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| Reading Coverage | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Nursery | Understand that print can be used for simple reasons. Explore and recognise key images and signage.  | Respond to adults instructions or signals. Tune into sounds carefully in a range of contexts. Explore the initial sounds in spoken words. Read Write Inc | Identify words of the same initial sound. Orally blend and segment CVC words. Begin to match the phoneme to the corresponding grapheme. Read Write Inc |
| Reception | Read Write Inc |
| Listen to stories, make simple predictions. Use oral retelling to summarise a key part of a story. Begin to make simple inferences.  | Know what a character is and identify the main character in a story. Talk about the attributes of a character. Retell familiar stories. Begin to understand that stories can be adapted. | Understand the role of a fact book and some of the key features. Use a range of props to support story retelling. Demonstrate a clear understanding of the key elements of stories.  |
| Year 1  | Read Write Inc |
| Poetry is taught for a half term within English lessons. 1 x a week reading session outside of RWI focused on reading fluency and comprehension. Reading non-fiction texts is linked to RWI once a half term |
| Context (resources) |  |  | John Agard poetry |  | Imagination Vacation | BeachIn the past - toys |
| Year 2  | 1a Define1b Retrieve1d Infer | 1a Define1b Retrieve 1c SequenceListen to and recite poetry | 1a Define1b Retrieve1e Predict | 1b Retrieve1d Infer1c Sequence | 1b Retrieve1d Infer1a Predict | 1b Retrieve1d Infer1c SequenceNon-fiction |
| Ongoing | Fluency / decoding / Knowledge of Texts |
| Context (resources) | WolvesLittle RedStarting School | The Works The rainmaker danced |  |  |  | The Great Fire of LondonHidden Figures |

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| Reading Coverage | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Year 3 | Dictionary skills2a Define 2b Retrieve | 2b Retrieve2d Infer2e PredictListen to different forms of poetry | 2b Retrieve2d Infer2c Summarise2h Comparisons | 2b Retrieve2d Infer2a DefineRead and perform poetry | 2b Retrieve2d Infer2f RelateRead and perform playscript | 2b Retrieve2d Infer2g ExploreNon-fiction |
| Ongoing | Fluency / decoding / Knowledge of Texts |
| Context (resources) | Text / pptComplete Comprehension | Revolting RhymesText / pptComplete Comprehension | Text / pptComplete Comprehension | Michael Rosen / Benjamin ZephaniahText / pptComplete Comprehension | Fantastic Mr FoxText / pptComplete Comprehension | Text / pptComplete ComprehensionThe first painting |
| Year 4 | 2a Define2b Retrieve2d Infer | 2a Define2c Summarise2d InferListen to different forms of poetry | 2d Infer2a DefineDictionary skills | 2d Infer2e Predict2h ComparisonsRead and perform poetry | 2b Retrieve2f Relate2d InferRead and perform a playscript | 2g Explore2b Retrieve2d InferRead and discuss non-fiction |
| Ongoing | Fluency / decoding / Knowledge of Texts |
| Resources (how) | Text / pptComplete Comprehension | Text / pptComplete Comprehension The WorksDragon Poems | Text / pptComplete Comprehension | Text / pptComplete Comprehension | Text / pptComplete ComprehensionRichard III | Text / pptComplete ComprehensionHow to be an Anglo SaxonAmazon Adventure |

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| Reading Coverage | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Year 5 | 2b Retrieve2d Infer2e PredictRead and discuss non-fiction texts.  | 2d Infer2c Summarise2a DefineRead and perform poetry | 2a Define2b Retrieve2d InferRead and perform a play script | 2d Infer2g Explore Book review | 2d InferDistinguish between fact and opinion | 2f Relate2h ComparisonsBook review  |
| Ongoing | Fluency / decoding / Knowledge of Texts |
|  |  |  | World War 1 – Archie Dobson’s War | In Flanders Field |  |  |
| Year 6 | 2b Retrieve2a DefineDistinguish between fact and opinion | 2d Infer2b RetrieveRead and perform poetry | 2b Retrieve2d Infer2g ExploreBook review | 2d Infer2e Predict2f RelateRead and discuss non-fiction | 2d Infer2a Define2h ComparisonsBook review | 2f Relate2g ExploreRead and perform a playscript |
| Ongoing | Fluency / decoding / Knowledge of Texts |
|  |  | Bright Bursts of Colour | Rose Blanche | Evacuees Under the Weather |  | Macbeth |

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| EYFS ReadingSkills Progression |
| It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).Development Matters 2020 has already subcategorised Literacy into three areas of focus. * Comprehension
* Word reading
* Writing

When examining the Birth to 5 document progression in Literacy, a focus of Literacy through using digital resources is clear. As the Development Matters no longer includes a strand on Technology, it is essential to still have provision for the use and development of technological skills. Therefore an additional strand of;* Digital literacy has been added to the document.

This document brings together the Development Matters 2021 statements in each area of focus and then adds the most appropriate statements from the *Birth to Five Matters* document. This document tracks the progression of these skills through the age bands and provides some activity ideas to help support. |

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| Word Reading  |
| **0-3 years** | **3-4 years** | **In Reception** | **ELG** |
| Enjoy sharing books with an adult.  | Develop their phonological awareness so that they can:- Spot and suggest rhymes- Count or clap syllables in a word- Recognise words with the same initial sound, such as money and mother. | Read individual letters by saying the sounds for them. | Say a sound for each letter in the alphabet and at least 10 digraphs. |
| Pay attention and responds to the pictures or the words. | Engage in extended conversations about stories, learning new vocabulary. | 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. |
| Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. |  | Read some letter groups that each represent one sound and say sounds for them. |
|  | Read a few common exception words matched to the school’s phonic programme. | Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. |
| Read simple phrases and sentences made up of words with known-letter sound correspondences and where necessary, a few exception words. |
| Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. |

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| Comprehension  |
| **0-3 years** | **3-4 years** | **In Reception** | **ELG** |
| Enjoy songs and rhymes, tuning in and paying attention.  | *Begins to be aware of the way stories are structured, and to tell own stories* | *Uses vocabulary and forms of speech that are increasingly influenced by their experiences of reading* | Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. |
| Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.  | *Talks about events and principal characters in stories and suggests how the story might end* | *Re-enacts and reinvents stories they have heard in their play* | Anticipate (where appropriate) key events in stories. |
| Say some of the words in songs and rhymes. | Understand the five key concepts about print:- Print has meaning- Print can have different purposes- We read English text from left to right and from top to bottom.- The names of the different parts of a book- Page sequencing | *Describes main story settings, events and principal characters in increasing detail*  | Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. |
| Sing songs and say rhymes independently, for example, singing whilst playing. | *Is able to recall and discuss stories or information that has been read to them, or they have read themselves* |  |
| Have favourite books and seeks them out, to share with an adult, with another child, or to look at alone.  | Re-read what they have written to check that it makes sense. |
| Repeat words and phrases from familiar stories.  |  |
| Ask questions about the book.  |  |
| Makes comments and shares their own ideas.  |
| Develop play around favourite stories using props. |

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| **Year 1 Reading National Curriculum** |
| **Word reading:*** Apply phonic knowledge and skills as the route to decode words
* Respond speedily with the correct sound to graphemes for all 40+ phonemes
* Read accurately by blending sounds in unfamiliar words containing taught graphemes / phonemes
* Read common exception words
* Read words containing taught graphemes / phonemes and –s, -es, -ing, -ed, -er and –est endings
* Read other words of more than one syllable that contain taught graphemes / phonemes
* Read words with contractions and understand the apostrophe represents the omitted letter
* Read books aloud that are consistent with their developing phonic knowledge
* Reread these books to build up their fluency and confidence in word reading

**Reading - comprehension*** Develop pleasure in reading, motivation to read, vocabulary and understanding by listening to a range of poems, stories and non-fiction; being encouraged to link what they read or hear to their own experiences; becoming very familiar with key stories, fairy stories and traditional tales; recognising and joining in with predictable phrases; learning to appreciate and recite rhymes and poems; discussing word meanings.
* Understand both the books they can already read accurately and fluently and those they listen to by drawing on prior knowledge and vocabulary; checking the text makes sense and self-correcting; discussing the significance of the title and events; making inferences on the basis of what is said and done; predicting what might happen on the basis of what has been read so far.
* Participate in discussion about what is read to them, taking turns and listening to what others say
* Explain clearly their understanding of what is read to them
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| **Year 1** |
| **Decoding** | **Fluency** | **Comprehension** **1b – retrieve****1c – sequence** | **Comprehension** **1a – define words in context**  |
| Can they blend sounds in unfamiliar words containing taught graphemes?Can they read all 40+ graphemes?Can they read words of more than one syllable containing taught graphemes? | * Can they read the Y1 common exception words?
* Can they check that a text makes sense as they read, self-correcting?
* Do they stop when there is a full stop in a sentence?
* Can they read words ending in suffixes –s, -es, -ing, -ed, -er, est?
* Can they read words with contractions?
 | * Can they answer questions by finding information in the text?
* Can they retell the main points of a story in the correct order?
 | * Can they use context to try and work out the meaning of an unfamiliar word?
 |
| **Comprehension****1d - infer 1e - predict** | **Knowledge of texts** | **Poetry and Performance** | **Non-fiction** |
| * Can they use clues in the text to say whether a character is good or bad / kind or mean?
* Can they make simple predictions about what a character might do?f
* Can they join in with predictable phrases during storytime?
 | * Can they talk about their favourite book?
* Can they use story language correctly (title, beginning, ending, author)?
* Do they ask questions about a book they are reading?
* Can they talk about fairy tales / traditional tales?
 | * Can they say how they feel about a poem?
* Can they recite a poem?
 | * Can they talk about the differences between fiction and non-fiction?
* Can they talk about the way information texts are organised to help the reader?
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| **Year 2 Reading National Curriculum** |
| ***Before beginning the Year 2 programme of study, pupils should be able to read all common graphemes, unfamiliar words containing these graphemes. They should be able to read the Year 1 common exception words. They should be able to retell some familiar stories that have been read to them.*** **Word reading:*** continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
* read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
* read accurately words of two or more syllables that contain the same graphemes as above
* read words containing common suffixes
* read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
* read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
* read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
* reread these books to build up their fluency and confidence in word reading

**Reading - comprehension*** develop pleasure in reading, motivation to read, vocabulary and understanding by listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently; discussing the sequence of events in books and how items of information are related; becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales; being introduced to non-fiction books that are structured in different ways; recognising simple recurring literary language in stories and poetry; discussing and clarifying the meanings of words, linking new meanings to known vocabulary; discussing their favourite words and phrases; continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
* 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; checking that the text makes sense to them as they read, and correcting inaccurate reading; making inferences on the basis of what is being said and done; answering and asking questions; predicting what might happen on the basis of what has been read so far
* participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say
* explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves
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| **Year 2**  |
| **Decoding** | **Fluency** | **Comprehension** **1b – Retrieve****1c - Sequence** | **Comprehension** **1a - Define**  |
| * **Can they read accurately most words of two or more syllables?**
* **Can they sound out most unfamiliar words accurately?**

 | * **Can they read most words containing common suffixes?**
* Can they pay attention to punctuation when reading?
* **Can they check it makes sense to them, correcting any inaccurate reading?**
* **Can they read common exception words?**
* **Can they read most words accurately and sufficiently fluently?**
 | * Can they identify the main events in a fiction text?
* **Can they answer questions?**
* Can they discuss what they like or dislike about a character?
* **Can they explain what has happened so far in what they have read?**
 | * Can they discuss their favourite words and phrases?
* Can they use the context of the text to suggest what an unfamiliar word means?
 |
| **Comprehension** **1d – Infer****1e - Predict** | **Knowledge of texts** | **Poetry and Performance** | **Non-fiction** |
| * **Can they make a plausible prediction about what might happen on the basis of what they have read?**
* Can I use clues from the text to talk about a character’s thoughts and feelings?
* **Can they answer questions and make some inferences?**
* **Can they make inferences**
 | * Can they compare what happens in a story to events in their own life?
* Can they compare one story with another story identifying similarities and differences?
* Can they ask questions about a text to show their understanding?
* **Can they make links between the book they are reading and other books they have read?**
 | * Can they discuss and express their views about the poems they have read?
* Can they recite a poem they have learnt?
* Can they read a poem with intonation?
 | * Can they identify and discuss the key points in a non-fiction text?
* Can they discuss the way information texts are organised to help the reader?
* Can they use alphabetical order to find information?
 |
| Expected standard for end of KS1.Greater depth standard for end of KS1. |

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| **Year 3 & 4 Reading National Curriculum** |
| ***Before beginning the Year 3 programme of study, pupils should be able to read accurately age appropriate texts, decoding unfamiliar words. They should be able to read the Year 2 common exception words (Year 3 common exception words at the beginning of Year 4).*****Word reading:*** apply their 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.
* read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

**Reading - comprehension**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
* reading books that are structured in different ways and reading for a range of purposes
* using dictionaries to check the meaning of words that they have read
* increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
* identifying themes and conventions in a wide range of books
* preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
* discussing words and phrases that capture the reader’s interest and imagination
* recognising some different forms of poetry [for example, free verse, narrative poetry]

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
* asking questions to improve their understanding of a text
* drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence
* predicting what might happen from details stated and implied
* identifying main ideas drawn from more than one paragraph and summarising these
* identifying how language, structure, and presentation contribute to meaning

Retrieve and record information from non-fictionParticipate 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. |

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| **Year 3** |
| **Decoding** | **Fluency** | **Comprehension****2b Retrieve****2c Summarise** | **Comprehension****2a Define****2g Explore** |
| * Can they decode new words that are unfamiliar?
* Can they use their knowledge of phonics and spelling patterns (including prefixes and suffixes) to read new words?
* Can they read longer words with some support?
 | * Can they read the Year 3 exception words?
* Can they pay attention to punctuation when reading and respond to it appropriately?
* Can they read fluently (90-100 words per minute)?
* Can they check that a text makes sense and spot when they need to self-correct?
 | * Can they summarise the main ideas in one paragraph?
* Can they retell a story clearly and with appropriate detail?
* Can they scan the text for the appropriate information?
 | * Can they explain the meaning of words by using the rest of the sentence to help them?
* Can they discuss words and phrases which capture the reader’s interest?
* Can they use dictionaries to check the meaning of words they have read?
 |
| **Comprehension****2d Infer****2e Predict** | **Comprehension****2f Relate****2h Comparisons** | **Poetry and Performance** | **Non-fiction** |
| * Can they make reference to the text when answering questions?
* Can they discuss the actions of a character and justify their views using evidence from the text?
* Can they make predictions about what might happen to different characters?
 | * Can they identify similar themes that occur in a range of books?
* Can they ask questions about a text to show their understanding?
* Can they make comparisons between books (characters, layouts, settings, themes)?
 | * Can they discuss a range of poetry and playscripts?
* Can they read aloud / perform poems and playscripts?
* Have they experienced different forms of poetry?
 | * Can they explain how the way a text is set out helps the reader to understand it?
* Can they retrieve and record information from a non-fiction text?
* Can they identify the features of different text types?
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| **Year 4** |
| **Decoding** | **Fluency** | **Comprehension****2b Retrieve****2c Summarise** | **Comprehension****2a Define****2g Explore** |
| * Can they read a growing range of irregular words?
* Can they use their knowledge of phonics and spelling patterns (including prefixes and suffixes) to read new words?
 | * Can they read the Year 4 exception words?
* Can they read independently using a range of strategies?
* Can they read fluently, paying attention to punctuation?
* Can they check that a text makes sense and spot when they need to self-correct?
 | * Can they summarise the main ideas in one paragraph?
* Can they quote evidence from the text when answering a question?
* Can they retell stories they have read orally?
* Can they retrieve and record information from non-fiction?
 | * Can they identify the language used to create mood and build tension?
* Can they use dictionaries to check the meaning of words that they have read?
* Can they explain the meaning of words in context?
 |
| **Comprehension****2d Infer****2e Predict** | **Comprehension****2f Relate****2h Comparisons** | **Poetry and Performance** | **Non-fiction** |
| * Can they identify how characters feel at different points in the story, using the text to justify their ideas?
* Can they identify reasons for actions and events, using the text to justify their ideas?
* Can they quote evidence from the texts when giving their opinion about a character or event?
* Can they make predictions based on what they have read?
 | * Can they explain how the structure of a text helps the reader understand it better?
* Can they recognise and describe the main differences between fiction and non-fiction texts?
* Can they describe the author’s viewpoints using sentence stems (the author feels, the author thinks…)?
* Can they suggest why an author chose to start a new paragraph?
* Can they identify themes in a wide range of books?
 | * Can they discuss a range of poetry and playscripts?
* Can they read aloud / perform poems and playscripts?
* Have they experienced different forms of poetry?
 | * Can they ask questions about a non-fiction text to show their understanding?
* Can they use the features of a non-fiction text to locate information?
* Can they retrieve and record information from non-fiction?
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| **Year 5 & 6 Reading National Curriculum** |
| ***Before beginning the Year 5 programme of study, pupils should be able to read aloud a wide range of poetry and books with accuracy and fluency. They should be able to work out how to pronounce unfamiliar words. They should be able to use the appropriate intonation to show understanding and summarise a familiar story in their own words. They should be able to infer the meanings of unfamiliar words.*** **Word reading:*** apply their 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.

**Reading - comprehension**Maintain positive attitudes to reading and understanding of what they read by:* continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
* reading books that are structured in different ways and reading for a range of purposes
* increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
* recommending books that they have read to their peers, giving reasons for their choices
* identifying and discussing themes and conventions in and across a wide range of writing
* making comparisons within and across books
* learning a wider range of poetry by heart
* preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience

Understand what they read by:* checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
* asking questions to improve their understanding
* drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence
* predicting what might happen from details stated and implied
* summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
* identifying how language, structure and presentation contribute to meaning

Discuss and evaluate how authors use language, including figurative language, considering the impact on the readerDistinguish between statements of fact and opinionRetrieve, record and present information from non-fictionParticipate in discussions about both books that are read to them and those they can read for themselves, building on their own and others’ ideas and challenging views courteouslyExplain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessaryProvide reasoned justifications for their views |

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| **Year 5** |
| **Decoding** | **Fluency** | **Comprehension****2b Retrieve****2c Summarise** | **Comprehension****2a Define****2g Explore** |
| * Can they apply the word knowledge I have learnt in my reading?
 | * Can they read fluently, paying attention to punctuation?
 | * Can they skim a text to locate key information quickly?
* Can they summarise the main ideas drawn from more than one paragraph?
 | * Can they comment on the effect an author’s language choices have on a reader, give examples from the text?
* Can they explore the meaning of words in context?
 |
| **Comprehension****2d Infer****2e Predict** | **Comprehension****2f Relate****2h Comparisons** | **Poetry and Performance** | **Non-fiction** |
| * Can they justify their predictions be referring to the text?
* Can they text mark to identify points in the text, which support their point of view?
* Can they use inference skills to work out what is happening to characters and in events?
* Can they say whether a character’s actions are justified using the text to support them?
* Can they identify and comments on the points of view of characters in fiction?
 | * Can they explain the difference between fact and opinion and find examples?
* Can they identify an author’s main purpose for writing both fiction and non-fiction (to inform, entertain, persuade etc)?
* Can they compare the experiences of a character with their own?
* Can they complete a book review explaining why they would recommend a book to their peers?
* Can they explain how language, structure and presentation contribute to the meaning of the text?
 | * Can they talk about a wide range of poetry and play scripts that they have read?
* Can they recite a wide range of poetry?
* Can they read poems and play scripts aloud, showing their understanding through intonation, tone and volume?
 | * Can they use the features of non-fiction texts to locate information quickly?
* Can they ask questions about a non-fiction text to show their understanding?
* Can they retrieve, record and present information that they have read?
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| **Year 6** |
| **Decoding** | **Fluency** | **Comprehension****2b Retrieve****2c Summarise** | **Comprehension****2a Define****2g Explore** |
| * Can they apply the word knowledge I have learnt in my reading?
 | * Can they read fluently, paying attention to punctuation?
 | * Can they skim a text to locate key information quickly?
* Can they summarise the main ideas drawn from more than one paragraph?
* Can they retell events in a story from a different point of view?
 | * Can they discuss the impact figurative language makes on a reader?
* Can they explore the meaning of words in context?
 |
| **Comprehension****2d Infer****2e Predict** | **Comprehension****2f Relate****2h Comparisons** | **Poetry and Performance** | **Non-fiction** |
| * Can they make inferences about character’s feelings, thoughts and motives from their actions and justify these with evidence from the text?
* Can they predict what might happen next in a story, using clues in the text?
* Can they identify different types of characters?
 | * Can they explain the difference between fact and opinion and find examples?
* Can they identify the style of an individual author by providing examples across more than one text?
* Can they complete a book review explaining why they would recommend a book to their peers?
* Can they explain how language, structure and presentation contribute to the meaning of the text?
* Can they identify and explain themes dealing with social needs?
 | * Can they talk about a wide range of poetry and play scripts that they have read?
* Can they recite a wide range of poetry?
* Can they read poems and play scripts aloud, showing their understanding through intonation, tone and volume?
* Can they take part in debates about characters, events and settings?
 | * Can they use the features of non-fiction texts to locate information quickly?
* Can they ask questions about a non-fiction text to show their understanding?
* Can they retrieve, record and present information that they have read?
 |