

English Reading Progression		
Nursery		
Area of study	Birth – 3	3 -4 years
Literacy		
Word Reading	Enjoy sharing books with an adult.	Understand the five key concepts about print: <ul style="list-style-type: none"> - 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
	Pay attention and responds to the pictures or the words.	
	Repeat words and phrases from familiar stories.	Develop their phonological awareness, so that they can: <ul style="list-style-type: none"> - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother
	Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo	
Literacy		
Comprehension	Have favourite books and seeks them out, to share with an adult, with another child, or to look at alone	Engage in extended conversations about stories, learning new vocabulary
	Ask questions about the book. Makes comments and share their own ideas.	
	Develop play around favourite stories using props.	
	Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.	

English Reading Progression

Reception

Area of study	Reception	ELG
Literacy		
Word Reading	Read individual letters by saying the sounds for them	Say a sound for each letter in the alphabet and at least 10 digraphs.
	Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.	Read words consistent with their phonic knowledge by sound-blending.
	Read some letter groups that each represent one sound and say sounds for them	Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
	Read a few common exception words matched to the school's phonic programme.	
Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.		
Literacy		
Comprehension	Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.	Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
		Anticipate (where appropriate) key events in stories.
		Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play.

**English Reading progression
Year 1**

Area of study	Skills
Reading - decoding	
Apply phonic knowledge and skills as the route to decode words	With support, apply phonic knowledge to decode words.
	Apply phonic knowledge to decode words: e.g. high, hand, cream, park.
Respond speedily with correct sound to graphemes for all 40+ phonemes, incl, where applic', alternative sounds for graphemes	Mostly respond with the correct sound to some of the graphemes at Set 3 of RWInc Phonics
	Speedily respond with the correct sound to graphemes at Set 3 of RWInc Phonics
	Speedily respond with the correct sound to graphemes at Set 3 of RWInc Phonics for all of the 40+ letters/groups for 40+ phonemes in a range of contexts
Read accurately by blending sounds in unfamiliar words containing GPCs* that have been taught	Read accurately, with occasional adult support, by blending GPCs taught at Set 2 of RWInc Phonics
	Read accurately by blending taught GPCs at Set 3 of RWInc Phonics
	Read fluently and accurately blend taught GPS at Set 3 of RWInc Phonics
Read common exception words, noting unusual corresp between spelling & sound & where occur in word	Read some common exception words from Red Words in RWInc
	Read most common exception words from Red Words in RWInc
	Automatically read all common exception words from Red Words in RWInc
Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings	Read some of the common suffixes listed in Appendix 1.
	Read all common suffixes listed in Appendix 1: e.g. -s, -es, -ing, -ed, -er, -est.
	Automatically read all common suffixes listed in Appendix 1 in a range of contexts.
Read other words of more than one syllable that contain taught GPCs	Read most multi-syllable words containing taught GPCs at Set 3 of RWInc Phonics
	Confidently and consistently read all multi-syllable words containing taught GPCs at Set 3 of RWInc Phonics
Read words with contractions: e.g. I'm, I'll, we'll understand apostrophe represents omitted letter(s)	Begin to read common words with contractions & show some awareness of use of apostrophe to represent omitted letters.
	Reads contractions and understands the use of apostrophe to represent omitted letters: e.g. I'm, I'll, we'll, can't, hadn't.
	Automatically reads contractions and words with apostrophes to represent omitted letters.
Read aloud accurately books consistent with developing phonic knowledge & that don't require use other strategies to work out words	Read aloud phonically decodable texts at Set 2 of RWInc Phonics
	Read aloud phonically decodable texts at age-appropriate level
	Read aloud with fluency phonically decodable texts at age-appropriate level
Re-read these books to build fluency & confidence in word reading	See above
Reading comprehension – range of reading	
Develop pleasure in reading, motivation to read, vocab & understanding by: listening to, discussing, expressing views about a wide range of contemporary & classic poetry, stories & non-fiction at a level	Listen attentively to a wide range of short poems, stories and non-fiction. Sometimes contributes relevant ideas to discussion: <i>e.g. we had another story with pigs in.</i>
	Listen attentively to a wide range of poems, stories & fiction. Contributes relevant ideas and thoughts to discussion: <i>e.g. There's a pig that gets into the boat, like the three pigs in the other story but there's only one in this story.</i>
	Listen for a sustained period of time to longer poems, stories and non-fiction. Confidently contributes a number of relevant ideas to discussion: <i>e.g. This story has a talking pig and that's like the three little pigs story because they can talk to each other and to the wolf, too.</i>

beyond that at which they can read independently	
Develop pleasure in reading, motivation to read, vocabulary and understanding by: being encouraged to link what read or hear read to own experiences	With support, begin to ID basic similarities and differences between their own experience and that of story characters.
	Identify basic similarities and differences between their own experience and that of story characters and demonstrates understanding through talk or role play: <i>e.g. I've got a dog too, I've been to the castle/beach/city.</i>
	Begin to identify detailed similarities and differences between their own experience and that of story characters.
Reading comprehension – familiarity with texts	
Develop pleasure in reading, motivation to read, vocabulary and understanding by: becoming very familiar with key stories, fairy stories & trad tales, retelling them & considering particular characteristics	With support, recall some basic features of age-appropriate key stories, fairy stories and traditional tales.
	Recall a few basic features of age-appropriate key stories, fairy stories and traditional tales, retelling them in order and identifying some characteristics: <i>e.g. what typically happens to good and bad characters, differences between story settings.</i>
	Consistently recall features of age-appropriate key stories, fairy stories and traditional tales, retelling in order with detail and story language and identifying most characteristics.
Develop pleasure in reading, motivation to read, vocabulary and understanding by: recognising and joining in with predictable phrases	With support, identify the predictable phrases in a text and sometimes join in with saying them aloud with the class.
	Identify the predictable phrases in a text and usually enjoys saying them aloud with the class: <i>e.g. identifies and says 'Then I'll huff, and I'll puff and I'll blow your house down'.</i>
	Quickly identify the predictable phrases in a text and almost always joins in with saying them aloud with the class.
Reading comprehension – poetry and performance	
Develop pleasure in reading, motivation to read, vocabulary and understanding by: learning to appreciate rhymes and poems, and to recite some by heart	Some enthusiasm for listening and responding to rhymes and poems. Sometimes join in with reciting some by heart.
	Enthusiasm for listening and responding to rhymes and poems: <i>e.g. Pupil comments on rhymes, word choice, humour, favourite poems.</i> Usually joins in with reciting some by heart.
	Much enthusiasm for listening and responding to rhymes and poems. Almost always join in with reciting some by heart.
Reading comprehension – word meanings	
Develop pleasure in reading, motivation to read, vocabulary and understanding by: discussing word meanings, linking new meanings to those already known	With support, draw on existing vocabulary to speculate on the meaning of new words encountered in reading.
	Usually draw on existing vocabulary to speculate on the meaning of new words encountered and explain the link noticed: <i>e.g. Pupil knows the meaning of tooth and brush and reads compound word toothbrush, deducing its meaning.</i>
	Nearly always draw on their existing vocabulary to speculate on the meaning of new words they encounter and explain clearly the link they have noticed
Reading comprehension - understanding	
Understand both the books they can already read accurately and fluently and those they listen to by: drawing on what they already know or on background information and vocabulary provided by teacher	With support, answer 'how' and 'why' questions about what they have read.
	Usually ask and answer 'how' and 'why' questions about what have read and know where to look for information: <i>e.g. "Why do bees like flowers? How long do worms grow?" & can find pages in a non-fiction book to answer own questions.</i>
	Confidently answer 'how' and 'why' questions about what they have read and find basic information.
Understand both the books they can already read accurately and fluently and those they listen to by: checking that text makes sense to as they read and correcting inaccurate reading	With support, check that the text makes sense as they read and correct inaccurate reading.
	Usually check that text makes sense as they read and go back to self-correct inaccurate reading: <i>e.g. 'The Fairy Godmother wanted her magic wand and the pumpkin changed into a coach' & then self-corrects 'wanted' to 'waved'.</i>
	Nearly always check that the text makes sense to them as they read and immediately self-corrects inaccurate reading.

Reading comprehension - inference	
Understand both the books they can already read accurately and fluently and those they listen to by: discussing the significance of the title and events	Some awareness of the link between events and the text title.
	Discuss link between events & text title: <i>e.g. when discussing title/events around book 'We are Going on a Bear Hunt', might comment: 'It is a good title because the children looked & looked everywhere for bears. When you hunt you look everywhere.'</i>
	Discuss the link between events & text title including some specific examples from the text to support their viewpoint.
Understand both the books they can already read accurately and fluently and those they listen to by: making inferences on the basis of what is being said and done	with support, show some inference at a basic level: <i>e.g. Mr Gumpy is nice because he says yes to everyone.</i>
	demonstrate simple inference: <i>e.g. 'It must be Mr Gumpy who tells them to come for a ride another day because it is his boat.'</i>
	simple, plausible inference about events and information, sometimes using evidence from text, such as how a character is feeling, what makes a plant grow: <i>e.g. Mr Gumpy could be cross because his boat tipped over but I know he isn't because they all go back and have tea at his house and he says they can have a ride another day, too.'</i>
Reading comprehension – prediction	
Understand both the books they can already read accurately and fluently and those they listen to by: predicting what might happen on the basis of what has been read so far	With support, make suggestions about what will happen next in the story based on what has happened so far, sometimes linked to text or own experience: <i>e.g. I think they will have a nice ride on the boat.</i>
	Usually predict what might happen with responses linked closely to the story characters, plot and language read so far: <i>e.g. Mr Gumpy is saying yes to everyone & telling them all to behave themselves but I think some of them won't be able to be good all the time.</i>
	Readily predict what might happen. All responses are linked closely to the story characters, plot and language read so far: <i>e.g. I think Mr Gumpy's boat will sink because there are eight animals and three people on it. It's too full!</i>
Reading comprehension – Discussing Reading	
Participate in discussion about what is read to them, taking turns and listening to what others say	Sometimes contribute ideas to discussion; with prompts, remembers significant events/key information; and, with support, follows rules for effective discussion.
	Contribute ideas & thoughts to discussion, remember significant events/key info & usually follow agreed rules for effective discussion with partner or in threes without support: <i>e.g. some simple comments about preferences, sometimes with reasons.</i>
	Listen for sustained period of time to poems, stories and non-fiction. Confidently contribute a number of ideas to discussion, remembering all significant events & most of the key info. Always follow agreed class rules for effective discussion.
Explain clearly their understanding of what is read to them	With support, express views about events or characters in the story and answer questions about why things happen: <i>e.g. The boat tipped because all the animals started to be bad, and the children, too.</i>
	Express views about events or characters in the story & explain clearly understanding of what is read to them: <i>e.g. Mr Gumpy was kind because he let all the animals and the children on his boat and they all went to his house for tea, too.</i>
	Express views about events or characters in the story & explain confidently and clearly understanding of what is read to them, expanding initial ideas in response to questions and/or what has been said: <i>e.g. Mr Gumpy gives them all tea at his house and invites them to come for a ride another day, too. He doesn't seem to be a person who gets cross much.</i>
Naming the letters of the alphabet in order	Recognise some letters of the alphabet: <i>e.g. letters in own name.</i>
	Name the letters of the alphabet in order.
	Say letters in alphabetical order confidently, starting with any letter.
Using letter names to distinguish between alternative spellings of the same sound	With support pupil, use some letter names to distinguish between alternative spellings of the same sound.
	Use letter names to distinguish between alternative spellings of same sound: <i>e.g. says letter names when spelling 'ai' as in rain and 'ay' as in play.</i>
	Consistently and confidently use letter names to distinguish between alternative spellings of the same sound.

**English Reading Progression
Year 2**

Area of study	Skills
Reading - decoding	
Continue to apply phonic knowledge & skills as route to decode words until automatic decoding has become embedded and reading is fluent	Read slowly, decoding is laboured but mostly accurate.
	Read fluently, decoding is secure
	Read fluently, decoding is automatic and accurate.
Read accurately by blending sounds in words that contain graphemes taught so far, especially recog alternative sounds for graphemes	Slowly blend alternative sounds for graphemes.
	Automatically and accurately blend alternative sounds for graphemes: <i>e.g. know alternative phonemes for /er/: ir as in girl, ur as in turn</i>
	Accurately, automatically and without undue hesitation blend alternative sounds for graphemes.
Read accurately words of two or more syllables that contain the same graphemes as above	With support, ID syllables within a word containing alternative sounds for graphemes; sometimes read these separately before they combine them to read a word.
	Accurately, ID syllables within a word containing alternative sounds for graphemes; usually combine them to read a word: <i>e.g. unicorn, gingerbread, handkerchief.</i>
	Accurately and rapidly read multi-syllabic words containing alternative sounds for graphemes.
Read words containing common suffixes	Read words with some common suffixes: <i>e.g. started, eating, foxes.</i>
	Read words with almost all common suffixes: <i>e.g. enjoyment, sadness, careful, hopeless, badly.</i>
	Quickly and accurately read words with all common suffixes.
Read further common exception words, noting unusual correspondence between spelling and sound & where occur in word	Read some common exception words, sometimes noting unusual correspondences.
	Read almost all common exception words noting unusual correspondences: <i>e.g. mind, pretty, prove, would, whole</i>
	Quickly and accurately read all common exception words, noting unusual correspondences
Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered	Read most familiar words slowly, with some accuracy, but still needs to sound and blend overtly.
	Read most familiar words without undue hesitation and without overt sounding and blending.
	Read almost all familiar words without undue hesitation and without overt sounding and blending.
Read aloud books closely matched to improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation & repeat	See above
Reading comprehension – range of reading	
Develop pleasure in reading, motivation to read, vocab & understanding by: listening to, discussing, expressing views about a wide range of contemporary & classic poetry, stories & non-fiction at a level beyond that at which they can read independently	Listen to and, with support , discuss and express views about a range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently.
	Listen to, discuss and express views about a wider range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently.
	Listen to, discuss and express views, justifying opinions about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently.
Reading comprehension – familiarity with texts	

Develop pleasure in reading, motivation to read, vocabulary and understanding by: becoming increasingly familiar with & retelling a wider range of stories, fairy stories and traditional tales	With support, recount the main events in a wide range of age-appropriate stories, fairy stories and traditional tales.
	Independently and accurately recount the main events in a wide range of age-appropriate stories, fairy stories and traditional tales.
	Independently and accurately recount the main events across a wide range of age-appropriate stories, fairy stories and traditional tales in order and with detail.
Develop pleasure in reading, motivation to read, vocabulary and understanding by: recognising simple recurring literary language in stories and poetry	Recognise some simple recurring literary language in stories and poetry: <i>e.g. knows that 'Once upon a time' and 'They all lived happily ever after' mark story beginnings and endings.</i>
	Usually recognise simple recurring literary language in stories and poetry: <i>e.g. 'I'll huff and I'll puff', question and answer patterns in poems, refrains.</i>
	Almost always recognise simple recurring literary language in stories and poetry: <i>e.g. identifying rhyming words and alliteration in poetry.</i>
Reading comprehension – poetry and performance	
Develop pleasure in reading, motivation to read, vocabulary and understanding by: continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear	Recall a limited repertoire of poems (less than 5) and can recite parts of some poems, with some intonation to make the meaning clear.
	Has repertoire of poems (approx. 10) and can recite some, with intonation to make the meaning clear.
	Recall a repertoire of poems (at least 10, including some which are self-chosen) and can recite some of these with intonation to make the meaning clear.
Reading comprehension – word meanings	
With support, discuss & clarify meanings of words, sometimes linking new meanings to known vocabulary: <i>e.g. recognising the word happy inside the word unhappily & deducing the meaning from knowledge of root word and affixes.</i>	Discuss and clarify meanings of words usually linking new meanings to known vocabulary: <i>e.g. painkiller, blackberry, invisible.</i>
	Discuss & clarify meanings of words, almost always linking meanings to known vocab: <i>e.g. marketplace, unfortunately.</i>
Reading comprehension - understanding	
Understand both the books they can already read accurately and fluently and those they listen to by: discussing sequence of events in books & how items of info are related	With support, discuss the order of events in books and can sometimes explain how items of information are related.
	Usually discuss the order of events in books and explain how items of information are related.
	Almost always discuss the order of events in books and explain how items of information are related.
Understand both the books that they can already read accurately and fluently and those that they listen to by: drawing on what they already know or on background information and vocabulary provided by the teacher	Demonstrate their understanding by sometimes, <i>when prompted</i> , drawing on what they already know or on background information and vocabulary provided by the teacher.
	Demonstrate their understanding by drawing unprompted on what they already know or on background information and vocabulary provided by the teacher.
	Demonstrate their understanding by confidently and accurately drawing on what they already know or on background information and vocabulary provided by the teacher.
	Sometimes recognise when their reading does not make sense and self-correct.

<p>Understand both the books they can already read accurately and fluently and those they listen to by: checking text makes sense to them as they read & correcting inaccurate reading</p>	<p>Monitor their reading, checking that words they have decoded make sense and fit in with what they have already read and self-correct: e.g. <i>child reads 'Hansel let the crumbs drop from his hands to make a tail ...' self-corrects 'tail' to 'trail'.</i></p> <p>Almost always recognise when their reading does not make sense and self-correct without undue hesitation.</p>
<p>Reading comprehension - inference</p>	
<p>Understand both the books they can already read accurately and fluently and those they listen to by: making inferences on the basis of what is being said and done</p>	<p>With support, draw simple inferences based on what is being said & done: e.g. <i>Sophie must love animals a lot because she has a cat and a rabbit and a dog and wants to get a pony, too!</i></p> <p>Usually draw inferences based on what is being said and done: e.g. <i>Great Aunt Al offers to pay for Sophie to have riding lessons so she must be a generous person. She might even pay for a pony!</i></p> <p>Almost always draw inferences based on what is being said and done: e.g. <i>The riding lessons are expensive but Aunt Al promised so I think she will pay. Sophie will learn quickly because she is determined and we know she isn't frightened because she got straight back on after she fell off in Cornwall.</i></p>
<p>Understand both the books that they can already read accurately and fluently and those that they listen to by: answering and asking questions</p>	<p>Sometimes modify their inferences by answering and ask questions.</p> <p>Usually modify their inferences by answering and asking questions.</p> <p>Almost always modify inferences by answering and asking questions.</p>
<p>Reading comprehension – prediction</p>	
<p>Understand both the books they can already read accurately and fluently and those they listen to by: predicting what might happen on the basis of what has been read so far</p>	<p>With support, make suggestions about what will happen next in the story based on what has happened so far: e.g. <i>I think Dawn won't like it at the farm because she hates being mucky</i></p> <p>Usually predict what might happen with responses linked closely to the story characters, plot and language read so far: e.g. <i>I think Sophie is going to get all mucky because she gets too close to the animals</i></p> <p>Readily predict what might happen. All responses are linked closely to the story characters, plot and language read so far: e.g. <i>Duncan is definitely going to be sick because he's been eating sweets and chocolate biscuits on the coach. The author says he goes a pale green colour and that means he's feeling bad.</i></p>
<p>Reading comprehension – authorial intent</p>	
<p>Develop pleasure in reading, motivation to read; vocabulary and understanding by: discussing their favourite words and phrases</p>	<p>Say some words and phrases they like and begin to say why.</p> <p>Discuss their favourite words and phrases and give reasons for their choice: e.g. <i>'I like the word 'magical' because it means the story might have spells and wizards in it!'</i></p> <p>Discuss their favourite words and phrases justifying their choice.</p>
<p>Reading comprehension – non-fiction</p>	
<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by: being introduced to non-fiction books that are structured in different ways</p>	<p>Distinguish non-fiction books from other genres, begin to ID some key features to help locate & understand information: e.g. <i>facts, photographs, diagrams, labels.</i></p> <p>Explain how non-fiction books are used; independently ID key features and use to help them find information: e.g. <i>facts, photographs, diagrams, labels, index, heading.</i></p> <p>Explain purpose of non-fiction books and how they are different from fiction books. Quickly and independently ID key features & use to help find & understand information: e.g. <i>facts, photographs, diagrams, labels, index, heading and sub-heading, glossary.</i></p>
<p>Reading comprehension – discussing reading</p>	
<p>Participate in discussion about books, poems and other works that are read to</p>	<p>Sometimes contribute ideas to discussion; with prompts remember significant events/key info &, with support, follow rules for effective discussion in groups of 3-4.</p>

them and those that they can read for themselves, taking turns and listening to what others say	Contribute ideas & thoughts to discussion, remember significant events/key info & usually follow agreed rules for effective discussion without support working in a group of 4-6: e.g. able to comment on preferences and offer plausible reasons for these.
	Confidently contributes a number of ideas to discussion, drawing on all significant events and most of key information. They almost always follow the agreed class rules for effective discussion, working confidently in a group of up to 6
Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves	Sometimes explain and discuss their understanding of what they have read, acted out or listened to.
	Explain and discuss their understanding of what has been read, acted out or listened to: e.g. <i>'The three little pigs were scared when the wolf knocked on the door because they hid under the table and cuddled together to be safe'</i> .
	Confidently and accurately explain and discuss their understanding of what they have read, acted out or listened to, justifying their ideas and arguments.
	Make phonically plausible attempts at all common exception (irregular) words, almost all of which are correctly spelt.
Spell by: distinguishing between homophones and near-homophones	With support, distinguish between and sometimes correctly spell homophones and near-homophones.
	Usually distinguish between, and correctly spell, homophones and near-homophones: e.g. <i>there/their/they're, here/hear, quite/quiet, see/sea, bare/bear</i> (see Appendix 1 pg 48).
	Consistently and confidently distinguish between and almost always correctly spell homophones and near-homophones.
Use spacing between words that reflects the size of the letters	Sometimes leave appropriately sized spaces between words.
	Usually leave appropriately sized spaces between words: e.g. <i>knows to leave room for own lower-case letter a between words.</i>
	Consistently leave appropriately sized spaces between words.

	Year 3 English progression	Year 4 English progression
Area of study		
Reading - decoding		
Apply growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet	Sometimes apply their knowledge of morphemes to read aloud and attempt to make sense of new words they meet.	Use knowledge of a range of root words, prefixes and suffixes to identify the meaning of unfamiliar words and read them aloud.
	Read, applying knowledge of root words, prefixes & suffixes as listed in Appendix 1, both to read aloud and to understand meaning of new words: e.g. <i>uses knowledge of 'forget' to read/understand forgotten, forgetful, unforgettable, forgetfulness.</i>	Use knowledge of root words, prefixes and suffixes to understand new words with minimal impact on the fluency of reading across a wide range of texts: e.g. <i>uses knowledge of 'limit' to read and understand limited, limitless, unlimited, limitation.</i>
	Read aloud accurately and make sense of new words with confidence.	Use knowledge of root words, prefixes and suffixes to fluently read & interpret new words in context of what is being read. Can decode most new words outside their spoken vocabulary, making a good approximation of the word's pronunciation.
Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word	Read some exception words with support.	Read range of exception words using approximate pronunciation.
	Read further exception words with unusual correspondences between spelling and sound: e.g. <i>calendar, grammar, guide, heart, naughty, strength.</i>	Use understanding of unusual spelling-sound correspondences to choose the most appropriate pronunciation of a word: e.g. <i>business, medicine, separate, surprise.</i>
	Read a range of exception words with confidence, explaining links between spelling & sounds where these occur in the word.	Read a range of exception words, with appropriate pronunciation, with minimal impact on the fluency of reading.
Reading comprehension – range of reading		

Develop positive attitudes to reading and understanding of what they read by: listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks	Listen attentively & sometimes respond with relevant comments to a range of fiction and non-fiction.	Listen attentively, discuss and give opinions on a range of fiction and non-fiction.
	Listen attentively and participate in discussion about a wider range of longer and more challenging fiction, poetry, plays, non-fiction and reference books expressing views and preferences.	Listen attentively & participate in discussion about wider range of longer, more challenging fiction, poetry, plays, non-fiction & ref books expressing views & preferences, justify by ref to text.
	Listen to a wide range of fiction and non-fiction including unfamiliar texts and whole books.	Discuss their preferences when reading fiction and non-fiction, providing justification by drawing on and comparing examples.
Develop positive attitudes to reading and understanding of what they read by: reading books that are structured in different ways and reading for a range of purposes	Read a range of books that are structured in different ways and for a range of purposes.	Use experience of reading a range of books to give examples of how books are structured differently.
	Independently read books that are structured differently for range of purposes. Show some awareness of various purposes for reading: <i>e.g. ref books for info, novels/ poetry for pleasure.</i>	Use, select and read books structured in different ways for the appropriate purposes: <i>e.g. specialist books for advice on sports or hobbies, following a series by the same writer.</i>
	Confidently read a range of books for a range of purposes.	Compare books that are structured differently and give opinions on how effectively they meet their purpose.
Reading comprehension – familiarity with texts		
Develop positive attitudes to reading and understanding of what they read by: increasing familiarity with wide range of books, inc fairy stories, myths & legends, retelling some of these orally	With support, recall and retell the basic plot of some age-appropriate fairy stories, myths and legends.	Accurately retell the main events of a wide range of age-appropriate fairy stories, myths and legends.
	Independently demonstrate their familiarity with a wide range of age-appropriate books retelling some of these orally.	Accurately retell a wide range of age-approp fairy stories, myths & legends, providing detail which is interesting and appropriate.
	Confidently retell age-appropriate stories from an increasingly wide range of age-appropriate books.	Accurately retell wide range of age-approp fairy stories, myths & legends, incl phrases straight from text showing familiarity and understanding through approp level of detail with some embellishment or adaptation.
Develop positive attitudes to reading and understanding of what they read by: identifying and discussing themes and conventions in a wide range of writing	With support, recognise and discuss some key themes and conventions in a range of age-appropriate books.	With support, give examples of the same themes and conventions in different age-appropriate books.
	ID & discuss themes/ conventions in a wide range of age-approp books: <i>e.g. triumph of good over evil or the use of magical devices in fairy stories and folk tales.</i> In non-fiction, ID presentational devices <i>e.g. numbering and headings</i>	Independently identify and discuss some themes and conventions in age-appropriate text: <i>e.g. bullying, use of headings and sub-headings in non-fiction.</i>
	Confidently identify and discuss themes and conventions in a wide range of age-appropriate books.	Independently identify and discuss many themes and conventions in age-appropriate texts.
Reading comprehension – poetry and performance		
Develop positive attitudes to reading and understanding of what they read by: preparing poems and play scripts to read aloud and to perform, showing understanding through	With support, read aloud and perform poems and play scripts with some understanding of intonation, tone, volume and action.	Perform poems and play scripts, experimenting with intonation, tone, volume and action.
	Independently read aloud/perform poems & play scripts, showing understanding of intonation, tone, volume & action; re-read, rehearse & perform to show some understanding of meaning of these texts.	Perform poems and play scripts, using intonation, tone and volume, and use drama approaches to aid understanding.

intonation, tone, volume and action	Demonstrates enthusiasm to prepare and perform poems and play scripts and shows understanding through appropriate intonation, tone, volume and action.	Perform poems and play scripts, using intonation, tone and volume, and use drama approaches with individual interpretation.
Develop positive attitudes to reading & understanding of what they read by: recognising some different forms of poetry, (e.g. free verse, narrative poetry)	With support, recognise, some different forms of poetry.	Recognise and name some different forms of poetry.
	Identify and name some different forms of poetry: e.g. free verse, narrative poetry	Confidently identify and name some different forms of poetry and describe their features: e.g. ballads, limericks
	Confidently identify and name some different forms of poetry and name them.	Confidently identify and name a wider range of different forms of poetry and describe some of their features.
Reading comprehension – word meanings		
Develop positive attitudes to reading and understanding of what they read by: using dictionaries to check the meaning of words that they have read	With support, use dictionary to check meaning of words encountered in reading.	Independently use a dictionary to check the meaning of words encountered in reading.
	Usually use a dictionary independently to check meaning of word read: e.g. reaches for the dictionary when encountering a new word rather than guessing or immediately asking an adult.	
	--	Spontaneously turn to dictionary to check meaning of words encountered in reading.
Reading comprehension - understanding		
Understand what they read, in books they can read independently, by: checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context	With support, monitor reading of age-appropriate texts for sense and self-correct when they misread and can sometimes explain how the same word can have different meanings in different contexts.	Almost always monitor reading of age-appropriate texts for sense and self-correct when they misread and can often explain how the same word can have different meanings in different contexts, identifying a word from their reading and giving alternative meanings for it.
	Usually independently monitor reading of age-appropriate texts for sense, self-correcting if they have misread and discussing the meaning of new or unusual words in context: e.g. foul (filthy) and foul in sport, foul play in crime.	
	Almost always monitor reading of age-appropriate texts for sense and self-correct when they misread and can often explain how the same word can have different meanings in different contexts, identifying a word from their reading and giving alternative meanings for it.	
Understand what they read, in books they can read independently, by: asking questions to improve their understanding of a text	Sometimes ask themselves questions to improve their understanding when independently reading an age-appropriate texts.	Almost always ask themselves questions to improve their understanding when independently reading an age-appropriate texts.
	Usually ask themselves questions to improve their understanding when independently reading an age-appropriate texts: e.g. I wonder how Tom knew what the rules of all the games were?	
	Almost always ask themselves questions to improve their understanding when independently reading an age-appropriate texts.	
Understand what they read, in books they can read independently, by: ID main ideas drawn from more than one paragraph & summarising these	With support, when reading an age-appropriate book independently recognise the main ideas in paragraphs and can sometimes summarise the content of these.	When reading an age-appropriate book independently, almost always identify the main ideas in paragraphs and can routinely summarise the content of these.
	When reading an age-appropriate book independently, identify the main ideas in paragraphs and can usually summarise, including some of the main ideas in one or two sentences using key vocabulary from the text.	
	When reading an age-appropriate book independently, almost always identify the main ideas in paragraphs and can routinely summarise the content of these.	
Reading comprehension - inference		
Understand what they read, in books they can read	With support, draw straightforward inferences from indep reading of age-appropriate texts and begin to explain thinking, returning to text to support opinions when prompted: e.g. Tom is not very truthful because every time he agrees to stop fooling around he actually just carries on doing it.	

independently, by: drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	Begin to draw inferences from indep reading of age-appropriate texts, often correct but not always fully supported by reference to the text: e.g. <i>Aunt Fidget Wonkham-Strong hates it when Tom fools around because she thinks it isn't useful, so she threatens Tom. She thinks he will hate playing against the captain and it will teach him a lesson and stop him fooling around. I know because she says boys don't forget it in a hurry.</i>
	Almost always confidently draw inferences from independent reading of age-appropriate texts and justify opinions with evidence from the text: e.g. <i>The writer shows us Tom doing all the things children do when he is fooling around. He might mean it when he agrees to stop but I think he is just being a child really and doesn't know how to stop himself. Aunt Fidget Wonkham-Strong says it looks like playing to her so there's no way she can stop him because playing is what children do.</i>

Reading comprehension – prediction

Understand what they read, in books they can read independently, by: predicting what might happen from details stated and implied	Sometimes read 'between the lines' when independently reading an age-appropriate text and draw on their of similar texts to predict what might happen next, sometimes ID clues writer has planted for reader: e.g. <i>I think Tom will go on fooling around because nothing has stopped him so far.</i>
	Usually read 'between the lines' when independently reading an age-appropriate text and draw on txperience of similar texts to predict what might happen next, usually identifying clues writer has planted for reader: e.g. <i>Well, we know Tom is going to beat the Captain and his team from the title, and I think he will find all his fooling around has given him the skills he needs to win the games.</i>
	Almost always read 'between the lines' when independently reading an age-appropriate text and draw on their experience of similar texts to predict what might happen next, identifying clues the writer has planted for the reader. e.g. <i>The author writes that Captain Najork's hired sportsmen snigger when they unpack the games equipment so I think they are sure they will beat Tom but they are in for a shock!</i>

Reading comprehension – authorial intent

Develop positive attitudes to reading and understanding of what they read by: discussing words and phrases that capture the reader's interest and imagination	Sometimes identify words or phrases that interest, inspire or intrigue them from their reading and sometimes say why: e.g. <i>I like the silly names Hoban gives his characters because they are funny.</i>	Sometimes ID words or phrases that interest, inspire, intrigue from own reading & sometimes say why, explaining effect on them as reader: e.g. <i>I like the way the author describes library where all books are arranged in sections according to the colour of the leather covers because it helped me imagine it as I read.</i>
	Usually identify words or phrases that interest, inspire or intrigue them from their reading and usually say why: e.g. <i>I love the names of the games they play like womble and sneedball, it makes me want to join in.</i>	Usually ID words or phrases that interest, inspire or intrigue them from their reading and usually say why, explaining the effect on them as a reader: e.g. <i>I like the way Peter tells Mrs Muldour that small ones are sweeter because he's being really cheeky and it makes me laugh.</i>
	Almost always identify words or phrases that interest, inspire or intrigue them from their reading and almost always say why: e.g. <i>I really like all the verbs in the games like raking, poling, shovelling and barrelling, because the reader has to imagine what the games look like and those words help because we know what those things look like when people use them.</i>	Almost always ID words or phrases that interest, inspire or intrigue from their reading & almost always say why, explaining the effect on them as a reader: e.g. <i>I like the way Fudge keeps saying wormy, wormy, worms and saying of all the things he could do with a pet worm while their mother is shouting how she never wants to hear about worms again and not to put one near the baby. It makes me laugh.</i>
Understand what they read, in books they can read independently, by: identifying how language, structure, and presentation contribute to meaning	With support, identify distinctive language, structural and presentational features in their independent reading of age-appropriate texts and sometimes demonstrate their understanding of how these help the reader draw meaning from the text	
	Usually identify distinctive language, structural and presentational features in their independent reading of age-appropriate texts and usually demonstrate their understanding of how these help the reader draw meaning from the text: e.g. <i>recognises the shapes letters, poems and instructions make on the page, knows how contents page, index and glossary, labels and captions to pictures and diagrams add meaning in non-fiction texts and uses them to extract more meaning.</i>	

	Almost always identify distinctive language, structural and presentational features in their independent reading of age-appropriate texts and almost always demonstrate their understanding of how these help the reader draw meaning from the text.	
Reading comprehension- non-fiction		
Retrieve and record information from non-fiction	With support, identify questions to be answered beforehand and use the specific features of age-appropriate non-fiction texts on paper and on screen to answer them. Sometimes records information in a form that can be easily retrieved.	
	Usually identify questions to be answered beforehand and use the specific features of age-appropriate non-fiction texts on paper and on screen to answer them. Usually records information in a form that can be easily retrieved: <i>e.g. uses a KWL grid to record what they already know (K) and what they want to find out (W) and makes notes about what they have learnt (L).</i>	
	Almost always identify questions to be answered beforehand and use the specific features of age-appropriate non-fiction texts on paper and on screen to answer them. Almost always records information in a form that can be easily retrieved.	
Reading comprehension – discussing reading		
Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say	With support, discuss their reading of age-appropriate texts in groups and whole class, following agreed class rules for group talk (turn taking and listening).	
	Usually discuss their reading of age-appropriate texts in groups and whole class, following agreed class rules for group talk (turn taking and listening): <i>e.g. takes part in whole-class discussions after a shared read and participates in guided reading sessions, building on what others say, challenging others courteously and being challenged and responding appropriately in turn.</i>	
	Almost always discuss their reading of age-appropriate texts in groups and whole class, following agreed class rules for group talk (turn taking and listening).	
	Usually work with partner or small group to plan writing, contributing own and listening to and building on others' ideas and recording in note or pictorial form for later use: <i>e.g. using a spidergram, flowchart or timeline.</i>	Independently, select most relevant info, key vocab and most suitable ideas drawn from discussion/notes to plan own writing: <i>e.g. takes notes during discussion and organises them later into a 'boxing up' frame or story mountain.</i>
	Consistently and confidently work with partner or small group to plan writing, contributing own and listening to/building on others' ideas and recording in note or pictorial form for later use.	Consistently select the most relevant info, key vocab and most suitable ideas from discussion and notes to plan writing, improving and developing ideas to help plan own writing.
Draft and write by: composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures	With support, compose and speak a whole sentence.	With support, compose & orally rehearse sentences, sometimes incorporating new vocabulary. Variation in structure is limited to simple and sometimes compound structures.
	Usually compose and speak a whole sentence: e.g. for a teacher-scribed shared write or before writing independently, often incorporating newly acquired vocabulary and using recently learned sentence types	Independently, compose and orally rehearse sentences usually incorporating new vocabulary. Variation in sentence structure includes simple, compound and complex structures
	Consistently and confidently compose and speak a whole sentence.	Independently & confidently, compose and orally rehearse sentences, usually incorporating deliberate choices of vocabulary for impact. Variation in sentence structure includes: simple, compound and complex structures.
Draft and write by: organising paragraphs around a theme	With support, sometimes organise material into logical chunks and write a series of linked sentences for each.	With support, plan narrative & non-fiction texts into paragraphs before begin writing. Know how to demarcate paragraphs on page and begin to remember to do this as they write.

	Usually organise material into logical chunks & write coherent series of linked sentences for each: <i>e.g. Bees live together in big groups. The Queen bee is the mother of all the workers.</i> Know how to demarcate paragraphs on page & usually remember to do this as they write.	Independently, plan narrative & non-fiction texts into paragraphs before begin to write: <i>e.g. by using a 'boxing up' frame, five-part story mountain, story map or other planning tool to help 'chunk' their writing into paragraphs.</i> Know how to demarcate paragraphs on page and usually remember to do this as write.
	Consistently and confidently organise their material into logical chunks and write a coherent series of linked sentences for each. Know how to demarcate paragraphs on the page and almost always remembers to do this as they write.	Independently, plan narrative & non-fiction texts into paragraphs before begin to write. Some evidence of ideas being developed within/between paragraphs. Know how to demarcate paragraphs on page & almost always remembers to do as they write.
Draft and write by: in narratives, creating settings, characters + plot	With support, create a simple story setting, two or three characters and a straightforward plot, sometimes over-reliant on the modelled class story.	With support, create a convincing setting, characters and a simple plot but descriptions lack detail and plot tends to be over-reliant on action or on the modelled story.
	Usually create an appropriate setting, two or three distinguishable characters and a coherent plot, drawing on but adapting elements of the modelled story.	Usually create appropriate setting, two or three distinguishable characters and a coherent plot. Descriptions contain some detail: <i>e.g. Kim huddled deeper into the hairy wool jumper gran had knitted. 'It's too cold out here, I want go back home.'</i>
	Consistently and confidently create an appropriate setting, two or three clearly distinguishable characters and a coherent and convincing plot, drawing on and adapting elements of the modelled story and on their wider reading of fiction.	Consistently and confidently create an appropriate setting, two or three clearly distinguishable characters and a coherent and convincing plot. Descriptions contain relevant detail and some meaningful interaction between characters.
Draft and write by: in non-narrative material, using simple organisational devices: <i>e.g. headings and sub-headings</i>	With support, organise material into logical chunks and write a main heading for the text and subheadings for each chunk.	Sometimes cluster related information, write a main heading for the text and subheadings for each paragraph.
	Usually marshal material into logical chunks & write appropriate main heading for the text and suitable subheadings for each chunk.	Usually cluster related information logically and write an engaging main heading for the text and relevant subheadings for each paragraph.
	Consistently and confidently marshal their material into logical chunks and write an appropriate and engaging main heading for the text and relevant subheadings for each chunk.	Consistently and confidently write an engaging and appropriate main heading for the text and suitable subheadings for each paragraph.
	Usually use a range of appropriate conjunctions, adverbs and prepositions to express time and cause (and place) applying the new learning across a range of independent writing: <i>e.g. After lunch, the boys went on the nature trail because we had been told there were some new ducklings and we wanted to see them.</i>	Usually use wider range of appropriate conjunctions, adverbs and prepositions to express time and cause (and place) applying learning across range of independent writing, <i>e.g. first, then, after, meanwhile, from, where. Despite the dark clouds, pupils were scurrying between the classroom and the field, hoping to finish their insect survey before the storm.</i>
	Consistently and confidently use a range of appropriate conjunctions, adverbs and prepositions to express time and cause (and place) across a range of independent writing.	Consistently & confidently use a wider range of approp conjunctions, adverbs & prepositions to express time and cause (& place) spontaneously applying across range of indep writing.
Develop their understanding of the concepts set out in English Appendix 2 by: using the	Write using the appropriate tense for the task.	With support, explain concept of verb tense (i.e. that it tells the reader whether in past, present or future). Writing shows some awareness of how commonly used verbs are inflected in different tenses. Some consistency in use of tenses within writing

present perfect form of verbs in contrast to the past tense	Select the appropriate tense for the task and apply the new learning across a range of independent writing: <i>e.g. I hoped my team would win last week and they did, and I am hoping they will win again tomorrow.</i>	Explain concept of verb tense. Writing shows growing awareness of how commonly used verbs are inflected in different tenses. Use of tense in writing is usually consistent with few lapses. Some use of present perfect form in contrast to past tense: <i>e.g. I have read three books by that author; he has told me it will be in soon.</i>
	Consistently and confidently use the appropriate tense for the task and apply the new learning spontaneously across a range of independent writing.	Consistently and confidently, write using appropriate tense for task, with virtually no lapses, including choosing to use present perfect tense where appropriate in contrast to the past tense.
Use the correct form of 'a' or 'an'	With support, decide whether a noun needs 'a' or 'an' in front of it and sometimes makes the right choice in independent writing.	Explain rules for using 'a' or 'an' and give an example of each. Own writing shows some inconsistency in applying the rules.
	Decide whether a noun needs 'a' or 'an' in front of it and usually makes the right choice in independent writing: <i>e.g. an apple, an orange and a banana.</i>	Usually explain rules for using 'a' or 'an' & give one or two example of each. Writing shows some consistency in applying rules: <i>e.g. I know that 'a' and 'an' are only used with singular nouns. 'A' is used before a word starting with consonant, for example a rock and 'an' is used before a word starting with a vowel, for example an open box.</i>
	Decide whether noun needs 'a' or 'an' in front of it & consistently and confidently makes the right choice in independent writing.	Confidently explain rules for using 'a' or 'an' and give two or three example of each. Writing shows consistency in applying the rules.

	Year 5 English progression	Year 6 English progression
Area of study		
Reading - decoding		
Apply growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet	With support, apply knowledge of morphology & etymology to read aloud, work out unfamiliar words & sometimes make sense of new words met.	Use knowledge of wider range of root words, prefixes and suffixes to identify the meaning of unfamiliar words and pronounce them.
	Read aloud & understand meaning of new words met, apply growing knowledge of morphology & etymology (App 1) across wide range of texts. Decode most new words outside spoken vocab, make good approximation of word's pronunciation: <i>e.g. uses knowledge of 'obey' to read and understand obedient, obedience, disobedience, obediently.</i>	Use knowledge of wider range of root words, prefixes and suffixes to understand and pronounce new words with minimal impact on fluency: <i>e.g. uses knowledge of the word 'tolerate' to read and understand tolerance intolerable, toleration, tolerant.</i>
	Use knowledge of morphology and etymology to approach new words confidently, finding meaning and pronouncing accurately.	Use knowledge of wider range of root words, prefixes and suffixes to read fluently & interpret new words in context of what is read.
Reading comprehension – range of reading		
Maintain positive attitudes to reading and understanding of what they read by: continuing to read and discuss an increasingly	With support, read and discuss a widening range of fiction and non-fiction, sometimes expressing and justifying preferences.	Read/give opinions on wide range of fiction/non-fiction read for selves. Begin to develop personal preferences for partic authors.
	Participate in discussion about widening range of longer and more challenging fiction, poetry, plays, non-fiction and reference books read for themselves, express views and preferences, justifying by	Participate in discussion about widening range of longer & more challenging fiction, poetry, plays non-fiction & ref books, incl some whole books, express views and preferences about authors, poets

wide range of fiction, poetry, plays, non-fiction and reference books or textbooks	reference to the text, drawing on, comparing and contrasting examples.	and genres, justifying by reference to text, drawing on, comparing and contrasting examples.
	Read and discuss a widening range of fiction and non-fiction including unfamiliar texts and whole books.	Discuss how reading prefs have developed through experiences of reading a wide range of fiction and non-fiction including some whole books and series that they have chosen for themselves.
Maintain positive attitudes to reading and understanding of what they read by: reading books that are structured in different ways and reading for a range of purposes	Read a range of books that are structured in different ways and for a range of purposes, with support.	Use experience of reading range of books to give examples of how books can be structured to suit wide range of diff purposes.
	Read books that are structured differently for a range of purposes, with independence: <i>e.g. manga and graphic novels, comical history series.</i>	Select and read books making effective use of the structure: <i>e.g. first-person historical accounts, spy series, series set in alt worlds, historical fiction.</i>
	Confidently and routinely read a range of books for a range of purposes.	Give eggs of where feel a book has not been structured well to achieve purpose & make suggestions as to how could have been changed.
Maintain positive attitudes to reading and understanding of what they read by: making comparisons within and across books	With support, make comparisons within and between books: <i>e.g. Ginger has this pet cat that ends up at school and twice it attacks the evil acting principal. I read another book where the main character had an animal that was out of control and got him in trouble - it was a dog that he took for walks that was very fast and he tried to walk it from his skateboard!</i>	Make comparisons within and between books, sometimes identifying similarities and differences: <i>e.g. Elya and Stanley both have to carry things up the mountain; Elya carries a pig and Stanley carries Zero.</i>
	Independently make comparisons within & between books, comparing characters, considering viewpoints of authors and of fictional characters: <i>e.g. Ginger reminds me a bit of Tyke Tiler because neither of them can seem to stop getting into trouble at school.</i>	Make comparisons within and between books and between versions of the same text, giving examples to support opinions: <i>e.g. Stanley is a bit like Sirius Black because they are both held captive even though they are innocent.</i>
	Confidently and consistently make comparisons within and between books: <i>e.g. The writer wants us to see how different Mr Napier is from Mr Wong, so he keeps showing us examples of their different behaviour like how they take assembly and how Mr Napier changes Mr Wong's office to make it his.</i>	Make comparisons within/between books and between versions of same text, giving eggs and drawing confidently on wider reading to support opinions: <i>e.g. Sam the onion seller is a bit like Stanley because they are both judged harshly and punished for things they had no control over.</i>
Reading comprehension – familiarity with texts		
Maintain positive attitudes to reading and understanding of what they read by: increasing familiarity with wide range of books, incl myths, legends & traditional stories, modern fiction, fiction from literary heritage, books from other cultures and traditions	Familiar with a wide range of age-appropriate books and can name some.	Familiar with a wide range of age-appropriate books and can, with support, name some genres.
	Increasingly familiar with a wide range of age-appropriate books and can identify some genres: <i>e.g. fantasy, adventure, comedy, science fiction.</i>	Familiar with a wide range of age-appropriate books and can independently identify, name and describe some genres: <i>e.g. espionage, magical worlds, comedy.</i>
	Familiar with a wide range of age-appropriate books and can identify many genres.	Familiar with a wide range of age-appropriate books and can identify, name and describe most genres.
Maintain positive attitudes to reading and understanding of what they read by: identifying and discussing themes and	With support, recognise and discuss some themes and conventions in age-appropriate texts.	With support, recognise and discuss the themes and conventions used in a wide range of age-appropriate texts.
	Recognise & discuss themes/conventions in age-appropriate texts: <i>e.g. heroism or loss and continuing to learn the conventions of different types of writing such as first person in autobiography.</i> Explain 'heroism' or 'loss' in context of writing.	Independently recognise and discuss the themes and conventions used in a wide range of age-appropriate texts: <i>e.g. isolation, flashback in narrative.</i>

conventions in and across a wide range of writing	Confidently identify and discuss themes and conventions in a wide range of age-appropriate texts.	Confidently recognise and discuss the themes and conventions used in a wide range of age-appropriate texts.
Reading comprehension – poetry and performance		
Maintain positive attitudes to reading and understanding of what they read by: learning a wider range of poetry by heart	With support, learn wide range of age-approp poetry by heart.	
	Learn by heart a wide range of age-appropriate poems.	Select & learn by heart an increasing range of age-approp poems.
	Learn by heart a wider range of age-appropriate poems.	Select & learn by heart an ever-widening range of age-approp poems.
Maintain positive attitudes to reading and understanding of what they read by: preparing poems & plays to read aloud and to perform, showing understanding through intonation, tone & volume so that meaning is clear to an audience	With support, prepare, read aloud and perform age-appropriate poems and play scripts with some understanding of intonation, tone, volume.	With support, prepare, read aloud and perform age-appropriate poems and play scripts with some understanding of intonation, tone, volume so as to gain the attention of an audience.
	Prepare, read aloud and perform age-appropriate poems and play scripts showing understanding of intonation, tone, volume.	Prepare, read aloud and perform age-appropriate poems and play scripts showing understanding of intonation, tone, volume so as to gain and maintain the attention of an audience.
	Confidently prepare, read aloud and perform age-appropriate poetry and play scripts using intonation, tone and volume so that the meaning is usually clear to an audience.	Confidently prepare, read aloud and perform age-appropriate poetry and play scripts using intonation, tone and volume so as to gain and maintain the attention of an audience.
Reading comprehension - understanding		
Understand what they read by: checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context	With support, monitor reading of age-appropriate texts for sense and self-correct when they misread and can sometimes explore how the same word can have different meanings in different contexts.	
	Usually monitor reading of age-appropriate texts for sense and self-correct when they misread and can usually explore how a known word can have different meanings in a new context: <i>e.g. Y5 - attendance register, cash register, noticing something, e.g. 'He registered that his book had been moved', register of sound or voice, register of communication. Y6 - e.g. dissolve, solution (in science), 'He dissolved in tears', Parliament was dissolved, there was no solution to the problem.</i>	
	Almost always monitor reading of age-approp texts for sense and self-correct when misread and can often explore how the same word can have different meanings in different contexts, identifying a word from their reading and giving alternative meanings for it.	
Understand what they read by: asking questions to improve their understanding	Sometimes ask themselves questions to improve their understanding when independently reading age-appropriate texts.	
	Usually ask themselves questions to improve their understanding when independently reading an age-appropriate text: <i>e.g. Y5 - I wonder why Mr Napier singles out Ginger for especially unpleasant treatment - could it be because both her parents are teachers in the school or is it because she isn't afraid to speak out? Y6 - e.g. Well, if the water all disappeared from Green Lake because of a curse, I wonder if it could be brought back again somehow?</i>	
	Almost always ask themselves questions to improve their understanding when independently reading an age-appropriate texts.	
Understand what they read by: summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas	With support, when reading an age-appropriate book independently recognise the main ideas in paragraphs and can sometimes summarise the content of these.	
	When reading an age-appropriate book independently, identify the main ideas in paragraphs and can usually summarise, including: Y5 - most of the main ideas in a series of sentences using their own words and key vocabulary from the text; Y6 - a succinct summary, paraphrasing the main ideas.	
	When reading an age-appropriate book independently, almost always identify the main ideas in paragraphs and can routinely summarise the content of these.	
Reading comprehension - inference		

Understand what they read, in books they can read independently, by: drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	With support, draw inferences from independent reading of age-appropriate texts & explain thinking, returning to text to support opinions when prompted: e.g. <i>Ginger is a kind person because although the cat makes her sneeze she puts up with it because the rest of her family loves cats so much.</i>	Begin, with support, to draw straightforward inferences from independent reading of age-appropriate texts and sometimes return to single point in text to support opinions: e.g. <i>Mr Sir is just evil through and through. Even when he seems to do something kind, like making sure Stanley gets enough water, it's only so he can get what he wants out of him.</i>
	Draw inferences from independent reading of age-appropriate texts and explain thinking, returning to text to support opinions: e.g. <i>Mr Napier doesn't seem to believe Ginger and wants to get her in trouble. He asks silly questions and the author says he winks at the children in the playground who are laughing at Ginger. Teachers shouldn't do that, it's childish.</i>	Draw inferences from independent reading of age-appropriate texts & explain thinking, routinely returning to text to support opinions: e.g. <i>Mr Pendanski sits in a circle with the boys & ask them about their future. He seems to really care about them b/c he won't let X-ray laugh at the idea of Magnet being an animal trainer. He talks to all of them with respect but he's not soft b/c he says they're each responsible for them being there.</i>
	Almost always confidently, draw inferences from independent reading of age-appropriate texts & justify opinions with evidence from text: e.g. <i>Mr and Mrs Smith seem not to care enough about Ginger & her problems & Mrs Smith lets another child jump the queue when Ginger needs first aid, but I think they are just really busy & working hard not to seem as if they favour their own child.</i>	Almost always confidently draw inferences from independent reading of age-appropriate texts and justify opinions with evidence from the text: e.g. <i>Kate was a kind, happy person and it took Sam's death to turn her into a ruthless killer. If she and Sam had been left alone to be happy, I think she would never have turned to a life of crime and revenge.</i>
Reading comprehension – prediction		
Understand what they read, in books they can read independently, by: predicting what might happen from details stated and implied	Sometimes read 'between the lines' when independently reading an age-appropriate text and draw on experience of similar texts to predict what might happen next, sometimes identifying clues writer has planted for the reader: e.g. <i>Mr Napier is taking a few small events and building up a big fantasy about a pack of dangerous stray dogs. I think he will go too far and be caught out in a big lie.</i>	
	Usually read 'between the lines' when independently reading an age-appropriate text and draw on experience of similar texts to predict what might happen next, usually identifying clues writer has planted for reader: e.g. Y5 - <i>I think Ginger will try to set the stray dog free. She is terrified of dogs but she hates to see anything unfair. I know because she just shouted at the school principal for taking down Mr Wong's pictures even though she's scared of him, too. Y6</i> - <i>I think we're being told about the yellow-spotted lizard and how it likes to live in holes because Stanley is going to get bitten by one. The author just made sure in the previous chapter that we know the boys use holes to go to the bathroom so the reader is being set up for it. Magnet also warns him, and often when a character gets a warning it also warns the reader the bad thing is going to happen.</i>	
	Almost always read 'between the lines' when independently reading an age-appropriate text and draw on their experience of similar texts to predict what might happen next, identifying clues the writer has planted for the reader: e.g. <i>Even though Mr Wong has written his resignation letter I think he will come back to his old job because the writer makes sure we know that Mr Napier has been telling lies. I think he is sure to be found out and sacked!</i>	
Reading comprehension – authorial intent		
Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader	With support, ID language, including figurative language in age-appropriate texts writer has chosen for impact & sometimes discuss & evaluate impact on them as a reader: e.g. <i>I like the way Ginger & other characters use made-up 'swear' words that nobody can complain about because they're not actually rude, like shiddlepong & fuguggling & that they made them up as part of school project!</i>	
	Usually ID language, incl figurative language in age-approp texts writer has chosen for impact & usually discuss & evaluate impact on them as a reader: e.g. <i>I like the way the author uses animal-based images like Ginger having a furball of anxiety in her guts when she is in trouble at school.</i>	
	Almost always ID language, including figurative language in age-appropriate texts writer has chosen for impact and almost always discuss & evaluate impact on them as a reader: e.g. <i>when the author says the chocolate milk inside her wasn't curdling any more, it was glowing, we know Ginger is feeling better because her mum has just said something kind to her.</i>	
Understand what they read by: identifying how	With support, identify distinctive language, structural and presentational features in independent reading of age-appropriate texts and sometimes demonstrate their understanding of how these help the reader draw meaning from the text.	

language, structure and presentation contribute to meaning	Usually ID distinctive language, structural and presentational features in independent reading of age-appropriate texts & sometimes demonstrate understanding of how these help reader draw meaning from text: <i>e.g. can recognise organisational and language features of a range of non-fiction texts inc explanation, balanced argument, persuasive argument and understands the fine distinctions between the conjunctions used in them like whereas, consequently, furthermore; uses top tip, Did you know? fact panels in non-fiction</i>	
	Almost always identify distinctive language, structural and presentational features in their independent reading of age-appropriate texts and almost always demonstrate their understanding of how these help the reader draw meaning from the text.	
Reading comprehension- non-fiction		
Distinguish between statements of fact and opinion	Sometimes distinguish between fact and opinion with support.	Sometimes, in age-approp texts, distinguish opinions & assertions from facts, questioning what has been read & looking for evidence to support questions within text/footnotes/references.
	Distinguish between fact and opinion: <i>e.g. able to identify that some statements are not backed up with evidence and others are.</i>	Usually, in age-approp texts, distinguish opinions & assertions from facts, questioning what has been read & looking for evidence to support questions within text/footnotes/references
	Confidently and consistently distinguish between fact & opinion.	Almost always, (see above)
Retrieve, record and present information from non-fiction	With support, ID questions to be answered beforehand & use specific features of age-approp non-fiction texts on paper & on screen to answer them. Sometimes record info in form that can be easily retrieved. Sometimes present info in ways that are coherent and useful to selves and others.	
	Usually ID questions to be answered beforehand & use specific features of age-approp non-fiction texts on paper & screen to answer them. Usually record inform in form that can be easily retrieved. Usually present info in ways that are coherent & useful to selves & others: <i>e.g. has a range of models for making notes like spidergrams or a grid of boxes with labels and can quickly find any recorded information for later use</i>	
	Almost always identify questions to be answered beforehand and use specific features of age-appropriate non-fiction texts on paper and on screen to answer them. Almost always records information in a form that can be easily retrieved. Almost always presents information in ways that are coherent and useful to themselves and others.	
Reading comprehension – discussing reading		
Maintain positive attitudes to reading and understanding of what they read by: recommending books that they have read to their peers, giving reasons for their choices	With support, share opinions about age-appropriate books read independently and sometimes make appropriate recommendations to their peers, giving reasons for their choices.	
	Usually share opinions about age-appropriate books read independently and usually make appropriate recommendations to their peers, giving reasons for their choices: <i>e.g. There are lots of other Gleitzman books out there and I have read three of them. I think my group would enjoy them because they are all a bit rude and silly in parts.</i>	
	Almost always share opinions about age-appropriate books read independently and almost always make appropriate recommendations to their peers, giving reasons for their choices.	
Participate in discussions about books read to them & those they can read for selves, building on own & others' ideas & challenging views courteously	With support, take part in discussions about age-appropriate books read or read to them, taking turns, listening to and building on ideas, observing courtesies when challenging and being challenged	
	Usually take part in discussions about age-appropriate books read or read to them, taking turns, listening to & building on ideas, observing courtesies when challenging & being challenged: <i>e.g. asking other to justify their opinions/ views with evidence for the text.</i>	
	Almost always take part in discussions about age-appropriate books they have read or had read to them, taking turns, listening to and building on ideas, observing courtesies when challenging and being challenged.	
Explain & discuss understanding of what have	With support, contribute own views and opinions of books read through presentations and debates.	Recognise the points that are key to use in formal presentations and debates.

read, inc through formal presentations and debates, maintaining focus on the topic and using notes where necessary	Explain and discuss understanding of what they have read, through formal presentations and debates.	Give thorough explanations of points and prepare responses to likely conflicting opinions.
	Confidently use formal debates and presentations to explore and explain their understanding of what they have read.	Present points clearly and thoroughly, taking into account likely conflicting opinions to minimise the impact of them.
Provide reasoned justifications for their views	With support, provide reasons for views.	With support, justify view, sometimes offering coherent evidence to support it.
	Provide explanations for their views: <i>e.g. I think Gleitzman has been a teacher himself or possibly the child of teachers because he understands what it is like having parents who work in the same school you got to.</i>	Justify views usually offering coherent evidence to support them: <i>e.g. I think Sachar is really writing about power for good & bad that some people have over others, especially adults over children, because all the way through the book Stanley seems powerless Even at the end it is adults who set him free.</i>
	Justify their opinions with confidence.	Justify views, almost always (see above)