| **Year 1 READING** |
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| ***Aspect*** | **Autumn** | **Spring** | **Summer** |
| **Applying Phonics** | * I know when to use phonic knowledge to decode words.
* I read common words using phonic knowledge, where possible.
* I read words of more than one syllable that contain taught GPCs.
* I read phonically decodable texts.
 | * I know which parts of words can be decoded using phonics.
* I blend sounds in unfamiliar words based on known GPCs.
* I read words with familiar endings - s, es, ing, ed, er, est.
* I read words which have the prefix –un added.
* I read phonically decodable texts, with confidence.
* I divide words into syllables, for example pocket, rabbit, carrot, thunder, sunset.
 | * I hear and recognise all 40+ phonemes.
* I match all 40+ graphemes to their phonemes (Phase 3).
* I identify all 40+ graphemes in my reading.
* I know that words can have omitted letters and that an apostrophe represents the omitted letters.
* I can find contractions in my reading.
* I read words with contractions.
* I read compound words, for example football, playground, farmyard, bedroom.
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| **Reading for Pleasure** | * I know that there are different kinds of books.
* I know the difference between a story book and an information book.
* I can find the title, author and the illustrator of a book.
* I know some familiar stories.
* I recognise familiar story language.
 | * I say what I like or dislike about a book.
* I say if a story reminds me of another story or something that I have experienced.
* I listen to others’ ideas about a book.
* I find familiar story language in stories read aloud to me or ones I have read independently.
* I retell key stories orally using narrative language.
* I recognise rhyming language.
 | * I say whether I agree or disagree with others’ ideas.
* I say whether I agree or disagree with others’ ideas.
* I say why I agree or disagree with others’ ideas.
* I recognise repeated or patterned language.
* I recognise patterned language in the poems and rhymes I know.
* I know some poems and rhymes by heart.
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| **Reading Accurately, with fluency and with understanding** | * I use picture clues to support my understanding.
* I use picture clues to deepen my understanding.
* I identify the characters in a story.
* I recognise a character’s feelings.
* I can say why a character has a feeling.
 | * I use prior knowledge to understand texts.
* I identify unfamiliar words and ask about meaning.
* I use the context to make informed guesses about the meaning of unfamiliar words.
* I make predictions based on the events in the story.
* I give an opinion about a character.
* I know that stories can have similar characters.
 | * I discuss the meaning of unfamiliar words with others.
* I know that stories can have similar patterns of events.
* I make links to other stories.
* I make links with characters in other stories.
* I can answer retrieval questions about a book.
* I use information from the story to support my opinion.
* I understand that a writer can leave gaps for the reader to fill.
* I answer questions which fill the gaps in a story. (Inference)
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| **Working at a HIGHER STANDARD (Greater Depth)** |
| **YEAR 1 READING** |
| **Phonics/ Words** | **Comprehension** | **Reading for Enjoyment** |
| * I use my phonics knowledge confidently in combination with a range of reading strategies to read appropriate texts fluently and confidently.
 | * I readily and confidently ask questions to clarify understanding.
* I explain to others why I have enjoyed a book and summarise the story if asked to do so.
 | * I read for an extended period because I really enjoy stories.
* I am aware that I will learn a great deal from non-fiction books.
* I express a preference for the type of book I enjoy and explain why I like that type of book.
* I can explain the difference between a fiction and non-fiction book and talk about the way each is organised.
 |
| * I use my own knowledge and experiences to help bring a deeper understanding to the text I am reading.
* I make suggestions about events and characters in the book which go well beyond what is written in the text.
* I am beginning to use some of the features I see in the books I read in my own writing, e.g., repeated texts.
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| **Year 2 READING** |
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| ***Aspect*** | **Autumn** | **Spring** | **Summer** |
| **Applying Phonics** | * I understand the importance of decoding words automatically.
* I understand that some words cannot be decoded with phonic strategies.
* I use the graphemes taught to blend sounds.
* I know that phonemes may be represented by different graphemes.
* I know that familiar words do not need to be sounded out and blended.
* I read these familiar words automatically and accurately without sounding or blending.
 | * I know that the same grapheme may be read in different ways.
* I recognise alternatives and consider which will make meaning.
* I recognise syllables in words.
* I know that breaking words into syllables helps fluent decoding.
* I know that other strategies can be used to read unfamiliar words.
* I use other strategies to support fluent decoding.
 | * I read words of two or more syllables accurately.
* I read aloud books closely matched to my improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.
* I read these books fluently and confidently.
 |
| **Reading for Pleasure** | * I know that there are different kinds of stories.
* I listen to or read a range of different kinds of stories.
* I make choices about the books I read.
* I know that non-fiction books are organised differently from fiction texts.
* I know that books or texts have a purpose.
 | * I explain why I prefer certain books or stories.
* I can retell stories with the key events in the correct sequence.
* I can retell a story with the key events and the characters.
* I know how to find information in a non-fiction book.
* I identify the purpose of a book or a text.
* I know that books and stories are set in different places and times.
 | * I decide how useful a non-fiction book is to find the information I need.
* I can find the setting or time in books or stories.
* I can discuss the setting or time in books.
 |
| **Reading for Pleasure - Poetry** | * I know the difference between poetry and narrative
* I know that there are different kinds of poetry.
* I listen to different kinds of poetry.
* I can talk about books or poems read.
* I know that stories and poems can have patterned or recurring literary language.
 | * I talk about the meaning of different poems.
* I recognise that a poem can tell a story.
* I learn a poem by heart.
* I can give an opinion on books or poems read.
* I can find patterned or recurring literary language in poems and stories.
* I find favourite words and phrases.
 | * I recite or perform a poem making the meaning clear.
* I talk about favourite words and phrases.
* I know that word choice affects meaning.
* I can explain why a writer has chosen a word to affect meaning.

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| **Reading Accurately, with fluency and with understanding** | * I know that the purpose of reading is to make meaning.
* I know that there is a range of decoding strategies.
* I can check that text I read makes sense.
* I re-read when I have lost the meaning.
 | * I self-correct when I have lost the meaning.
* I use prior knowledge and reading experiences to understand text.
* I use the context to understand texts.
* I ask questions to clarify understanding.
* I can find the answers to retrieval questions about stories, poems or non-fiction texts.
* I recognise that a writer can have a message for the reader.
* I can make predictions about possible events.
 | * I know what the inference - ‘reading between the lines’- means.
* I find inferences about characters’ feelings and thoughts.
* I can explain inferences about characters’ feelings and thoughts.
* I give reasons for characters’ actions or behaviour.
* I recognise key ideas in a text.
* I can explain a writer’s message.
* I can make predictions about how characters might behave.
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| **Working at a HIGHER STANDARD (Greater Depth)** |
| **YEAR 2 READING** |
| **Reading Accurately and Fluently** | **Comprehension** | **Reading for Enjoyment** |
| * I self-correct, look backwards and forwards in the text and search for meaning.
* I read poetry, using intonation and expression, and handle humour appropriately when needed.
* I extract information from non-fiction using contents, index, chapters, headings and glossary.
 | * I identify and comment on the main characters in my text and the way they relate to one another.
* I show understanding of the main points of the text and re-tell the story.
* I make sensible predictions about what is likely to happen in the story and to different characters.
 | * I add to meaning of my reading through expression and intonation.
* I know how suspense and humour is built in a story, including the development of the plot.
 |
| * I am quick to pick up inferences that go beyond the text.
* I empathise with different characters I come across in my reading.
* I pick out key words and phrases used by the author to help the reader know more about the personality of the characters in a text.
* I identify key similarities and differences within two books I have read.
* I am beginning to use some of the plots that I have come across in my reading in my own writing.
* I seek new and unfamiliar vocabulary within my reading with the intention of using them in my own writing.
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| **Year 3 READING** |
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| ***Aspect*** | **Autumn** | **Spring** | **Summer** |
| **Applying Phonics** | * I know that phonics is one strategy to help me read unfamiliar words.
* I know when phonic strategies will help me to read a word and when they will not.
* I know what a root word is.
* I understand how to use a root word to help me read unfamiliar words.
* I use root words to help me read unfamiliar words.
* I use root words to help me understand the meaning of unfamiliar words.
* I know what prefixes and suffixes are.
* I understand how prefixes and suffixes can change the meaning of a word.
* Use prefixes and suffixes to read unfamiliar words.
* Use prefixes and suffixes to understand the meaning of unfamiliar words.
 | * I apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.
* I know that some words may have a similar pronunciation but may be written differently.
* I know that some of these are unusual.
* I use knowledge of unusual phoneme/grapheme correspondences to help me read unfamiliar words.
* I know that unfamiliar words can be read by using knowledge known similar words (analogy).
 | * I use analogy drawing on the pronunciation of similar known words to read others.
 |
| **Reading for Pleasure** | * I know that there are different kinds of narrative stories.
* I understand that a sequence of events in a narrative is called the plot.
* I can identify the plot in a narrative.
* I use a dictionary to check or find the meaning of new words.
* I know that there are different kinds of non-fiction books.
* I know that non-fiction books are structured in different ways.
* I know how to use a non-fiction book to find identified information.
* I identify any words that are unfamiliar.
 | * I understand that narratives can have differently structured plots.
* I can talk about the different plot structures in genres read.
* I know that different kinds of narratives are written with different language.
* I know that writers choose words and language to create an effect on the reader.
* I can find effective words and language in reading that writers have used to create effects.
* I discuss a range of narrative stories and their similarities and differences.
* I can choose books for specific purposes.
* I discuss the meaning of unfamiliar words identified.
 | * I recognise the literary language typical of narrative genres read.
* I recognise words and language that show the setting of a book – historical, cultural or social.
* I can explain why a writer makes choices about words and language used.
* I can discuss meaning of specific or unusual words used by authors to create effects.
* I can explain why a writer has chosen specific words and language.
* I can record words and language from reading to use in my own writing.
* I make connections between books written by the same author.
* I re-tell some of stories written by the same author by heart.
 |
| **Reading for Pleasure - Poetry** | * I know that there are different forms of poetry.
* I recognise and name different types of poems which have been introduced.
* I know that words and language in poems create effects.
 | * I can discuss the meaning of words and language in poems.
* I understand that there can be more than one interpretation of a poem.
* I understand that the meaning of poems can be enhanced through performance.
* I watch performances of poems.
 | * I discuss how the meaning is enhanced through performance.
* I identify that intonation, tone, volume and action can be used to enhance meaning.
* I prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.
 |
| **Reading Accurately, with fluency and with understanding** | * I understand that any book read must be meaningful.
* I check understanding in any book or text that I read.
* I ask questions to ensure understanding of a text.
* I know that there will be unfamiliar words in a text.
* I know that texts have a main idea.
* I identify the main idea of a text.
* I know that the organisation and layout of a book helps me to understand it.
* I know how to find key words or information in a non-fiction text.
 | * I ask questions to deepen understanding of a text.
* I use the context of unfamiliar words to explain their meaning.
* I give a personal response to a text.
* I use evidence from the text to support my response.
* I use clues from the text to predict what might happen next.
* I know that the main idea in a narrative may also have a message for the reader.
* I know that the message in a book is called the theme.
* I recognise that books may have similar themes.
* I understand that the organisation and layout may be different according to the purpose of the book.
* I can record key words or information found in a non-fiction text.
 | * I check the meaning of any unfamiliar words through questioning, discussion or use of dictionaries.
* I can explain my personal response.
* I can listen to others’ personal responses to a text.
* I adapt own response in the light of others’ responses.
* I know that characters’ actions can tell the reader about their thoughts, feelings and motives.
* I infer characters' feelings, thoughts and motives from their actions.
* I can explain how characters’ actions can tell the reader about their thoughts, feelings and motives.
* I give reasons for predicting what might happen next.
* I identify the organisation and layout in books.
* I can explain how the organisation and layout helps me to understand it.
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| **Working at a HIGHER STANDARD (Greater Depth)** |
| **YEAR 3 READING** |
| **Phonics/ Words** | **Comprehension** | **Reading for Enjoyment** |
| * When reading aloud, I take full account of the punctuation in the text.
* I make a note of any new word I come across in my reading with the intention of using them in my own writing.
* I read ahead to determine direction and meaning in a story.
 | * I talk with confidence about stories I have read and can ask and answer questions related to these texts.
* I am confident in predicting what may happen next and use the text I have read so far to help me predict.
* My predictions about what happens next in texts I am reading are becoming more accurate.
 | * I am an avid reader who find every opportunity to read additional texts other than what has been provided for me.
* I am beginning to develop a preference for certain types of texts and authors.
* I am keen to find out more about a poet whose poetry I have enjoyed.
 |
| * I note with increasing interest the way authors use a variety of techniques and strategies to develop characters and the relationship between them.
* I am keen to find out more about the background setting of the text I am reading, e.g., historical period, social or cultural setting.
* I recognise how authors can persuade and begin to use some of these skills in my own writing.
* I seek unfamiliar text in my reading so that I can use new vocabulary in my writing.
* I am beginning to recognise the characteristics of certain authors and add these to ideas in my own writing.
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| **Year 4 READING** |
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| ***Aspect*** | **Autumn** | **Spring** | **Summer** |
| **Applying Phonics** | * I know that phonics is one strategy to read unfamiliar words.
* I know when phonic strategies will help to read a word and when they will not.
* I use knowledge of root words to help me read unfamiliar words.
* I use root words to help me understand the meaning of unfamiliar words.
* I use knowledge of learned prefixes and suffixes to help me read unfamiliar words.
* I use prefixes and suffixes to help me understand the meaning of unfamiliar words.
 | * I apply knowledge of root words, prefixes and suffixes to help me read aloud and to understand the meaning of unfamiliar words.
* I know that many words may have a similar pronunciation but may be written differently.
* I know that some of these are unusual.
* I use knowledge of unusual phoneme/grapheme correspondences to help me read unfamiliar words.
* I know that unfamiliar words can be read by using knowledge of known similar words (analogy).
* I use analogy drawing on the pronunciation of similar known words to read others
 |  |
| **Reading for Pleasure** | * I know that there is a range of narrative stories.
* I discuss the range of narrative stories introduced so far and consider differences and similarities.
* I understand that these have different plot patterns.
* I know that the plot develops in different ways according to the plot pattern.
* I use a dictionary to check or find the meaning of new words.
* I find similarities in the books I read.
* I understand that writers open stories in different ways.
 | * I understand that a writer can use patterned language for effect.
* I can find examples of patterned language for effect.
* I identify words and language that show the setting of a book – historical, cultural or social.
* I know that writers choose words and language to show atmosphere, mood or feelings.
* I can find words and language in my reading that writers have used to show atmosphere, mood or feelings.
* I identify different openings in different books and I can compare different story openings.
 | * I can explain the effect of patterned language for effect.
* I can explain how the writer has used words and language to show the setting of a book.
* I can explain how the words and language used shows atmosphere, mood or feelings.
* I can explain why a writer has chosen specific words and language to create atmosphere, mood or feelings.
* I record words and language from my reading to use in my own writing.
* I can find similarities in the use of language and openings in books experienced.
 |
| **Reading for Pleasure - Poetry** | * I know that there are different forms of poetry.
* I know that *words* and language in poems create effects.
 | * I recognise and name different types of poems which have been introduced to me.
* I can explain the effect created by the poet’s choice of words and language.
* I know that poems may have patterned language.
* I can find examples of patterned language in the poems I read.
* I can explain the effect of patterned language in poems and why a poet might use it.
* I understand that the meaning of poems can be enhanced through performance.
* I enjoy watching performances of poems.
 | * I discuss how the meaning is enhanced through performance.
* I identify that intonation, tone, volume and action can be used to enhance meaning.
* I prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.
 |
| **Reading for Pleasure – Non-Fiction** | * I choose a specific non-fiction book for a specific purpose.
* I identify any words that are unfamiliar to me.
* I use dictionaries to check or find the meaning of unfamiliar words.
 | * I know where to find the specific information needed in my book.
* I know how to use a non-fiction book to find identified information.
* I discuss the meaning of the unfamiliar words identified.
 |  |
| **Reading with understanding** | * I frequently empathise with a character.
* I identify the main idea/s of a text.
* I know that the main idea of a text can be summarised in a sentence.
* I know that many books have themes.
* I discuss the possible theme/s in books.
* I identify a theme in a book.
* I know that the organisation and layout of books vary according to the purpose of book.
 | * I understand that a reader needs to interact with a text to understand it fully.
* I can check understanding in any book or text read.
* I actively seek the meaning of any words or language not understood.
* I ask questions to ensure understanding of a text.
* I can check the meaning of any unfamiliar words through questioning, discussion or use of dictionaries.
* I understand that a writer wants the reader to respond in a certain way.
* I can explain how the writer made sure of the reader’s response, using evidence from the text.
* I can compare with others’ personal responses to a text.
* I understand why a character acted or responded or felt in a certain way.
* I make predictions based on the text and from knowledge from other books.
* I identify the main idea in paragraphs in a text.
* I summarise the main idea of a text in a sentence.
* I can find evidence which shows what the theme is in a book.
* I can explain why the evidence shows what the theme is.
* I use the organisation and layout of a book to find specific information.
* Irecord key words or information found
 | * I ask questions to deepen understanding of a text – between and beyond the lines.
* I can find where the writer has written to make the reader respond in a certain way.
* I can adapt my own response in the light of others’ responses.
* I understand why a writer wanted the character to respond in a certain way.
* I infer meaning using evidence from events, description and dialogue.
* I make connections with books with similar themes.
* I skim to find specific information on a page or in a paragraph.
* I can scan a page or paragraph to find key words or information.
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| **Working at a HIGHER STANDARD (Greater Depth)** |
| **YEAR 4 READING** |
| **Phonics/ Words** | **Comprehension** | **Reading for Enjoyment** |
| * I skim, scan and organise non-fiction information under different headings.
* When reading aloud, I show awareness of the listener through the use of pauses, giving emphasis and keeping an appropriate pace to entertain and maintain interest.
 | * I locate and use information from a range of sources, both fiction and non-fiction.
* I appreciate that there can be bias in persuasive writing, including within articles and advertisements.
* I use inference and deduction to work out the characteristics of different people from a story.
* I refer to the text to support my predictions and opinions.
 | * I talk about why I prefer certain authors and get ‘immersed’ in reading their books.
* I have established a preference for specific genre of texts and can explain why this is the case.
 |
| * I talk widely about different authors, giving some information about their backgrounds and the type of literature they produce.
* I can compare fictional accounts in historical novels with the factual account.
* I am confident of my ability to read between the lines as well as my ability to read beyond the lines.
* I am confident enough to ask questions related to the text I am reading and to offer opinions about the way the story may begin to unfold.
* I know that if I met the author of a book that I have read, I would have several questions to ask them.
* I am regularly using ideas I picked up from my reading in my own writing.
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| **Year 5 READING** |
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| ***Aspect*** | **Autumn** | **Spring** | **Summer** |
| **Applying Phonics** | * I apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.
* I read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.
* I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.
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| **Reading for Pleasure – Maintaining a positive attitude about reading** | * I know that there is a range of narrative genres which includes classic and traditional stories, myths and legends, poems and play scripts.
* I know that these are structured in different ways.
* I know that non-fiction texts are structured to guide the reader to information.
* I can explain how the structure guides the reader to find specific information.
* I find words and language that are used for effect.
* I can explain how the words and language create a precise effect.
 | * I discuss and explain how and why they have different structures.
* I can explain why I enjoyed a book or poem and who might also enjoy it.
* I evaluate the usefulness of a non-fiction book to research questions raised.
* I understand that a writer moves events forward through a balance of dialogue action and description.
* I record effective words and language from reading to use in my own writing.
 | * I can explore how dialogue is used to develop character.
* I can explore how actions are added to dialogue to move events forward.
* I understand that writers use language for precise effect.
* I understand that this may include precise nouns, precisely chosen adjectives, well developed noun phrases, similes, metaphors, personification etc.
* I understand that a writer uses different sentence structures and techniques to create effects.
* I can explore the structures and techniques used. For example, short sentences, rhetorical questions, ellipsis, flashbacks.
* I can record examples of effective techniques and structures from reading to use in my writing.
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| **Reading for Pleasure - Comprehension** | * I understand that there will be unfamiliar words in the texts I read.
* I use dictionaries to check or find the meaning of unfamiliar words.
* I ask questions to improve my understanding.
* I re-read to check that the text is meaningful.
* I can draw inferences such as inferring characters' feelings, thoughts and motives from their actions at different points in the text.
 | * I use meaning-seeking strategies to explore the meaning of words in context.
* I understand that inferences can be drawn from different parts of the text.
* I justify inferences with evidence from the text.
* I can make predictions from evidence found and implied information.
* I summarise the main ideas drawn from a text.
 | * I use meaning – seeking strategies to explore the meaning of idiomatic and figurative language.
* I understand that inferences can be made by reading between and beyond the lines.
* I know that the context in which it was written can affect a text. For example, a classic text reflects how an audience of that time will react.
* I can explain how the context of a text reflects the reaction of the audience it was written for.
 |
| **Reading for Pleasure –****Justifications for views** | * I can give a personal point of view about a text.
* I can explain the reasons for my viewpoint, using evidence from the text.
* I listen to others’ ideas and opinions about a text.
* I make connections between other similar texts, prior knowledge and experience.
* I can explain why there are connections, using evidence.
* I can compare books with similar themes.
 | * I build on others’ ideas and opinions about a text in discussion.
* I question others’ ideas about a text.
* I can compare different versions of texts.
* I can explain the similarities and differences between different versions of texts.
* I can explain how books written in different contexts can have similar themes.
 | * I evaluate the effectiveness of different versions of texts.
 |
| **Retrieving information from text** | * I identify key information from my text.
* I summarise key information in sentences.
* I can find key information from different parts of the text.
* I understand the difference between fact and opinion.
* I can find examples of fact and opinion in texts and explain why one is fact and the other opinion.
 | * I use skimming and scanning to find the information I need.
* I make notes on the information I need.
* I can organise my notes and present information.
* I summarise key information from different parts of the text.
* I present an oral overview or summary of a text.
* I understand that a narrative can be told from different points of view – narrator, character.
* I identify the point of view in a narrative.
* I understand that the writer may have a viewpoint.
 | * I can explore how events are viewed from another perspective.
* I can explain the writer’s viewpoint with evidence from the text.
* I identify the writer’s viewpoint, for example, how different characters are presented.
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| **Working at a HIGHER STANDARD (Greater Depth)** |
| **YEAR 5 READING** |
| **Phonics/ Words** | **Comprehension** | **Reading for Enjoyment** |
| * I read a range of material and show that I can sustain the reading of longer and more demanding books and poetry.
* I make use of effective scanning and text marking to aid succinct summaries of key ideas so that information is identified.
 | * I infer meaning using evidence from the text I’m studying, wider reading and personal experience.
* I adapt my own opinion in the light of further reading or others’ ideas.
 | * I choose to read widely for pleasure and for different purposes and do so outside lesson time because I want to.
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| * I add value to my reading by using my personal knowledge and context to read between and beyond the lines.
* I recognise that there may be times that my interpretation of the text may need to be reviewed in light of new information.
* I express my own ideas about a text, supporting my ideas with evidence from the text and explain why the evidence justifies my opinion.
* I compare texts by the same author, drawing out similarities and differences, comparing and evaluating different books when doing so.
* I compare texts by different authors and talk authoritatively about their different styles and techniques.
* I recognise some of the techniques and strategies used by authors to help bring a character to life or to create a precise setting.
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| **Year 6 READING** |
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| ***Aspect*** | **Autumn** | **Spring** | **Summer** |
| **Applying Phonics** | * I apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.
* I read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.
* I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.
 |  |  |
| **Reading for Pleasure – Maintaining a positive attitude about reading** | * I am familiar with a range of narrative genres which includes classic and traditional stories, myths and legends, poems and play scripts.
* I know that texts can have elements of more than one text type.
* I identify the elements included in a text type.
* I can explain why I enjoyed a book or poem and who might also enjoy it.
* I evaluate the usefulness of a non-fiction book to research questions raised.
 | * I know that non-fiction texts may include a creative, fictional element.
* I can explain how the choices a writer has made about the structure of a text support its purpose.
* I can make predictions using knowledge of the conventions different genres and text types.
* I understand that non-fiction texts may present the same information with different viewpoints.
* I identify the characteristics of a writer’s style.
* I know that the word and language choices support the writer’s purpose.
* I can record examples of words and language from reading to use in my own writing.
 | * I know that style and vocabulary are linked to the purpose of the text.
* I can explain how the style and vocabulary are linked to the purpose of the text, using evidence.
* I evaluate the usefulness of different non-fiction texts by comparing how different writer’s present the same information.
* I can explain the characteristics of a writer’s style, using evidence.
* I can explain how the word and language choices support the writer’s purpose, using evidence.
* I can explain how the techniques and structures used support the writer’s purpose, using evidence.
* I record examples of techniques and structures from reading to use in my own writing.
* I can comment on the effectiveness of the writer’s use of language structures and techniques.
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| **Reading for Pleasure –****Comprehension** | * I understand that there will be unfamiliar words in the texts I read.
* I use dictionaries to check or find the meaning of unfamiliar words.
* I use meaning-seeking strategies to explore the meaning of words in context.
* I use meaning – seeking strategies to explore the meaning of idiomatic and figurative language.
 | * I ask questions to improve and deepen my understanding.
* I re-read to check that the text is meaningful.
* I know that a text may need to be read slowly or re-read to deepen my understanding.
* I know that texts have different layers of meaning – between the lines and beyond the lines.
* I summarise the main ideas drawn from a text.
 | * I can find the different layers of meaning in a text.
* I can explain how they contribute to the reader’s understanding of the overall meaning, characters, themes.
* I make predictions from evidence found and implied information.
* I know that the context in which it was written can affect a text. For example, a classic text reflects how an audience of that time will react.
* I can explain how the context of a text reflects the reaction of the audience it was written for.
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| **Reading for Pleasure –****Justifications for views** | * I give a personal point of view about a text.
* I can explain the reasons for a viewpoint, using evidence from the text.
* I listen to others’ ideas and opinions about a text.
 | * I build on others’ ideas and opinions about a text in discussion.
* I question others’ ideas about a text.
* I make connections between texts which may not initially seem similar.
* I can explain why there are connections, using evidence.
* I can explain the similarities and differences between different versions of texts.
 | * I identify themes in books which have different cultural, social or historical contexts.
* I compare and contrast themes in a range of books.
* I can explain how there are common themes in different books, using evidence from reading.
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| **Explaining and discussing own understanding** | * I identify key information from a text.
* I summarise key information in sentences.
* I find key information from different parts of the text.
* I summarise key information from different parts of the text.
* I present an oral overview or summary of a text.
* I understand the difference between fact and opinion.
* I find examples of fact and opinion in texts.
* I can explain why one example is fact and another is opinion.
* I use point, evidence and explanation (PEE) to respond to questions about texts.
 | * I understand that a narrative can be told from different points of view – narrator, character.
* I identify the point of view in a narrative.
* I can explore how events are viewed from another perspective.
* I identify the techniques used to create feelings, atmosphere, mood or messages.
* I can comment on how the writer’s intent affects the reader.
 | * I understand that the writer may have a viewpoint.
* I know that points of view can also be implied.
* I identify implied points of view.
* I can explain implied points of view, using evidence.
* I identify the writer’s viewpoint, for example, how different characters are presented.
* I can explain the writer’s viewpoint with evidence from the text.
* I can explain the effect of the writer’s viewpoint on the reader.
* I can explain how the techniques used create feelings, atmosphere, mood or messages.
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| **Working at a HIGHER STANDARD (Greater Depth)** |
| **YEAR 6 READING** |
| **Phonics/ Words** | **Comprehension** | **Reading for Enjoyment** |
| * I use a combination of skimming, scanning and text marking to find and collate information and re-present the collated information.
* I compare and contrast the language used in two different texts and identify the grammatical features/techniques used to create mood, atmosphere, key messages and attitudes.
* I identify how writers manipulate grammatical features for effect.
 | * I can draw inferences from subtle clues across a complete text and give a personal response to a range of literature and non-fiction texts.
* I explain the key features, themes and characters across a text and compare and contrast characters.
* I explain the author’s viewpoint in a text and present an alternative point of view.
* I explain the main purpose of a text and summarise it succinctly.
 | * I confidently state preferences of text type including genre and justify my choices.
* I explain how and why a text has impact on me and identify how characters change during the events of a longer novel.
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| * I recognise the strategies used by different authors to create tension or suspense in the text.
* I compare and contrast the styles of different writers with evidence and explanation and evaluate their differing styles.
* I appreciate how an author builds relationships between two or more characters and see how this is done over a period of time.
* I recognise how great authors have created strong characters that the reader can empathise with to the point where the reader can anticipate how they would react in certain situations.
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