to understand texts. ▪ I ask questions to clarify understanding. ▪ I can find the answers to retrieval questions about stories, poems or non-fiction texts. ▪ I recognise that a writer can have a message for the reader. ▪ I can make predictions about possible events.	▪ I know what the inference - 'reading between the lines'- means. ▪ I find inferences about characters' feelings and thoughts. ▪ I can explain inferences about characters' feelings and thoughts. ▪ I give reasons for characters' actions or behaviour. ▪ I recognise key ideas in a text. ▪ I can explain a writer's message. ▪ I can make predictions about how characters might behave.

Year 3

Aspect	Autumn	Spring	Summer
Applying Phonics	▪ I know that phonics is one strategy to help me read unfamiliar words. ▪ I know when phonic strategies will help me to read a word and when they will not. ▪ I know what a root word is. ▪ I understand how to use a root word to help me read unfamiliar words. ▪ I use root words to help me read unfamiliar words. ▪ I use root words to help me understand the meaning of unfamiliar words. ▪ I know what prefixes and suffixes are. ▪ I understand how prefixes and suffixes can change the meaning of a word. ▪ I prefixes and suffixes to read unfamiliar words. ▪ I prefixes and suffixes to understand the meaning of unfamiliar words.	▪ I apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words. ▪ I know that some words may have a similar pronunciation but may be written differently. ▪ I know that some of these are unusual. ▪ I use knowledge of unusual phoneme/grapheme correspondences to help me read unfamiliar words. ▪ I know that unfamiliar words can be read by using knowledge of similar words (analogy).	▪ I use analogy, drawing on the pronunciation of similar known words to read others.

Year 3 (continued)

Aspect	Autumn	Spring	Summer
Reading for Pleasure	▪ I know that there are different kinds of narrative stories. ▪ I understand that a sequence of events in a narrative is called the plot. ▪ I can identify the plot in a narrative. ▪ I use a dictionary to check or find the meaning of new words. ▪ I know that there are different kinds of non-fiction books. ▪ I know that non-fiction books are structured in different ways. ▪ I know how to use a non-fiction book to find identified information. ▪ I identify any words that are unfamiliar.	▪ I understand that narratives can have differently structured plots. ▪ I talk about the different plot structures in genres read. ▪ I know that writers choose words and language to create an effect on the reader. ▪ I find effective words and language in reading that writers have used to create effects. ▪ I discuss a range of narrative stories and their similarities and differences. ▪ I choose books for specific purposes. ▪ I discuss the meaning of unfamiliar words identified.	▪ I recognise the literary language typical of narrative genres read. ▪ I recognise words and language that show the setting of a book – historical, cultural or social. ▪ I explain why a writer makes choices about words and language used. ▪ I discuss meaning of specific or unusual words used by authors to create effects. ▪ I explain why a writer has chosen specific words and language. ▪ I record words and language from reading to use in my own writing. ▪ I make connections between books written by the same author. ▪ I re-tell some of stories written by the same author by heart.

Year 3 (continued)

Aspect	Autumn	Spring	Summer
Reading for Pleasure - Poetry	▪ I know that there are different forms of poetry. ▪ I recognise and name different types of poems which have been introduced. ▪ I know that words and language in poems create effects.	▪ I can discuss the meaning of words and language in poems. ▪ I understand that there can be more than one interpretation of a poem. ▪ I understand that the meaning of poems can be enhanced through performance. ▪ I watch performances of poems.	▪ I discuss how the meaning is enhanced through performance. ▪ I identify that intonation, tone, volume and action can be used to enhance meaning. ▪ I prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.
Reading Accurately, with Fluency and with Understanding	▪ II check understanding in any book or text that I read. ▪ I ask questions to ensure understanding of a text. ▪ I know that there will be unfamiliar words in a text. ▪ I know that texts have a main idea. ▪ I identify the main idea of a text. ▪ I know that the organisation and layout of a book helps me to understand it. ▪ I know how to find key words or information in a non-fiction text.	▪ I ask questions to deepen understanding of a text. ▪ I use the context of unfamiliar words to explain their meaning. ▪ I give a personal response to a text. ▪ I use evidence from the text to support my response. ▪ I use clues from the text to predict what might happen next. ▪ I know that the main idea in a narrative may also have a message for the reader. ▪ I know that the message in a book is called the theme. ▪ I recognise that books may have similar themes. ▪ I understand that the organisation and layout may be different according to the purpose of the book. ▪ I record key words or information found in a non-fiction text.	▪ I check the meaning of any unfamiliar words through questioning, discussion or use of dictionaries. ▪ I explain my personal response. ▪ I listen to others' personal responses to a text. ▪ I adapt own response in the light of others' responses. ▪ I know that characters' actions can tell the reader about their thoughts, feelings and motives. ▪ I infer characters' feelings, thoughts and motives from their actions. ▪ I give reasons for predicting what might happen next. ▪ I identify the organisation and layout in books. ▪ I explain how the organisation and layout helps me to understand it.

Year 4

Aspect	Autumn	Spring	Summer
Applying Phonics	- I know that phonics is one strategy to read unfamiliar words. - I know when phonic strategies will help to read a word and when they will not. - I use knowledge of root words to help me read unfamiliar words. - I use root words to help me understand the meaning of unfamiliar words. - I use knowledge of learned prefixes and suffixes to help me read unfamiliar words. - I use prefixes and suffixes to help me understand the meaning of unfamiliar words.	- I apply knowledge of root words, prefixes and suffixes to help me read aloud and to understand the meaning of unfamiliar words. - I know that many words may have a similar pronunciation but may be written differently. - I know that some of these are unusual. - I use knowledge of unusual phoneme/grapheme correspondences to help me read unfamiliar words. - I know that unfamiliar words can be read by using knowledge of known similar words (analogy). - I use analogy drawing on the pronunciation of similar known words to read others	
Reading for Pleasure	- I know that there is a range of narrative stories. - I discuss the range of narrative stories introduced so far and consider differences and similarities. - I understand that these have different plot patterns. - I know that the plot develops in different ways according to the plot pattern. - I use a dictionary to check or find the meaning of new words. - I find similarities in the books I read. - I understand that writers open stories in different ways.	- I understand that a writer can use patterned language for effect. - I find examples of patterned language for effect. - I identify words and language that show the setting of a book – historical, cultural or social. - I know that writers choose words and language to show atmosphere, mood or feelings. - I find words and language in my reading that writers have used to show atmosphere, mood or feelings. - I identify different openings in different books and I can compare different story openings.	- I explain how the writer has used words and language to show the setting of a book. - I explain how the words and language used show atmosphere, mood or feelings. - I explain why a writer has chosen specific words and language to create mood, atmosphere or feelings. - I record words and language from my reading to use in my own writing. - I find similarities in the use of language and openings in books experienced.

Year 4 (continued)

Aspect	Autumn	Spring	Summer
Reading for Pleasure - Poetry	▪ I know that there are different forms of poetry. ▪ I know that *words* and language in poems create effects.	▪ I recognise and name different types of poems which have been introduced to me. ▪ I explain the effect created by the poet's choice of words and language. ▪ I know that poems may have patterned language. ▪ I find examples of patterned language in the poems I read. ▪ I explain the effect of patterned language in poems and why a poet might use it. ▪ I understand that the meaning of poems can be enhanced through performance. ▪ I enjoy watching performances of poems.	▪ I discuss how the meaning of a poem is enhanced through performance. ▪ I identify that intonation, tone, volume and action can be used to enhance meaning. ▪ I prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.
Reading for Pleasure – Non-Fiction	▪ I choose a specific non-fiction book for a specific purpose. ▪ I identify any words that are unfamiliar to me. ▪ I use dictionaries to check or find the meaning of unfamiliar words.	▪ I know where to find the specific information needed in my book. ▪ I know how to use a non-fiction book to find identified information. ▪ I discuss the meaning of the unfamiliar words identified.	

Year 4 (continued)

Aspect	Autumn	Spring	Summer
Reading with understanding	▪ I frequently empathise with a character. ▪ I identify the main idea/s of a text. ▪ I know that the main idea of a text can be summarised in a sentence. ▪ I know that many books have themes. ▪ I discuss the possible theme/s in books. ▪ I identify a theme in a book. ▪ I know that the organisation and layout of books vary according to the purpose of the book.	▪ I understand that a reader needs to interact with a text to understand it fully. ▪ I check understanding in any book or text read. ▪ I actively seek the meaning of any words or language not understood. ▪ I ask questions to ensure understanding of a text. ▪ I check the meaning of any unfamiliar words through questioning, discussion or use of dictionaries. ▪ I understand that a writer wants the reader to respond in a certain way. ▪ I explain how the writer made sure of the reader's response, using evidence from the text. ▪ I compare with others' personal responses to a text. ▪ I understand why a character acted, responded or felt in a certain way. ▪ I make predictions based on the text and from knowledge from other books. ▪ I identify the main idea in paragraphs in a text. ▪ I summarise the main idea of a text in a sentence. ▪ I find evidence which shows what the theme is in a book. ▪ I explain why the evidence shows what the theme is. ▪ I use the organisation and layout of a book to find specific information. ▪ I record key words or information found	▪ I ask questions to deepen understanding of a text – between and beyond the lines. ▪ I find where the writer has written to make the reader respond in a certain way. ▪ I adapt my own response in the light of others' responses. ▪ I understand why a writer wanted the character to respond in a certain way. ▪ I infer meaning using evidence from events, description and dialogue. ▪ I make connections with books with similar themes. ▪ I skim to find specific information on a page or in a paragraph. ▪ I scan a page or paragraph to find key words or information.

Year 5

Aspect	Autumn	Spring	Summer
Applying Phonics	▪ I apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words. ▪ I read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. ▪ I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.		
Reading for Pleasure – maintaining a positive attitude about reading	▪ I know that there is a range of narrative genres which includes classic and traditional stories, myths and legends, poems and play scripts. ▪ I know that these are structured in different ways. ▪ I know that non-fiction texts are structured to guide the reader to information. ▪ I can explain how the structure guides the reader to find specific information. ▪ I find words and language that are used for effect. ▪ I can explain how the words and language create a precise effect.	▪ I discuss and explain how and why different books have different structures. ▪ I can explain why I enjoyed a book or poem and who might also enjoy it. ▪ I evaluate the usefulness of a non-fiction book to research questions raised. ▪ I understand that a writer moves events forward through a balance of dialogue, action and description. ▪ I record effective words and language from reading to use in my own writing.	▪ I can explore how dialogue is used to develop character. ▪ I can explore how actions are added to dialogue to move events forward. ▪ I understand that writers use language for precise effect. ▪ I understand that this may include precise nouns, precisely chosen adjectives, well developed noun phrases, similes, metaphors, personification etc. ▪ I understand that a writer uses different sentence structures and techniques to create effects. ▪ I can explore the structures and techniques used. For example, short sentences, rhetorical questions, ellipsis, flashbacks. ▪ I can record examples of effective techniques and structures from reading to use in my writing.

Year 5 (continued)

Aspect	Autumn	Spring	Summer
Reading for Pleasure - comprehension	- I understand that there will be unfamiliar words in the texts I read. - I use dictionaries to check or find the meaning of unfamiliar words. - I ask questions to improve my understanding. - I re-read to check that the text is meaningful. - I draw inferences such as inferring characters' feelings, thoughts and motives from their actions at different points in the text.	- I use meaning-seeking strategies to explore the meaning of words in context. - I understand that inferences can be drawn from different parts of the text. - I justify inferences with evidence from the text. - I make predictions from evidence found and implied. - I summarise the main ideas drawn from a text.	- I use meaning – seeking strategies to explore the meaning of idiomatic and figurative language. - I understand that inferences can be made by reading between and beyond the lines. - I know that the context in which it was written can affect a text. For example, a classic text reflects how an audience of that time will react. - I explain how the context of a text reflects the reaction of the audience it was written for.
Reading for Pleasure – justifications for views	- I give a personal point of view about a text. - I explain the reasons for my viewpoint, using evidence from the text. - I listen to others' ideas and opinions about a text. - I make connections between other similar texts, prior knowledge and experience. - I explain why there are connections, using evidence. - I compare books with similar themes.	- I build on others' ideas and opinions about a text in discussion. - I question others' ideas about a text. - I compare different versions of texts. - I explain the similarities and differences between different versions of texts. - I explain how books written in different contexts can have similar themes.	I evaluate the effectiveness of different versions of texts.

Year 5 (continued)

Aspect	Autumn	Spring	Summer
Retrieving Information from Text	▪ I identify key information from my text. ▪ I summarise key information in sentences. ▪ I find key information from different parts of the text. ▪ I understand the difference between fact and opinion. ▪ I find examples of fact and opinion in texts and explain why one is fact and the other opinion.	▪ I use skimming and scanning to find the information I need. ▪ I make notes on the information I need. ▪ I organise my notes and present information. ▪ I summarise key information from different parts of the text. ▪ I present an oral overview or summary of a text. ▪ I understand that a narrative can be told from different points of view – narrator, character. ▪ I identify the point of view in a narrative. ▪ I understand that the writer may have a viewpoint.	▪ I explore how events are viewed from another perspective. ▪ I explain the writer's viewpoint with evidence from the text. ▪ I identify the writer's viewpoint, for example, how different characters are presented.

Year 6

Aspect	Autumn	Spring	Summer
Applying Phonics	▪ I apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words. ▪ I read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. ▪ I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.		
Reading for Pleasure – Maintaining a positive attitude about reading	▪ I am familiar with a range of narrative genres which includes classic and traditional stories, myths and legends, poems and play scripts. ▪ I know that texts can have elements of more than one text type. ▪ I identify the elements included in a text type. ▪ I can explain why I enjoyed a book or poem and who might also enjoy it. ▪ I evaluate the usefulness of a non-fiction book to research questions raised.	▪ I know that non-fiction texts may include a creative, fictional element. ▪ I can explain how the choices a writer has made about the structure of a text support its purpose. ▪ I can make predictions using knowledge of the conventions of different genres and text types. ▪ I understand that non-fiction texts may present the same information with different viewpoints. ▪ I identify the characteristics of a writer's style. ▪ I know that the word and language choices support the writer's purpose. ▪ I can record examples of words and language from reading to use in my own writing.	▪ I know that style and vocabulary are linked to the purpose of the text. ▪ I can explain how the style and vocabulary are linked to the purpose of the text, using evidence. ▪ I evaluate the usefulness of different non-fiction texts by comparing how different writer's present the same information. ▪ I can explain the characteristics of a writer's style, using evidence. ▪ I can explain how the word and language choices support the writer's purpose, using evidence. ▪ I can explain how the techniques and structures used support the writer's purpose, using evidence. ▪ I record examples of techniques and structures from reading to use in my own writing. ▪ I can comment on the effectiveness of the writer's use of language structures and techniques.

Year 6 (continued)

Aspect	Autumn	Spring	Summer
Reading for Pleasure – comprehension	▪ I understand that there will be unfamiliar words in the texts I read. ▪ I use dictionaries to check or find the meaning of unfamiliar words. ▪ I use meaning-seeking strategies to explore the words in context. ▪ I use meaning – seeking strategies to explore the meaning of idiomatic and figurative language.	▪ I ask questions to improve and deepen my understanding. ▪ I re-read to check that the text is meaningful. ▪ I know that a text may need to be read slowly or re-read to deepen my understanding. ▪ I know that texts have different layers of meaning – between the lines and beyond the lines. ▪ I summarise the main ideas drawn from a text.	▪ I can find the different layers of meaning in a text. ▪ I can explain how they contribute to the reader's understanding of the overall meaning, characters, themes. ▪ I make predictions from evidence found and implied. ▪ I know that the context in which it was written can affect a text. For example, a classic text reflects how an audience of that time will react. ▪ I can explain how the context of a text reflects the reaction of the audience it was written for.
Reading for Pleasure – justifications for views	▪ I give a personal point of view about a text. ▪ I can explain the reasons for a viewpoint, using evidence from the text. ▪ I listen to others' ideas and opinions about a text.	▪ I build on others' ideas and opinions about a text in discussion. ▪ I question others' ideas about a text. ▪ I make connections between texts which may not initially seem similar. ▪ I can explain why there are connections, using evidence. ▪ I can explain the similarities and differences between different versions of texts.	▪ I identify themes in books which have different cultural, social or historical contexts. ▪ I compare and contrast themes in a range of books. ▪ I can explain how there are common themes in different books, using evidence from reading.

Year 6 (continued)

Aspect	Autumn	Spring	Summer
Explaining and Discussing own Understanding	• I identify key information from a text. • I summarise key information in sentences. • I find key information from different parts of the text. • I summarise key information from different parts of the text. • I present an oral overview or summary of a text. • I understand the difference between fact and opinion. • I find examples of fact and opinion in texts. • I can explain why one example is fact and another is opinion. • I use point, evidence and explanation (PEE) or answer it, prove it, explain it (APE) to respond to questions about texts.	• I understand that a narrative can be told from different points of view – narrator, character. • I identify the point of view in a narrative. • I can explore how events are viewed from another perspective. • I identify the techniques used to create feelings, atmosphere, mood or messages. • I can comment on how the writer's intent affects the reader.	• I know that points of view can also be implied. • I identify implied points of view. • I can explain implied points of view, using evidence. • I understand that the writer may have a viewpoint. • I identify the writer's viewpoint, for example, how different characters are presented. • I can explain the writer's viewpoint with evidence from the text. • I can explain the effect of the writer's viewpoint on the reader. • I can explain how the techniques used create feelings, atmosphere, mood or messages.