| **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. |
| **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. |
| **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. | | |

| **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. |
| **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. | | |

| **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. | | |

| **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. | | |

| **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. |  |  |
| **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. |
| **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. |
| * 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. | | |

| **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. |
| **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. |
| **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. |
| * 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. | | |