

Year 1 COMPREHENSION SKILLS	STEP 1	STEP 2	STEP 3
<p>1A To be able to draw on knowledge of vocabulary to understand texts.</p>	<ul style="list-style-type: none"> Discuss key vocabulary, linking meanings of new words to those already known e.g. cool has a similar meaning to cold 	<ul style="list-style-type: none"> Discuss key vocabulary, linking meanings of new words to those already known e.g. load means to put things on a train so unload means... 	<ul style="list-style-type: none"> Discuss key vocabulary, linking meanings of new words to those already known e.g. furious means the same as very angry
<p>1B To identify and explain key aspects of fiction and non-fiction, such as characters, events, titles and information.</p>	<ul style="list-style-type: none"> Demonstrate understanding of texts by answering questions related to Who? What? Where? And When? Identify the main characters in stories Give simple opinions about books stories and poems Recall information from non-fiction texts e.g. <i>by saying something that they found out</i> 	<ul style="list-style-type: none"> Demonstrate understanding of texts by answering questions related to Who? What? Where? When? Why? And How? Identify and describe main characters in stories using simple words and phrases Give opinions, and when prompted give simple reasons. Locate parts of the text by naming or labelling e.g. <i>titles, contents page and labelled diagrams</i> Recall specific information from non-fiction texts e.g. <i>by saying something that they found out</i> 	<ul style="list-style-type: none"> Demonstrate understanding of fiction and non-fiction texts by asking and answering questions related to Who? What? Where? When? Why? And How? Identify, describe and discuss main characters in stories Give opinions and support with reasons e.g. <i>I like the Little Red Hen because...</i> Locate parts of the text that give particular information (titles, content page and labelled diagram) e.g. <i>Which part of the book will help me find information on...? Use parts of a text to find specific information e.g. titles, contents page and labelled diagram.</i>
<p>1C Identify and explain the sequence of events.</p>	<ul style="list-style-type: none"> Orally re-tell familiar stories e.g. fairy stories and traditional tales using props and pictures 	<ul style="list-style-type: none"> Orally re-tell familiar stories e.g. fairy stories and traditional tales Identify and discuss main events in the story and begin to sequence using prompts e.g. pictures, objects or questions 	<ul style="list-style-type: none"> Identify, discuss and sequence main events in stories using prompts e.g. pictures, objects or questions
<p>1D Make inferences from the text.</p>	<ul style="list-style-type: none"> When prompted through questioning, relate texts to own experiences e.g. 'Have you ever been to the beach?' 	<ul style="list-style-type: none"> Relate texts to own experiences by drawing on background knowledge Answer 'why' questions requiring basic inference on what is said and done e.g. <i>Why do you think he said...? Why do you think he did that? I think he did that because...</i> 	<ul style="list-style-type: none"> Answer 'why' questions requiring basic inference on what is said and done e.g. <i>Why do you think he said...? Why do you think he did that? I think he did that because...</i>
<p>1E Predict what might happen on the basis of what has been read so far.</p>	<ul style="list-style-type: none"> Make simple predictions based on what has been read so far. 	<ul style="list-style-type: none"> Discuss the title and predict what the story might be about 	<ul style="list-style-type: none"> Make predictions based on the title and what has been read so far and begin to give reasons when asked e.g. <i>I think.... because...</i>

Year 1	STEP 1	STEP 2	STEP 3
<p>Word Reading</p>	<ul style="list-style-type: none"> Read aloud accurately books that are consistent with their developing phonic knowledge 	<ul style="list-style-type: none"> Read aloud accurately books that are consistent with their developing phonic knowledge 	<ul style="list-style-type: none"> Read aloud accurately books that are consistent with their developing phonic knowledge
	<ul style="list-style-type: none"> Develop fluency, accuracy and confidence whilst re-reading familiar texts. 	<ul style="list-style-type: none"> Develop fluency and confidence whilst re-reading familiar texts. 	<ul style="list-style-type: none"> Develop fluency and confidence whilst re-reading familiar texts.
	<ul style="list-style-type: none"> Apply phonic knowledge and skills as the route to decode words. 	<ul style="list-style-type: none"> Apply phonic knowledge and skills as the route to decode words 	<ul style="list-style-type: none"> Apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.
	<ul style="list-style-type: none"> Read some Y1 common exception words, noting tricky parts 	<ul style="list-style-type: none"> Read a growing number of Y1 common exception words, noting tricky parts 	<ul style="list-style-type: none"> Read all of the Y1 common exception words, noting tricky parts
	<ul style="list-style-type: none"> Read words with common inflections 	<ul style="list-style-type: none"> Read words with common inflections 	<ul style="list-style-type: none"> Read words with common inflections
	<ul style="list-style-type: none"> Respond with the correct sound to graphemes for the 45 phonemes (Little Wandle SSP) 	<ul style="list-style-type: none"> Respond speedily with the correct sound to graphemes for the 45 phonemes (Little Wandle SSP) 	<ul style="list-style-type: none"> Respond speedily with the correct sound to graphemes for the 45 phonemes (Little Wandle SSP)
	<ul style="list-style-type: none"> Recognise and use the different ways of pronouncing the same grapheme 	<ul style="list-style-type: none"> Recognise and use the different ways of pronouncing the same grapheme 	<ul style="list-style-type: none"> Recognise and use the different ways of pronouncing the same grapheme
	<ul style="list-style-type: none"> Read accurately by blending sounds in unfamiliar words 	<ul style="list-style-type: none"> Read accurately by blending sounds in unfamiliar words 	<ul style="list-style-type: none"> Tackle unfamiliar words by blending long vowel phonemes, recognising and using them in longer and more complex words.
	<ul style="list-style-type: none"> Chunk 2 syllable words into the separate syllables to support blending for reading e.g. <i>jumping, pocket, longer, boxes</i> 	<ul style="list-style-type: none"> Chunk 2 syllable words, including compound words, into the separate syllables to support blending for reading e.g. <i>picnic, sticker, dinner, haircut, something etc.</i> 	<ul style="list-style-type: none"> Chunk 2 and 3 syllable words, into the separate syllables to support blending for reading e.g. <i>farmyard, playground, September, Saturday, animal</i>

		<ul style="list-style-type: none"> • Read more challenging texts using phonics and common exception word recognition 	<ul style="list-style-type: none"> • Read more challenging texts using phonics and common exception word recognition
	<ul style="list-style-type: none"> • Recognise when a text does not make sense when reading 	<ul style="list-style-type: none"> • Check that texts make sense while reading and, with prompting can correct 	<ul style="list-style-type: none"> • Check that texts make sense while reading and self-corrects
<p>Developing pleasure in reading & text discussion</p>	<ul style="list-style-type: none"> • Enjoy and recite simple rhymes and poems 	<ul style="list-style-type: none"> • Enjoy and recite simple rhymes and poems including traditional verse 	<ul style="list-style-type: none"> • Enjoy and recite simple rhymes and poems and express preferences.
	<ul style="list-style-type: none"> • Recognise and join in with language patterns and repetition during class story times. 	<ul style="list-style-type: none"> • Recognise and join in with language patterns and repetition in stories 	<ul style="list-style-type: none"> • Use patterns and repetition to orally re-tell familiar stories in a range of contexts e.g. role play & story telling
	<ul style="list-style-type: none"> • Make personal reading choices e.g. from the class library 	<ul style="list-style-type: none"> • Make personal reading choices and give simple reasons for their selection 	<ul style="list-style-type: none"> • Make personal reading choices and give more detailed reasons for their choices.
	<ul style="list-style-type: none"> • In discussions about stories listen to what others have to say. 	<ul style="list-style-type: none"> • In discussions about stories listen to what others have to say and take turns to speak directed by the teacher. 	<ul style="list-style-type: none"> • In discussions about stories listen to what others have to say and take turns to speak.

Year 2	STEP 1	STEP 2	STEP 3
<p>Word Reading</p>	<ul style="list-style-type: none"> Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately. 	<ul style="list-style-type: none"> Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately and automatically. 	<ul style="list-style-type: none"> Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.
	<ul style="list-style-type: none"> Re-read books to build up fluency and confidence in word reading. 	<ul style="list-style-type: none"> Re-read books to build up fluency and confidence in word reading. 	<ul style="list-style-type: none"> Re-read books to build up fluency and confidence in word reading.
	<ul style="list-style-type: none"> Read frequently encountered words, including high frequency words linked to phonic phase, quickly and accurately without overt sounding and blending. 	<ul style="list-style-type: none"> Read frequently encountered words, including high frequency words linked to phonic phase, quickly and accurately without overt sounding and blending. 	<ul style="list-style-type: none"> Read frequently encountered words, including high frequency words linked to phonic phase, quickly and accurately without overt sounding and blending.
	<ul style="list-style-type: none"> Read accurately by blending the sounds in words, especially recognising alternative sounds for graphemes 	<ul style="list-style-type: none"> Read accurately by blending the sounds in words, especially recognising alternative sounds for graphemes. 	
		<ul style="list-style-type: none"> Read accurately words of 2 or more syllables that contain alternative sounds for a grapheme 	<ul style="list-style-type: none"> Read accurately and automatically words of 2 or more syllables that contain alternative sounds for a grapheme
	<ul style="list-style-type: none"> Read words containing common suffixes 	<ul style="list-style-type: none"> Read words containing common suffixes 	<ul style="list-style-type: none"> Read words containing common suffixes
	<ul style="list-style-type: none"> Read further common exception words, noting tricky parts (see year 2 word list) 	<ul style="list-style-type: none"> Read a wider range of common exception words, noting tricky parts(see Year 2 list) 	<ul style="list-style-type: none"> Read a wider range of common exception words, noting tricky parts(see Year 2 list)
	<ul style="list-style-type: none"> Take a note of punctuation when reading e.g. <i>pausing at full stops</i> 	<ul style="list-style-type: none"> Take a note of punctuation when reading e.g. <i>pausing at commas which separate items in a list</i> 	<ul style="list-style-type: none"> Take a note of punctuation by using tone and intonation when reading aloud e.g. <i>pausing at full stops, changing voice in response to an exclamation mark and question mark</i>
	<ul style="list-style-type: none"> Recognise when a text does not make sense when reading 	<ul style="list-style-type: none"> Check that texts make sense while reading and, with prompting can correct 	<ul style="list-style-type: none"> Check that texts make sense while reading and self-corrects
<p>Developing pleasure in reading & text discussion</p>	<ul style="list-style-type: none"> Learn and recite a poem. 	<ul style="list-style-type: none"> Learn and recite a range of poems. 	<ul style="list-style-type: none"> Learn and recite a range of poems using appropriate intonation.
	<ul style="list-style-type: none"> Recognise the use of repetitive language within a simple story. 	<ul style="list-style-type: none"> Recognise the use of repetitive language within a poem. 	<ul style="list-style-type: none"> Recognise the use of repetitive language within a text or poem.
	<ul style="list-style-type: none"> Make personal reading choices and make recommendations to others. 	<ul style="list-style-type: none"> Begin to develop and talk about personal reading preferences for particular authors or types of books 	<ul style="list-style-type: none"> Demonstrate enthusiasm for particular authors and types of book, choosing to read these for pleasure
	<ul style="list-style-type: none"> Make contribution to discussions about texts in different group situations e.g. <i>pairs, guided group</i> Listen to contributions from others and give simple responses e.g. <i>I agree because...</i> 	<ul style="list-style-type: none"> Make thoughtful contributions to discussions about texts in different group situations e.g. <i>pairs, guided group, whole class</i> In discussing books, consider other points of view put forward by the and /or peers 	<ul style="list-style-type: none"> Make extended contributions to discussions about a range of text types e.g. poetry, stories & non-fiction. Join in with group discussion linked to reading, considering and responding to contributions from others

Year 2 Comprehension	STEP 1	STEP 2	STEP 3
<p>1A To be able to draw on knowledge of vocabulary to understand texts.</p>	<ul style="list-style-type: none"> Through discussion choose favourite words and phrases from the text Identify unfamiliar words within the context of the text and discuss meanings as a group 	<ul style="list-style-type: none"> Identify and discuss favourite words and phrases from the text Identify and discuss words within the context of the text, linking new meanings to known vocabulary e.g. <i>a toad is similar to a frog</i> 	<ul style="list-style-type: none"> Identify, discuss and collect favourite words and phrases from the text e.g. <i>make a list of words according to word class e.g. nouns, verbs, adjectives or adverbs</i> Identify and discuss words within the context of the text linking meaning using morphology to work out meaning e.g. <i>fierce, ferocious, terror, terrorised</i>
<p>1B To identify and explain key aspects of fiction and non-fiction, such as characters, events, titles and information.</p>	<ul style="list-style-type: none"> Demonstrate understanding of fiction and non-fiction texts by orally asking and answering <i>who? What? Where? When? Why? How? Questions</i> Develop and demonstrate their understanding of characters through role play and drama. Discuss their understanding of a text and give opinions e.g. <i>about characters - I wouldn't want to live next door to those noisy pirates</i> Use parts of a text to find specific information e.g. <i>titles, contents page and labelled diagrams</i> 	<ul style="list-style-type: none"> Demonstrate understanding of fiction and non-fiction texts by asking and answering orally and in writing <i>Who? What? Where? When? Why? How? Questions</i> Develop and demonstrate their understanding of characters through role play and drama. Discuss their understanding of a text and give opinions e.g. <i>I wouldn't want to be friends withbecause he is unkind.</i> Suggest how titles relate to events in the whole story e.g. <i>The Runaway train; Not Now Bernard!</i> Identify how specific information is organised within a non-fiction text e.g. <i>sub-headings, contents, bullet points, glossaries and diagrams</i> Locate information from a non-fiction text using the contents page, index, labelled diagrams and charts. 	<ul style="list-style-type: none"> Demonstrate understanding of fiction and non-fiction texts by asking and answering orally and in writing <i>Who? What? Where? When? Why? How? questions</i> Develop and demonstrate their understanding of characters through role play and drama drawing on language from text. Explain and discuss their understanding, giving opinions and begin to support with reasons e.g. <i>Hansel was clever when he put stones in his pocket because...</i> Locate specific information in order to answer questions from a selection of non-fiction texts e.g. <i>Where do bumblebees live?</i>
<p>1C Identify and explain the sequence of events.</p>	<ul style="list-style-type: none"> Re-tell a wider range of stories, fairy stories and traditional tales Sequence main events in stories using prompts e.g. <i>pictures, objects or questions</i> 	<ul style="list-style-type: none"> Re-tell a wider range of stories, fairy stories and traditional tales Discuss and sequence the main events in stories and begin to understand how items of information are related 	<ul style="list-style-type: none"> Discuss the main events in stories and sequence using language such as <i>First of all.. Moments later....After a while....Finally and understand how items of information are related</i>
<p>1D Make inferences from the text</p>	<ul style="list-style-type: none"> When reading or listening to stories, draw on background knowledge to make sense of the text. Draw inferences about characters from the text based on what is said and done e.g. <i>What it is the character thinking, saying and feeling? I think he is feeling.... because...</i> 	<ul style="list-style-type: none"> When reading or listening to stories, draw on what they already know or on background information & vocabulary provided by the teacher. Draw inferences about characters from the text based on what is said and done e.g. <i>What it is the character thinking, saying and feeling? I think he is feeling... because</i> 	<ul style="list-style-type: none"> When reading or listening to stories independently draw on what they already know or on background information & vocabulary provided by the teacher. Draw inferences about characters and events from the text beginning to refer to specific evidence e.g. <i>Why do you think that happened? How do you think the problem will be resolved? What do you think the character is feeling when....? What makes you think this</i>

<p>1E Predict what might happen on the basis of what has been read so far.</p>	<ul style="list-style-type: none">• Make predictions based on what has been read so far.	<ul style="list-style-type: none">• Make predictions based on what has been read so far and give reasons e.g. I think.... because...	<ul style="list-style-type: none">• Make predictions based on what has been read so far and give reasons e.g. I think.... because...and change predictions in light of new information
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Year 3 Key Knowledge & skills Content Domain	STEP 1	STEP 2	STEP 3
<p>2A To be able to show an understanding of vocabulary in context</p>	<ul style="list-style-type: none"> Identify unfamiliar words and discuss their meanings Identify how adverbs and verbs (used for dialogue) tell us how a character is feeling e.g. quickly grabbed or shouted. 	<ul style="list-style-type: none"> Work out the meaning of unfamiliar words by using the context. Identify and discuss favourite words and phrases that capture the reader's interest imagination. Begin to give reasons for their choice Use dictionaries (first 2 letters) to check the meaning of words read & identify the <i>appropriate</i> definition in relation to the context of the text. 	<ul style="list-style-type: none"> Explain the meaning of unfamiliar words by using the context. Identify words which have similar meanings e.g. which word in the text means the same as furious? Use dictionaries (first 2 letters) to check the meaning of words read & identify the <i>appropriate</i> definition in relation to the context of the text.
<p>2B To be able to retrieve and record information from non-fiction, fiction and poetry.</p> <p>Provide explanations for key information and events and for characters' actions and motivations.</p>	<ul style="list-style-type: none"> Use a title, cover and blurb to determine whether a book will provide relevant information for research. Use contents and index to retrieve information quickly. Discuss characters on the basis of what is said and done making note of how verbs and adverbs support their judgement. 	<ul style="list-style-type: none"> Use the title and contents page to appraise whether a book will provide relevant information for research Use contents, index, headings, sub-headings and page numbers to find information Identify and describe the main characters by retrieving information directly from the text. 	<ul style="list-style-type: none"> Quickly appraise a text to evaluate usefulness Use knowledge of the alphabet to locate books and support research Identify how characters are presented in different ways by referring to the text <i>e.g. through dialogue, by how they react to events and situations</i>
<p>2C To be able to identify main ideas drawn from more than one paragraph and summarise these.</p>	<ul style="list-style-type: none"> Through discussion identify the main point and summarise orally the content of a small passage of text independently. Record information from non-fiction texts completing charts using key words, phrases or sentences. 	<ul style="list-style-type: none"> Summarise key points in response to questions <i>e.g. Why did the main character decide to leave? The main character decided to leave because...</i> Record information from non-fiction texts by making simple notes <i>e.g. jotting down key words and phrases</i> 	<ul style="list-style-type: none"> Identify main ideas drawn from more than one paragraph and summarise these. Record information from non-fiction texts by making <i>notes e.g. key word, phrases or sentences</i> and making simple formats to capture information <i>e.g. 'for' and 'against' columns or a flow chart</i>
<p>2D To be able to draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence.</p>	<ul style="list-style-type: none"> Ask their own questions about a text to improve understanding <i>e.g. What did he do...? What did he think when...?</i> Draw inferences around characters' actions <i>e.g. Why is Horrid Henry unkind to his brother? e.g. I think Horrid Henry is unkind because... Why did the Hare challenge the tortoise to a race?</i> Respond to a statement using true or false; give simple reasons drawing on the text <i>e.g. The snow Queen is an evil character- true or false?</i> 	<ul style="list-style-type: none"> Ask informed questions to demonstrate understanding, <i>e.g. I wonder if this is like..., perhaps if he did that because...</i> (linking to own experiences) Use a range of clues from a text to offer and discuss inferences about a characters' thoughts, feelings or reasons for action Provide evidence to support a statement provided by the teacher <i>e.g. The Iron Man is a mysterious character. What evidence is there to support this point?</i> 	<ul style="list-style-type: none"> Ask informed questions to demonstrate understanding, <i>e.g. I wonder if this is like..., perhaps if he did that because...</i> (linking to own experiences) Justify views using evidence from the text (Point + evidence) <i>e.g. How would you describe the Iron Man? Give a reason for your answer e.g. I think the Iron Man is mysterious because...</i>

<p>2E To be able to make developed predictions that are securely rooted in the text</p>	<ul style="list-style-type: none"> Make simple predictions based on details stated using experience of reading similar books. 	<ul style="list-style-type: none"> Make predictions with evidence based on details stated in the text. e.g. I think that ... might happen because.... 	<ul style="list-style-type: none"> Justify predictions by referring to details stated in the text and using knowledge of wider reading e.g. I think ...will happen next because...
<p>2F - Fiction To be able to identify/explain how the sequence of events in narrative fiction is related and contributes to meaning as a whole</p>	<ul style="list-style-type: none"> Identify the main events from a story in sequence by saying what happened at each stage e.g. first of all..., later on..., after that..., eventually..., finally...,etc 	<ul style="list-style-type: none"> Identify and record the main events of a story in sequence e.g. story map, storyboard. Use to re-tell Understand that chapters can signal episodes in stories 	<ul style="list-style-type: none"> Sequence the main events in stories, orally and in note/picture form. Discuss each main event, sharing opinions.
<p>2F- Non-fiction To be able to identify/explain the purpose of sections of a text, how they are related and the meaning of the text as a whole</p>	<ul style="list-style-type: none"> Discuss and recognise the purpose of paragraphs in non-fiction texts e.g. <i>non-chronological reports, biographies, persuasive letters</i> Identify how specific information is organised within a non-fiction text e.g. <i>subheadings, bullet points, glossaries and diagrams</i> 	<ul style="list-style-type: none"> Discuss and recognise the purpose of paragraphs and identify the key idea of each paragraph Identify a wide range of organisational features within a non-fiction text e.g. <i>text boxes, contents, bullet points, glossaries and diagrams and explain why these are used</i> 	<ul style="list-style-type: none"> Recognise the purpose of paragraphs and identify the key idea of each paragraph e.g. <i>labelling sub-headings in explanation and information texts</i> Evaluate how specific information is organised within a non-fiction text e.g. <i>text boxes, contents, bullet points, glossaries and diagrams</i>
<p>2G To be able to explain how meaning is enhanced through the choice of words and phrases</p>	<ul style="list-style-type: none"> Discuss how settings are created using specific vocabulary (word/phrase/sentence) that creates imagery e.g. why do you think the word glassy has been used to describe the frozen pond? 	<ul style="list-style-type: none"> Identify and describe how settings are created using specific vocabulary (word/phrase/sentence) that creates imagery. Use I think... because e.g. <i>I think the word glassy has been used to describe the frozen pond because glass is hard and see through</i> 	<ul style="list-style-type: none"> Identify and describe how settings are created using specific vocabulary (word/phrase/sentence) that creates imagery. Use I think... because e.g. <i>I think the word glassy has been used to describe the frozen pond because glass is hard and see through</i> Identify how language is used precisely e.g. use of technical vocabulary in non-fiction texts
<p>2H To make comparisons within and across texts</p>	<ul style="list-style-type: none"> Make simple connections between books by the same author. Express preferences between texts. Identify and discuss conventions of fables e.g. <i>animals which behave like humans, morals, a lesson learnt, one or two characters only</i> 	<ul style="list-style-type: none"> Draw on previous experience of authors and types of books to inform choices. Express reasoned preferences between texts e.g. <i>I prefer this version of the story because....</i> Discuss conventions of fairy tales or folk tales introduced by the teacher e.g. <i>magical sentence, a wish, a spell etc.</i> Discuss themes in fairy tales and folk tales e.g. good over evil, weak and strong, wise and foolish, rich and poor 	<ul style="list-style-type: none"> Express reasoned preferences between texts including different forms of poetry. Compare how different texts/sources treat the same information. Identify and discuss conventions e.g. <i>numbers 3 and 7 in fairy tales, magical sentence repeated several times</i> Identify and discuss themes in fairy tales and folk tales

Year 3	STEP 1	STEP 2	STEP 3
<p>Word Reading (To support the development of vocabulary)</p>	<ul style="list-style-type: none"> Use knowledge of root words to understand meanings of words e.g. <i>forget, forgetting; begin, beginner etc.</i> 	<ul style="list-style-type: none"> Use knowledge of root words to understand meanings of words e.g. <i>limit, limiting, limited, limitation.</i> 	<ul style="list-style-type: none"> Use knowledge of root words to understand meanings of words e.g. <i>base, basic, basically; drama, dramatic, dramatically</i>
	<ul style="list-style-type: none"> Use prefixes to understand meanings e.g. <i>un-, -dis, mis (meaning not)</i> 	<ul style="list-style-type: none"> Use prefixes to understand meanings e.g. <i>re-, pre-</i> 	<ul style="list-style-type: none"> Use prefixes to understand meanings e.g. <i>in-, im-</i>
	<ul style="list-style-type: none"> Use suffixes to understand word meanings e.g. <i>-ly (meaning 'in this way') : sadly, finally, completely</i> 	<ul style="list-style-type: none"> Use suffixes to understand word meanings e.g. <i>-ly (meaning 'in this way') : energetically, frantically etc.</i> 	<ul style="list-style-type: none"> Use suffixes to understand word meanings e.g. <i>-ous (meaning 'full of') : mountainous, humorous, poisonous etc.</i>
	<ul style="list-style-type: none"> Read and understand selected words from the Year 3 word list, noting tricky parts. 	<ul style="list-style-type: none"> Read and understand selected words from the Year 3 word list, noting tricky parts. 	<ul style="list-style-type: none"> Read and understand selected words from the Year 3 word list, noting tricky parts.
	<ul style="list-style-type: none"> Take note of punctuation when reading aloud e.g. <i>pausing at full stops, changing voice in response to an exclamation mark</i> Use expression when reading aloud 	<ul style="list-style-type: none"> Take note of punctuation when reading aloud e.g. <i>changing voice in response to inverted commas</i> Use appropriate intonation and expression when reading aloud. 	<ul style="list-style-type: none"> Take note of punctuation when reading aloud e.g. <i>pausing at full stops, commas in lists and to demarcate clauses, changing voice in response to an exclamation mark</i> Use appropriate intonation, tone and volume when reading aloud
<p>Developing pleasure in reading & text discussion</p>	<ul style="list-style-type: none"> Orally retell stories (e.g. <i>fairy stories, myths, fables</i>) including all main events in sequence. 	<ul style="list-style-type: none"> Orally retell stories (e.g. <i>fairy stories, myths, fables</i>) including detail and vocabulary from the text to engage the listener. 	<ul style="list-style-type: none"> Orally retell stories, (e.g. <i>fairy stories, myths, fables</i>) engaging the listener through eye contact, expression and gesture.
	<ul style="list-style-type: none"> Recognise the use of repetitive language within a simple story. 	<ul style="list-style-type: none"> Recognise the use of repetitive language within a poem. 	<ul style="list-style-type: none"> Recognise the use of repetitive language within a text or poem.
	<ul style="list-style-type: none"> Prepare poems to read aloud by text marking, colour coding and annotating to support rehearsal and performance. 	<ul style="list-style-type: none"> Prepare playscripts to read aloud by text marking, colour coding and annotating to support rehearsal and performance. 	<ul style="list-style-type: none"> Prepare poems/playscripts to read aloud showing understanding through intonation, tone, volume and action.
	<ul style="list-style-type: none"> Make contribution in different group situations e.g. <i>pairs, guided groups</i> Participate in discussion about what is read to them and books they have read independently e.g. <i>answering questions and making relevant comments.</i> 	<ul style="list-style-type: none"> Make and respond to contributions in different group situations e.g. <i>pairs, guided group, whole class</i> Participate in discussion about what is read to them and books they have read independently e.g. <i>generating, asking and answering questions, making relevant comments.</i> 	<ul style="list-style-type: none"> Make extended contributions and respond in a variety of group situations e.g. <i>pairs, guided group, whole class, book club etc.</i> Participate in discussion about what is read to them and books they have read independently e.g. <i>expressing preferences, providing opinions, generating, asking and answering questions, making relevant comments.</i>

Year 4	STEP 1	STEP 2	STEP 3
<p>2A To be able to show an understanding of vocabulary in context</p>	<ul style="list-style-type: none"> Identify and discuss effective words and phrases which capture the reader's interest and imagination in poetry and narrative texts e.g. noun phrases, alliteration Identify key vocabulary in texts and discuss possible meanings Use dictionaries (first 2 letters) to check the meaning of words read & identify the <i>appropriate</i> definition in relation to the context of the text. 	<ul style="list-style-type: none"> Identify, discuss and independently collect effective words and phrases which capture the reader's interest and imagination in poetry and narrative texts e.g. similes and metaphors Identify words/phrases in the description that are linked to create an overall and consistent impression on the reader e.g. <i>What other words/ phrases in this passage tell us that he is sinister?</i> Use dictionaries (first 3 letters) to check the meaning of words read & identify the <i>appropriate</i> definition in relation to the context of the text. 	<ul style="list-style-type: none"> Identify effective word choices, explaining their meaning and reasons for choice Use dictionaries (first 3 letters) to check the meaning of words read & identify the <i>appropriate</i> definition in relation to the context of the text.
<p>2B To be able to retrieve and record information from non-fiction, fiction and poetry. Provide explanations for key information and events and for characters' actions and motivations.</p>	<ul style="list-style-type: none"> Scan texts to locate specific information e.g. <i>date, numbers and names, key words</i> Retrieve and record information from non-fiction texts Discuss and identify how characters are presented in different ways by referring to the text 	<ul style="list-style-type: none"> Scan texts to locate specific information e.g. <i>dates, numbers, names, headings, lists, bullet points, captions, key words words</i> Retrieve and record information from a variety of non-fiction texts Make deductions about the motives and feelings that might lay behind a character's words 	<ul style="list-style-type: none"> Scan texts to locate specific information e.g. <i>dates, numbers and names, key words or phrases, headings, lists, bullet points and captions and key sentences.</i> Retrieve and record information (in a variety of ways) from non-fiction texts, Identify events that are presented in more detail and those that are skimmed over
<p>2C To be able to identify main ideas drawn from more than one paragraph and summarise these.</p>	<ul style="list-style-type: none"> Identify main ideas drawn from one paragraph and summarise orally e.g. <i>In narrative- The main character is alarmed because... or in a newspaper- The event took place...on...at...</i> 	<ul style="list-style-type: none"> Identify main ideas drawn from more than one paragraph and summarise these orally e.g. <i>the main character decided to leave because ... or in persuasive texts-Buy this today...because...with reasons across a text.</i> 	<ul style="list-style-type: none"> Identify main ideas drawn from more than one paragraph and summarise these orally and in writing e.g. <i>the character is evil because....with 2 or more reasons; The Viking ship museum is a worthwhile place to visit because with 2 or more reasons across text</i>
<p>2D To be able to draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence.</p>	<ul style="list-style-type: none"> Draw inferences around characters' actions and justify with evidence from the text Justify responses to the text using a point provided by the teacher, children finding supporting evidence (Point+evidence) e.g. Lila is brave. How do you know? 	<ul style="list-style-type: none"> Draw inferences around characters' motives and justify with clues/evidence from the text e.g. <i>from dialogue, action or description</i> Justify responses to the text. Teacher provides a piece of evidence from the text for exploration and asks what point is being 	<ul style="list-style-type: none"> Draw inferences around character's thoughts, feelings and motives and justify with evidence from the text Justify responses to the text using Point + evidence. Consider a <i>range</i> of evidence statements provided by the teacher and summarise the point.

		made e.g. <i>She would often burn her little fingers, but would soon be playing again after her father splashed water on them and kissed them better. Point: Lila is brave</i>	
2E- To be able to make developed predictions that are securely rooted in the text	<ul style="list-style-type: none"> Justify predictions from different parts of the story referring to details stated in the text and using knowledge of wider reading e.g. I think ...will happen next because... 	<ul style="list-style-type: none"> Distinguish between information which is stated and implied e.g. complete a sorting activity using some statements which make direct references to the text and others which contain implied information 	Justify predictions from details stated AND implied in the text I think... because....
2F - Fiction To be able to identify/explain how the sequence of events in narrative fiction is related and contributes to meaning as a whole	<ul style="list-style-type: none"> Discuss a character's feelings at different points in a story 	<ul style="list-style-type: none"> Explain a character's different/changing feelings throughout a story using evidence from the text e.g. <i>How do you know that...was feeling...?</i> 	<ul style="list-style-type: none"> Explain a character's different/changing feelings throughout a story and give reasons for this using evidence from the text e.g. <i>At firstwas feeling... because.... However, later on in the story...</i>
2F- Non-fiction To be able to identify/explain the purpose of sections of a text, how they are related and the meaning of the text as a whole	<ul style="list-style-type: none"> Identify the key idea of each paragraph e.g. <i>labelling sub-headings in explanation and information texts</i> 	<ul style="list-style-type: none"> Explain how paragraphs are used to order or build up ideas and identify the key idea of each paragraph e.g. <i>labelling sub-headings in explanation and information texts</i> 	<ul style="list-style-type: none"> Explain how paragraphs help support the organisation of texts and the order or development of ideas
2G To be able to explain how meaning is enhanced through the choice of words and phrases	<ul style="list-style-type: none"> Discuss the choice of language (word/phrase/sentence) to create moods and feelings e.g. <i>What does this... word/phrase/sentence... tell you about the mood.... ?</i> 	<ul style="list-style-type: none"> Identify and comment on the choice of language (word/phrase/sentence) to create moods, feelings and attitudes e.g. <i>I think the word...has been used to describe because</i> and begin to use technical terms to describe them e.g. metaphor, simile 	<ul style="list-style-type: none"> Identify and comment on the choice of language to create moods, feelings and attitudes e.g. <i>I think the word...has been used to describe ...because</i> and begin to use technical terms to describe them e.g. metaphor, simile <i>What effects do these words have on the reader?</i>
2H To make comparisons within and across texts	<ul style="list-style-type: none"> Identify and compare similarities in texts written by the same author e.g. <i>characters and themes (friendship, good over evil, rich and poor etc.)</i> 	<ul style="list-style-type: none"> Identify and compare similarities in texts written by the same author e.g. <i>type of characters, language or themes and express reasoned preferences e.g. I prefer ... to...because...</i> Begin to distinguish between what is fact and what is opinion within a text 	<ul style="list-style-type: none"> Identify and compare how 2 different texts treat the same information e.g. hunting presented as an information text and persuasive text Distinguish between fact and opinion within a text and give some examples

Year 4	STEP 1	STEP 2	STEP 3
<p>Word Reading (To support the development of vocabulary)</p>	<ul style="list-style-type: none"> Use knowledge of root words to understand meanings of words e.g. <i>fame, famous, famously, surprise, surprisingly</i> 	<ul style="list-style-type: none"> Use knowledge of root words to understand meanings of words e.g. <i>strange, stranger, strangest, estranged</i> 	<ul style="list-style-type: none"> Use knowledge of root words to understand meanings of words e.g. <i>base, basic, basically; drama, dramatic, dramatically</i>
	<ul style="list-style-type: none"> Use prefixes to understand meanings e.g. <i>-ir, -il</i> 	<ul style="list-style-type: none"> Use prefixes to understand meanings e.g. <i>sub meaning under and inter meaning between</i> 	<ul style="list-style-type: none"> Use prefixes to understand meanings e.g. <i>in-, im-</i>
	<ul style="list-style-type: none"> Use suffixes to understand word meanings e.g. <i>-tion & -ssion (meaning act of or state of)</i> 	<ul style="list-style-type: none"> Use suffixes to understand word meanings e.g. <i>-cian (meaning skill of art) and sion meaning act of or state of</i> 	<ul style="list-style-type: none"> Use suffixes to understand word meanings e.g. <i>-ous (meaning 'full of'): mountainous, humorous, poisonous etc.</i>
	<ul style="list-style-type: none"> Read and understand selected words from the Year 4 word list noting the tricky parts. 	<ul style="list-style-type: none"> Read and understand selected words from the Year 4 word list noting the tricky parts. 	<ul style="list-style-type: none"> Read and understand selected words from the Year 4 word list noting the tricky parts.
	<ul style="list-style-type: none"> Use punctuation to determine intonation & expression when reading aloud to a range of audiences e.g. <i>changing voice in response to inverted commas, pausing at commas in lists and commas to demarcate clauses</i> 	<ul style="list-style-type: none"> Use punctuation to determine intonation & expression when reading aloud to a range of audiences e.g. <i>pausing at a comma after a fronted adverbial</i> 	<ul style="list-style-type: none"> Use punctuation and meaning of words to determine intonation & expression when reading aloud to a range of audiences e.g. <i>The tour guide announced, "Be back at here at 4 o'clock!"</i>
<p>Developing pleasure in reading & text discussion</p>	<p>Orally retell myths, fairy tales and tales from other cultures, engaging the listener eye-contact, expression and gesture.</p>	<p>Orally retell myths, fairy tales and tales from other cultures, engaging the listener eye-contact, expression, gesture/props.</p>	<ul style="list-style-type: none"> Orally retell myths, fairy tales and tales from other cultures, engaging the listener through dramatic used of voice and actions.
	<ul style="list-style-type: none"> Recognise different form of poetry e.g limericks, riddles, calligrams, narrative, free verse 	<ul style="list-style-type: none"> Recognise different form of poetry e.g limericks, riddles, calligrams, narrative, free verse 	<ul style="list-style-type: none"> Recognise different form of poetry e.g limericks, riddles, calligrams, narrative, free verse
	<p>Prepare a poem and/or playscript to perform to the class. Use text marking, colour coding and annotations to support planning and rehearsal. Perform with expression.</p>	<ul style="list-style-type: none"> Prepare a poem and/or playscript to perform to the class/another class/assembly. Show understanding through intonation, tone volume and action. Use text marking, colour coding and annotations to support planning and rehearsal. 	<ul style="list-style-type: none"> Prepare a poem to perform and learn by heart. Use text marking, colour coding and annotations to support planning and rehearsal. Perform the poem to an audience, showing understanding through intonation, tone volume and action.
	<ul style="list-style-type: none"> Make extended contributions and respond in a variety of group situations e.g. <i>pairs, guided group, whole class, book club etc.</i> Participate in discussion about what is read to them and books they have read independently e.g. expressing preferences, providing opinions, generating, asking and <i>answering questions, making relevant comments.</i> 	<ul style="list-style-type: none"> Make extended contributions by making a point and elaborating e.g. <i>using an example, quoting directly from the text, making links with prior experiences of reading or real life situations</i> in different group situations e.g. building on ideas and contributions of others and sharing personal reflections. Participate in discussion about what is read to them and books they have read independently taking turns & listening to what others say 	<ul style="list-style-type: none"> Participate in discussion about what is read to them and books they have read independently e.g. expressing preferences, providing opinions, making recommendations or challenging others courteously. Make extended contributions appropriately and respond to others in a variety of group situations.

Year 5	STEP 1	STEP 2	STEP 3
<p>2A To be able to show an understanding of vocabulary in context</p>	<ul style="list-style-type: none"> Identify effective word choices and offer alternative word choices (synonyms) that have a similar effect 	<ul style="list-style-type: none"> Identify language choices made by the author in relation to the characteristics of the genre e.g. which words/phrases are the most persuasive? Which words/phrases help to build the feeling of mystery? Work out the meaning of new vocabulary using the context. 	<ul style="list-style-type: none"> Explain the meaning of key vocabulary within the context of the text
<p>2B To be able to retrieve and record information from non-fiction, fiction and poetry. Provide explanations for key information and events and for characters' actions and motivations.</p>	<ul style="list-style-type: none"> Scan for key information in fiction and non-fiction texts e.g. <i>identify the word which means the same as, identify the word which tells you</i> Empathise with characters in order to explain why they might be feeling a certain way. 	<ul style="list-style-type: none"> Scan for key information in fiction and non-fiction texts and text mark e.g. <i>identify words which tell you... or find three words or phrases which suggest that...</i> Provide evidence of characters changing during a story and give possible reasons where it is not obviously stated in the text. 	<ul style="list-style-type: none"> Scan for key information and text mark in fiction and non-fiction texts e.g. <i>identify words and phrases which tell you the character has a hard life, or find three words or phrases which suggest that the author is opposed to deforestation</i> Identify examples of dialogue that show how different degrees of formality and consider what this implies about the relationships and content.
<p>2C To be able to identify main ideas drawn from more than one paragraph and summarise these.</p>	<ul style="list-style-type: none"> Identify the main idea of a paragraph in fiction and non-fiction texts and write a statement, or paragraph heading to summarise 	<ul style="list-style-type: none"> Orally summarise the main ideas drawn from one paragraph in a fiction text and identify 2 or more key details which support this by text marking and annotation 	<ul style="list-style-type: none"> Summarise orally and in writing, main ideas drawn from more than one paragraph and identify 2 or more key details which support this e.g. <i>the Victorian toy museum is a worthwhile place to visit because...</i>
<p>2D To be able to draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence.</p>	<ul style="list-style-type: none"> Using a piece of evidence identified by the teacher (e.g. <i>a section of speech or description of a character's behaviour</i>) draw inferences around the characters thoughts and feelings Answer questions and justify responses (Point + evidence) e.g. <i>I think... I know this because the author says...</i> 	<ul style="list-style-type: none"> Draw inferences about characters' thoughts and feelings from their actions and justify inferences with evidence e.g. What might Juliet's thoughts have been immediately before drinking the vile of poison? What evidence do you have? Create responses to the text using (Point+ evidence + explanation) e.g. <i>children are given the point + evidence and they are required to give the explanation OR using some evidence provided by the teacher, children identify/summarise a plausible Point and provide further explanation using their own words.</i> 	<ul style="list-style-type: none"> Draw inferences about characters' motives and justify inferences with references to characters' thoughts and feelings e.g. <i>Why did Bess pull the trigger? Bess pulled the trigger because...Why did Fagin look after the boys?</i> Justify opinions and elaborate by referring to the text e.g. using Point + evidence + explanation e.g. <i>I think... (point) I know this because the author says ... (evidence) This evidence shows that..... (explanation)</i>

<p>2E To be able to make developed predictions that are securely rooted in the text</p>	<ul style="list-style-type: none"> Use clues from character's actions and speech to make plausible predictions which are justified e.g. <i>I think... because</i> 	<ul style="list-style-type: none"> Use clues from author's descriptions of settings and characters (including action and speech) to predict outcomes e.g. <i>I think ... because...</i> 	<ul style="list-style-type: none"> Predict consequences using a combination of information, including that which is stated and implied e.g. <i>I think because...</i>
<p>2F - Fiction To be able to identify/explain how the sequence of events in narrative fiction is related and contributes to meaning as a whole</p>	<ul style="list-style-type: none"> Identify the underlining themes in a range of narrative texts e.g. <i>courage, adversity, loss etc. by tracking words/phrases linked with the theme throughout a narrative to re-inforce the theme throughout</i> 	<ul style="list-style-type: none"> Identify underlying themes in a range of narrative texts including poetry 	<ul style="list-style-type: none"> Compare how the same underlying themes can be presented in different texts and how the writer's experiences can influence them
<p>2F- Non-fiction To be able to identify/explain the purpose of sections of a text, how they are related and the meaning of the text as a whole</p>	<ul style="list-style-type: none"> Evaluate the effectiveness of structural, presentational and organisational features to locate information e.g. <i>paragraphs, subheadings, indexes, glossaries and diagrams</i> 	<ul style="list-style-type: none"> Understand how the structure of a non-fiction text relates to its purpose e.g. <i>how persuasive speech leads the reader to the author's viewpoint</i> 	<ul style="list-style-type: none"> Evaluate the presentation of texts in their effectiveness of conveying information e.g. <i>compare 2 non-fiction texts on the same topic. Which is the most effective and why?</i>
<p>2G To be able to explain how meaning is enhanced through the choice of words and phrases</p>	<ul style="list-style-type: none"> Explore, recognise and use the term simile. Explain the effect on the reader of the author's use of similes in fiction and poetry <i>It makes me imagine...It's the author's way of saying...</i> 	<ul style="list-style-type: none"> Explore, recognise and use the term metaphor and simile. Explain the effect on the reader of the author's choice of language e.g. <i>It makes me imagine...It's the author's way of saying...</i> 	<p>Explore imagery in fiction and poetry, recognising and explaining the effect of noun phrases, metaphors and similes.</p>
<p>2H To make comparisons within and across texts</p>	<ul style="list-style-type: none"> Distinguish between fact and opinion within a text e.g. <i>persuasion</i> and give examples Compare characters within a text e.g. two different characters, or the same character at key points on their journey within a story. Capture in writing. 	<ul style="list-style-type: none"> Confidently distinguish between statements of fact and opinion within a text and give examples e.g. <i>magazines, information texts linked to cross curricular themes</i> <p>Compare settings within and across texts. Identify and compare similarities in texts written by the same author (e.g. language, themes, technique) and use this to express preferences.</p>	<ul style="list-style-type: none"> Confidently distinguish between statements of fact and opinion across texts e.g. two contrasting accounts of the same historical event, or two opposing points of a view about an issue being debated. Compare the viewpoints of different characters e.g. of the same events

Year 5	STEP 1	STEP 2	STEP 3
<p>Word Reading (To support the development of vocabulary)</p>	<ul style="list-style-type: none"> Use knowledge of root words and suffixes to understand meanings 	<ul style="list-style-type: none"> Use knowledge of root words and suffixes to understand meanings 	<ul style="list-style-type: none"> Use knowledge of root words and suffixes to understand meanings
	<ul style="list-style-type: none"> Read and understand selected words from the Year 5 word list 	<ul style="list-style-type: none"> Read and understand selected words from the Year 5 word list 	<ul style="list-style-type: none"> Read and understand selected words from the Year 5 word list
	<ul style="list-style-type: none"> Use punctuation to determine intonation and expression when reading aloud, taking note of how commas are used to avoid ambiguity e.g. 'Let's eat Grandma' and Let's eat Grandma'. 	<ul style="list-style-type: none"> Use punctuation to determine intonation and expression when reading aloud. E.g. commas used to demarcate clause, following a fronted adverbial and avoid ambiguity. 	<ul style="list-style-type: none"> Use devices to indicate parenthesis to determine intonation and expression when reading aloud e.g. <i>The cake was lovely-delicious in fact- so I had another slice.</i>
<p>Developing pleasure in reading & text discussion</p>	<ul style="list-style-type: none"> Recommend books and poems that they have read to their peers, giving reasons for their choices. 	<ul style="list-style-type: none"> Recommend fiction books or author to their peers, with detailed reasons for their opinions. 	<ul style="list-style-type: none"> Recommend non-fiction books or texts to their peers with reasons for their choices e.g. <i>newspaper or magazine article, information books or websites.</i>
	<ul style="list-style-type: none"> Prepare a play script to read aloud and perform, showing understanding through intonation, tone, volume and action so the meaning is clear to the audience. Use text marking, colour coding and annotations to support planning and rehearsal. 	<ul style="list-style-type: none"> Prepare a poem to perform and learn by heart. Use text marking, colour coding and annotations to support planning and rehearsal. Show understanding through intonation, tone, volume and action so the meaning is made clear to the audience. 	<ul style="list-style-type: none"> Learn a wider range of poems to perform by heart. Use text marking, colour coding and annotations to support planning and rehearsal. Show understanding through intonation, tone, volume and action so the meaning is made clear to the audience.
	<ul style="list-style-type: none"> Make active contributions to discussions about fiction and poetry, expressing opinions and preferences and giving reasons. Prepare and deliver a short oral presentation linked to fiction e.g. <i>a character, author or book recommendation, explaining their understanding of what they have read.</i> 	<ul style="list-style-type: none"> Make active contributions to discussions about non-fiction, expressing opinions and preferences and giving reasons. Prepare and deliver a short oral presentation linked to non-fiction e.g. <i>another curriculum area.</i> Include a specific focus on the use of standard English e.g. <i>avoidance of informal words such as 'stuff/thing'</i> 	<ul style="list-style-type: none"> Participate in discussion about a range of text types by expressing preferences, providing opinions, making recommendations or challenging others courteously. Prepare formal presentations individually or in groups linked to reading explaining their understanding of what they have read. Use notes to support presentation of information. Speak audibly and fluently with an increasing command of Standard English.

Year 6	STEP 1	STEP 2	STEP 3
<p>2A To be able to show an understanding of vocabulary in context</p>	<ul style="list-style-type: none"> Identify unfamiliar vocabulary and discuss possible meanings 	<ul style="list-style-type: none"> Work out the meaning of new vocabulary using the context 	<ul style="list-style-type: none"> Explain the meaning of new/key vocabulary within the context of the text
<p>2BTo be able to retrieve and record information from non-fiction, fiction and poetry. Provide explanations for key information and events and for characters' actions and motivations.</p>	<ul style="list-style-type: none"> Scan a text for key information e.g. <i>identify words and phrases which tell you the character is frustrated, or find three words or phrases which suggest that the theme park is exciting</i> 	<ul style="list-style-type: none"> Scan a text for key information e.g. <i>identify words and phrases which tell you the character is frustrated, or find three words or phrases which suggest that the theme park is exciting</i> Skim to gain an overall sense (gist) of the text. 	<ul style="list-style-type: none"> Use a combination of skimming, scanning and close reading across a text to locate specific detail.
<p>2C To be able to identify main ideas drawn from more than one paragraph and summarise these.</p>	<ul style="list-style-type: none"> Explore a theme within a text identified by the teacher e.g. <i>loss, friendship, survival</i>. Explore how the theme acts as a one word summary of the story, identifying evidence to support this. 	<ul style="list-style-type: none"> Using a selection of themes identified by the teacher e.g. <i>ambition, fortune, power</i> identify the most suitable one to act as a word summary of the story. Justify opinions using evidence from the text. 	<ul style="list-style-type: none"> Recognise and discuss themes across a range of texts e.g. <i>hope, family, love, homes, peace, survival</i> Justify opinions using evidence from the text.
<p>2D To be able to draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence.</p>	<ul style="list-style-type: none"> Using a piece of evidence identified by the teacher (e.g. the author's description, and from characters' actions and dialogue)<i>draw inferences around the characters thoughts and feelings</i> <p>Answer questions and justify responses (Point + evidence) e.g. <i>I think... I know this because the author says...</i></p>	<ul style="list-style-type: none"> Draw inferences around characters' thoughts and feelings e.g. How might Tom be feeling? What evidence supports this? Justify responses to the text. Using some evidence provided by the teacher, children identify/summarise a plausible Point and provide further explanation using their own words. 	<ul style="list-style-type: none"> Infer characters' motives from their actions e.g. Why did the boys withhold the whole truth from Mr Reynolds? What evidence do you have to support this? Justify opinions and elaborate by referring to the text using the Point + 2 pieces of evidence or explanation prompt e.g. <i>I think... (point) I know this because the author says ... (evidence) This evidence shows that.....</i>
<p>2E To be able to make developed predictions that are securely rooted in the text</p>	<ul style="list-style-type: none"> Use clues from character's actions and speech to make plausible predictions which are justified e.g. <i>I think... because</i> 	<ul style="list-style-type: none"> Use clues from author's descriptions of settings and characters (including action and speech) to predict outcomes e.g. <i>I think because....</i> 	<ul style="list-style-type: none"> Predict consequences using a combination of information, including that which is stated and implied e.g. <i>I think because</i>

<p>2F - Fiction To be able to identify/explain how the sequence of events in narrative fiction is related and contributes to meaning as a whole</p>	<ul style="list-style-type: none"> Identify and summarise the underlying themes in a range of narrative texts noting where there are several themes competing in the same text 	<ul style="list-style-type: none"> Identify how the same underlying themes can be presented in different ways and evaluate the impact 	<ul style="list-style-type: none"> Evaluate how effectively an author conveys their viewpoint/message
<p>2F- Non-fiction To be able to identify/explain the purpose of sections of a text, how they are related and the meaning of the text as a whole</p>	<ul style="list-style-type: none"> Evaluate the presentation of texts in their effectiveness of conveying information e.g. <i>use of bullet points for main points</i> 	<ul style="list-style-type: none"> Compare, contrast and evaluate the characteristics of different information texts which present the same topic or idea e.g. <i>evacuation or endangered species</i> 	<ul style="list-style-type: none"> Clearly identify various features relating to structure and organisation with explanation e.g. <i>each section starts with a question because... paragraphs have been organised around the following themes... the conclusion clearly links back to the introduction because</i>
<p>2G To be able to explain how meaning is enhanced through the choice of words and phrases</p>	<ul style="list-style-type: none"> Explore, recognise and use the term personification. Describe its effect within a text. Explain the effect on the reader of the author's choice of language and reasons why the author may have selected these words and phrases e.g. <i>exaggerated writing in persuasive texts</i> 	<ul style="list-style-type: none"> Explore, recognise and use the term analogy e.g. <i>Life is like a race. Just as a sword is the weapon of a warrior, a pen is the weapon of a writer.</i> Explain the effect on the reader of the author's choice of language and reasons why the author may have selected these words and phrases and techniques. 	<ul style="list-style-type: none"> Explore, recognise and use the terms style and effect. e.g. <i>What effect does... have on the reader? What impression do you get of...?</i> Explain the effect on the reader of the author's choice of language and reasons why the author may have chosen to break conventions e.g. <i>one word sentence; beginning sentences with 'and' or 'but'; repeated use of the same word.</i>
<p>2H To make comparisons within and across texts</p>	<ul style="list-style-type: none"> Distinguish between statements of fact and opinion within a text and give examples e.g. <i>biography, review of a play or performance</i> Compare characters (including viewpoints) within and across texts. 	<ul style="list-style-type: none"> Confidently distinguish between statements of fact and opinion within a text and give examples e.g. <i>web pages and newspapers</i> Make comparisons within and across texts e.g. similar events in different books such as being an evacuee in <i>Carrie's war</i> and <i>Friend or Foe</i> or <i>Goodnight Mr Tom</i> 	<ul style="list-style-type: none"> Confidently distinguish between statements of fact and opinion across a range texts e.g. first hand account of an event compared with a reported example Compare texts written in different periods

Year 6	STEP 1	STEP 2	STEP 3
<p>Word Reading (To support the development of vocabulary)</p>	<ul style="list-style-type: none"> Work out unfamiliar words by focusing on all letters in the word e.g. <i>not reading invitation for imitation</i> 	<ul style="list-style-type: none"> Use knowledge of root words, prefixes and suffixes to investigate how the meanings of words change e.g. un + happy + ness dis+respect+ful 	
	<ul style="list-style-type: none"> Use suffixes to understand meaning e.g. -cious and tious (meaning 'having' or 'full of') 	<ul style="list-style-type: none"> Use suffixes to understand meanings e.g. -cial and tial (meaning relating to) 	
			<ul style="list-style-type: none"> Use etymology to help the pronunciation of new words e.g. chef, chalet, machine, brochure- French in origin
	<ul style="list-style-type: none"> Read and understand selected words from the Year 6 word list 	<ul style="list-style-type: none"> Read and understand selected words from the Year 6 word list 	<ul style="list-style-type: none"> Read and understand selected words from the Year 6 word list
<p>Developing pleasure in reading & text discussion</p>	<ul style="list-style-type: none"> Recommend books to their peers with detailed reasons for their opinions. 	<ul style="list-style-type: none"> Recommend books to their peers with detailed reasons for their opinions e.g. writing recommendations, presentations. 	<ul style="list-style-type: none"> Recommend books to their peers orally and in writing with detailed reasons for their opinions
	<ul style="list-style-type: none"> Prepare a poem to perform and learn by heart e.g. poetry or songs they have written themselves. Use intonation, tone and volume so that meaning is clear to an audience. Use text marking, colour coding and annotations to support planning and rehearsal 	<ul style="list-style-type: none"> Prepare a poem to perform and learn by heart. Use intonation, tone and volume so that meaning is clear to an audience. Use text marking, colour coding and annotations to support planning and rehearsal 	<ul style="list-style-type: none"> Prepare poems (e.g. classic narrative poetry) and plays and perform with dramatic effects. Use text marking, colour coding and annotations to support planning and rehearsal
	<ul style="list-style-type: none"> Make active contributions to discussions about fiction and poetry, expressing opinions and preferences and giving reasons. Prepare and deliver simple presentations explaining and discussing their understanding of what they have read e.g. <i>about a character or famous person.</i> 	<ul style="list-style-type: none"> Build on the views of others courteously e.g. <i>I agree but also...;That's a thought...Yes and maybe</i> Prepare and deliver a short formal presentation linked to reading to explaining and discussing their understanding of what they have read. 	<ul style="list-style-type: none"> Challenge the views of others courteously e.g. <i>I like that idea but have you thought about...; I can see your point but...</i> Prepare and deliver formal presentations, including for debates (by preparing and using notes) explaining and discussing their understanding of what they have read.