



| | Year One | Year Two | Year Three | Year Four | Year Five | Year Six |
|-------------|---|---|---|--|--|---|
| Oral | <ul style="list-style-type: none"> • Link what they read or hear to their own experiences • Orally retell known stories, linked to the Y1 range • Recite some simple poems by heart e.g. nursery rhymes, Surrounded by Noise (Ian Souter) The Horseman (Walter de la Mare) • Read aloud books matched to Y1 phonic knowledge • Check that the text makes sense to them as they read and correct inaccurate reading | <ul style="list-style-type: none"> • Orally retell known stories, linked to the Y2 range • Recite poems by heart, using intonation to make the meaning clear e.g. The Sound Collector (Roger McGough) Walking With My Iguana (Brian Moses) Daddy Fell into the Pond (Noyes) • Read aloud books matched to Y2 phonic knowledge • Check that the text makes sense to them as they read and correct inaccurate reading | <ul style="list-style-type: none"> • Read books that are structured in different ways and for a range of different purposes e.g. cartoons (to share plot concisely) chapter books (to provide more detail) diaries (for viewpoint) • Orally retell whole stories/sections of stories linked to the Y3 range • Recite poems by heart, using intonation, tone and volume to gain the interest of the listener e.g. Waves (Jackie Kay) The King's Breakfast (AA Milne) Up on the Downs and The Boneyard Rap (Wes Magee) • Read aloud and perform play scripts, gaining the audience's interest in the characters and plot e.g. using stage directions, volume and action | <ul style="list-style-type: none"> • Read books that are structured in specific ways and for a range of purposes e.g. comparing online and paper texts (appeal to the reader) comparing information books (Horrible Histories and Eyewitness books) • Orally retell whole stories/sections of stories linked to the Y4 range • Recite poems by heart, using intonation, tone and volume to maintain the interest of the listener e.g. From A Railway Carriage (RL Stevenson) How to Persuade Your Parents to Give You More Pocket Money (Andrea Shavick) • Read aloud and perform play scripts, maintaining the audience's interest in the characters and plot e.g. using stage directions, appropriate intonation, pace and action for the type of play | <ul style="list-style-type: none"> • Read books that are structured in specific ways and for a range of purposes e.g. comparing different approaches to recipes (formal/informal) autobiographies and biographies (viewpoint) • Recite poems by heart, using intonation, tone and volume to monitor the interest of the listener and adapt their recital e.g. Night Mail (Auden) The Highwayman (Noyes) • Read aloud and perform play scripts, monitoring the audience's interest and changing the performance accordingly e.g. consistent use of intonation, pace and action for the characters and type of play | <ul style="list-style-type: none"> • Read books that are structured in specific ways and for a range of purposes e.g. timeslip stories, texts that provide information about a theme/topic from the past, present and future • Recite poems by heart, using intonation, tone and volume to emphasise key elements of the poem and provoke a response in the listener e.g. The Tyger (Blake) Stop All The Clocks (Auden) recital of wellknown speeches (Winston Churchill, Martin Luther King, Nelson Mandela) • Read aloud and perform play scripts, refining their performance to illustrate subtleties e.g. to show changes in character, effects of the plot using asides, expressions, gestures, monologues |

Organisation and Research

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| | <ul style="list-style-type: none"> Identify the significance of the title and events in stories e.g. why is this story called 'Where The Wild Things Are?' Why did they make Max king? 1b Identify the significance of the title and events in non-fiction 1b Understand that non-fiction texts provide information Answer questions orally about a shared nonfiction text e.g. what do penguins eat? | <ul style="list-style-type: none"> Identify the sequence of events in fiction and how these are related e.g. understanding beginning/middle/end. 1c Identify the sequence of events in non-fiction and how these are related e.g. introductions /conclusions. 1c Use titles, headings, pictures and blurbs to – to locate relevant information Use scanning to locate a single piece of information, in response to questions from the teacher Understand the structure of the non-fiction texts used List key information orally or through text marking (highlighting/ underlining) in response to teachers' questions 1b | <ul style="list-style-type: none"> Summarise the main idea/s within a paragraph or section e.g. this paragraph is about how Harry is feeling. This paragraph is about how penguins feed. 2c Use contents and subheadings to locate relevant information. 2b Identify a main topic to research, independently and through shared reading Use skimming to locate main ideas in the text. 2b Use scanning to locate pieces of information. 2b Identify the structural conventions of non-fiction in relation to the text type (see range) Identify how the structure and presentation of texts contributes to the meaning e.g. shape poems, rhyme in rap, direction/size of print in 'Emily Brown and the Thing'. 2f Make notes from one source to capture key information about a topic e.g. information about penguins' habitats through recording or highlighting sentences/ - key words | <ul style="list-style-type: none"> Summarise ideas from across several paragraphs or sections e.g. how a character's fear is portrayed across several paragraphs, identifying the subject of each paragraph in a nonchronological report. 2c Use contents, indexes, glossaries and subheadings to locate specific information. 2b Independently identify key questions to research about a topic Use skimming to locate main ideas in the text. 2b Use scanning to locate specific information. 2b Identify the structural conventions of non-fiction in relation to the text type (see range) Identify how the structure and presentation of texts contributes to the meaning e.g. the use of chapters; different fonts; artwork. 2f Make notes from one source to answer key questions e.g. where do penguins live? What temperature is it there? through: - highlighting/recording key words and phrases; using bullet points, diagrams, symbols, abbreviations, mind-mapping | <ul style="list-style-type: none"> Summarise ideas, events and information from the text as a whole e.g. the author's viewpoint about a particular issue. 2c Explain their thinking through making reference to key details e.g. quoting from the text. 2d Independently devise key questions and identify themes to research e.g. pollution, recycling Use skimming and scanning to locate information efficiently across a range of sources. 2b Identify the structural conventions of non-fiction in relation to the text type (see range) Identify how the structure and presentation of texts contributes to the meaning e.g. graphic novels; stories told from two viewpoints; the order and presentation of points in an argument Distinguish between fact and opinion Make notes from several sources to gather information Explore and use their own techniques to make notes Refine notes by disregarding irrelevant information e.g. when researching penguins in Antarctica, disregarding information about polar expeditions to Antarctica Use notes to support presentations and debates | <ul style="list-style-type: none"> Summarise ideas, events and information throughout a text and across texts (about a common topic). 2c Explain their thinking through making reference to key details and comparisons. 2d & 2h Independently devise key questions and identify themes to research e.g. racism, slavery Use skimming and scanning to locate information selectively and precisely across a range of sources. 2b Identify the structural conventions of non-fiction in relation to the text type (see range) Identify how the structure and presentation of texts contributes to the meaning e.g. moving backwards and forwards throughout the story ('Holes') using a range of narrators (Trash) pathway stories Distinguish between fact, opinion and bias Make notes from several sources to gather information Make choices about the most efficient techniques to make notes Refine notes by disregarding unreliable information e.g. when researching penguins in Antarctica, disregarding information based on opinion or facts that don't correlate with the bulk of the research Use notes to support presentations and debates |

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| Response | <ul style="list-style-type: none"> • Discuss a wide range of poems, stories and nonfiction beyond their independent reading level. • Demonstrate and explain their understanding e.g. through role play, story mapping, discussion, drama • Consider the key characteristics of familiar stories e.g. good and evil characters, happy endings, happening in the past • Draw on what they already know to understand a text e.g. through relating to their own experiences (linking learning about penguins to 'Happy Feet') • Make simple predictions based on their own experiences e.g. I think mum will be cross because my mum gets cross. 1e • Make simple inferences e.g. I think Red Riding Hood was scared because the wolf was frightening. 1d | <ul style="list-style-type: none"> • Discuss their understanding of stories, poems and nonfiction (see range) at a level beyond which they can read independently • Express a single point of view about a text. 1d • Draw on what they already know to understand a text e.g. through: the vocabulary, grammar or context; cause and effect (thinking about what's prompted a character's behaviour?) 1a & 1d • Predict what may happen on the basis of what has been read so far e.g. I think mum will get cross because mum told Tom not to lie again. 1e • Make inferences on the basis of what is said and done e.g. I think something bad will happen to Hansel and Gretel because they've been left on their own. 1d | <ul style="list-style-type: none"> • Discuss their understanding of both texts they have read independently and those read to them (see range). 2b • Express their views and listen to the views of others • Identify the over-arching theme of a text e.g. honesty, loneliness, good overcoming evil. 2b • Ask relevant questions to clarify and improve their understanding of a text e.g. why didn't the villagers trust the Iron Man? • Predict what may happen based on both what has been stated (obvious) and implied (less obvious) e.g. I think mum will get cross because Tom knew he shouldn't have lied. 2e • Draw inferences about characters' thoughts and actions e.g. I think the boy really misses his dad because he cries when he sees his friends with their dads. 2d • Justify inferences with a single piece of evidence from the text to support one specific point. 2d | <ul style="list-style-type: none"> • Discuss their understanding of both texts they have read independently and those read to them (see range). 2b • Explain their views, listen to others' views and respond • Identify the author's message about the theme e.g. being honest is the best way to be; it's ok to lie when you need to. 2f • Ask specific questions to improve their thoughts about a text; explanations and understanding of language e.g. did Tom do that because he wanted to win the match? How did he escape from the cave? What does that word mean? • Predict what may happen based on what has been implied e.g. I think mum will get cross because she's worried Tom may get into trouble. 2e • Draw inferences about characters' feelings and motives e.g. I think Leon volunteers because he wants to prove that magic is real. 2d • Justify inferences with several pieces of evidence from the text to support one specific point. 2d | <ul style="list-style-type: none"> • Discuss their understanding of both texts they have read independently and those read to them (see range). 2b • Explain and develop their own views and build effectively on those of others • Identify an author's treatment of the same theme across one (2h) or several of their books/poems e.g. Michael Morpurgo's treatment of WWII • Ask relevant questions to improve their wider understanding of a text, topic or theme e.g. Why does Michael become friends with Kensuke? (Kensuke's Kingdom) What was it like to be a child in Victorian times? Why has the author used lots of short sentences? • Predict what may happen based on their understanding of the content and the themes within the text e.g. I think Macbeth will die because: - he's a murderer - the witches suggest it. 2e • Draw inferences from within the text about themes and characters' and authors' viewpoints e.g. Tom is scared to move house because he doesn't pack; he leaves his favourite toy behind on purpose and he's always anxious. 2d • Justify their inferences and views with a variety of references from across the text. 2d | <ul style="list-style-type: none"> • Discuss their understanding of both texts they have read independently and those read to them (see range). 2b • Explain and extend their own views and challenge those of others • Identify how the same theme is represented across texts e.g. loss in WWI poetry/narratives and how multiple themes are presented in longer narratives e.g. 'Trash' is about courage, poverty, perseverance. 2h • Ask specific questions to develop understanding of a text, topic or theme, including their wider understanding of cultural and social issues e.g. Why did Dickens write so often about the rich and the poor? Why was Adeline treated so badly? (Chinese Cinderella) • Predict what may happen based on their wider understanding of content and themes e.g. I think Macbeth will die because: - it's a tragedy - villains often lose. 2e • Draw inferences across texts about characters' viewpoints, authors' viewpoints and themes e.g. soldiers were disillusioned with the war because the reality was different from what they'd been told. 2d • Justify their inferences and views with a variety of references from across texts and by comparing sources and considering the reliability of information e.g. selecting points that support and discrediting points that contradict their argument. 2d |

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| Grammar (Language, Style and Impact) | <ul style="list-style-type: none"> • Discuss the meaning of new words by linking to vocabulary they know e.g. unkind = means not kind. 1a • Recognise and use predictable phrases in known stories e.g. 'I'll huff and I'll puff; once upon a time; happily ever after • Use age appropriate dictionaries to check the meanings of words e.g. picture dictionaries, first dictionaries | <ul style="list-style-type: none"> • Discuss favourite words and phrases • Clarify and discuss the meanings of new words, by linking to vocabulary they know e.g. I think 'kindly' means he spoke in a nice way. 1a • Recognise simple, recurring literary language across poetry and narratives e.g. in a land far away; long ago; once there lived; it wasn't long before; they searched far and wide • Use age appropriate dictionaries to check the meanings of words e.g. first dictionaries, infant dictionaries | <ul style="list-style-type: none"> • Identify the language conventions of nonfiction in relation to the text type (see range) • Identify and discuss the meaning of words in context e.g. I think 'generous' means kind because he gave his money away. 2a • Identify words and phrases that capture the reader's interest and contribute to the meaning of the text e.g. it says gobbled, which tells you he was eating it greedily and quickly. The author's used powerful verbs like flushed, drifting, sneaked, pluck 2g • Use age appropriate dictionaries to check the meanings of words | <ul style="list-style-type: none"> • Identify the language conventions of nonfiction in relation to the text type (see range) • Explain the meaning of new words in context e.g. I think 'compassionate' means kind because she could have walked away but she didn't. 2a • Explain how words and phrases capture the reader's interest and imagination and how they contribute to the meaning of the text e.g. the author's used powerful verbs like: twisting and turning, tumbled, pounding, spun, which give you an idea about how fast and exciting the acrobats are. 2g • Use age appropriate dictionaries to check the meanings of words | <ul style="list-style-type: none"> • Explore the meaning of words in a given context within fiction and nonfiction e.g. 'flexible' means rubber is a bendy material. 2a • Evaluate how authors use language to impact the reader e.g. use of repetition for effect; the author's used the metaphor 'his face was a grey cloud,' which helps you to imagine his sadness. 2g • Use age appropriate dictionaries and thesauri to check the meanings of words | <ul style="list-style-type: none"> • Explore the meaning of words in different contexts within fiction and non-fiction e.g. flexible means he was prepared to compromise/means it was bendy. 2a • Evaluate how and why authors use language, shades of meaning and a range of figurative devices to impact on the reader e.g. explain the differences between words such as: miffed, irritated, furious, fuming, irate, livid, incensed and their impact. 2g • Use age appropriate dictionaries and thesauri to check the meanings of words |

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| Word Reading | <ul style="list-style-type: none"> • apply phonic knowledge and skills to decode words • correctly and quickly read the graphemes for all 40+ phonemes, including the alternatives taught so far • accurately blend sounds in unfamiliar words that contain the GPCs that have been taught so far • note unusual correspondences and identify where these occur in the word, in relation to the Y1 common exception words • read words of more than one syllable and those that end in: –s, –es, –ing, –ed, –er and –est • read words with contractions • accurately read aloud books that are consistent with their developing phonic knowledge | <ul style="list-style-type: none"> • accurately blend sounds in unfamiliar words, especially recognising alternative sounds e.g. too, chew, shoe, blue • note unusual correspondences and identify where these occur in the word, in relation to the Y2 common exception words • read accurately words of two or more syllables • read words containing common suffixes e.g. –ment, -less, -ful, -ness • automatically read unfamiliar words accurately and without undue hesitation when reading aloud • read fluently and confidently in line with the Y2 range | <ul style="list-style-type: none"> • In line with Appendix 1: - apply their knowledge of root words, prefixes and suffixes to read aloud - note unusual correspondences and identify where these occur in the word, in relation to the Y3/4 common exception words | <ul style="list-style-type: none"> • In line with Appendix 1: - apply their knowledge of root words, prefixes and suffixes to read aloud - note unusual correspondences and identify where these occur in the word, in relation to the Y3/4 common exception words | <ul style="list-style-type: none"> • In line with Appendix 1: - apply their knowledge of root words, prefixes and suffixes to read aloud | <ul style="list-style-type: none"> • In line with Appendix 1: - apply their knowledge of root words, prefixes and suffixes to read aloud |

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| Range | <ul style="list-style-type: none"> • Engage with a wide range of familiar poems, picture books, fairy tales, narrative and non-fiction | <ul style="list-style-type: none"> • Read a wide range of contemporary and classic poems, stories, traditional tales and nonfiction accurately and fluently | <ul style="list-style-type: none"> • Read a wide range of books including: fiction, fairy stories, myths and legends, plays, nonfiction, reference books or textbooks and different forms of poetry independently | <ul style="list-style-type: none"> • Read a wide range of books including: fiction, fairy stories, myths and legends, plays, nonfiction, reference books or textbooks and different forms of poetry independently | <ul style="list-style-type: none"> • Read a wide range of modern fiction, fiction from our literary heritage and other cultures and traditions, non-fiction and different forms of poetry | <ul style="list-style-type: none"> • Read a wide range of modern fiction, fiction from our literary heritage and other cultures and traditions, non-fiction and different forms of poetry |

In all year groups, pupils should be able to read texts that are in line with the word reading expectations for their year group. They should also be **exposed to texts beyond the level at which they can read independently**, through listening to texts read aloud and through shared reading. In both cases, pupils should read texts that range not only in their content but also in the way they are structured. As their skills develop, pupils should be able to select and refine their choice of texts for a range of purposes.

KS1 Reading Test Domains

1a: Draw on knowledge of vocabulary to understand texts

1b: Identify/ explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information

1c: Identify and explain the sequence of events in texts

1d: Make inferences from the text

1e: Predict what might happen on the basis of what has been read so far

KS2 Reading Test Domains

2a: Give/ explain the meaning of words in context

2b: Retrieve and record information/ identify key information from fiction and non-fiction

2c: Summarise main ideas from more than 1 paragraph

2d: Make inferences from the text/explain and justify inferences with evidence from the text

2e: Predict what might happen from details stated and implied

***2f:** Identify/ explain how information/narrative content is related and contributes to meaning as a whole

***2g:** Identify/ explain how meaning is enhanced through choice of words and phrases

***2h:** Make comparisons within the text