

VOCABULARY	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
	<p>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of fiction and non-fiction books.</p> <p>Vocabulary will link to subject specific vocabulary as indicated in our approach to our curriculum</p>	Discuss the meaning of new words in fiction and non-fiction texts by linking to vocabulary they know.	Clarify and discuss the meanings of new words in fiction and non-fiction texts, by linking to vocabulary they know	Identify and discuss the meaning of words in a fiction and non-fiction context	Explain the meaning of new words in in a fiction and non-fiction context	Explore the meaning of words in a given context within fiction and non-fiction	Explore the meaning of words in different contexts within fiction and non-fiction
	Know that books can help us find out what words mean.	Use age appropriate dictionaries to check the meanings of words	Use age appropriate dictionaries to check the meanings of words	Use age appropriate dictionaries and thesauri to check the meanings of words	Use age appropriate dictionaries and thesauri to check the meanings of words	Use age appropriate dictionaries and thesauri to check the meanings of words	Use age appropriate dictionaries and thesauri to check the meanings of words
	<p>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</p> <p>Continues a rhyming string</p>	Discuss favourite words and phrases	Discuss favourite words and phrases	Identify words and phrases that contribute to the meaning of the text	Explain how words and phrases contribute to the meaning of the text	<i>Explain how words and phrases contribute to the meaning of the text</i>	Evaluate how and why authors use words to develop, shades of meaning.

INFERENCE	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
	Talk about characters when sharing narratives.	Make simple inferences about characters and setting.	Make inferences on the basis of what is said and done	Draw inferences about characters' thoughts and actions	Draw inferences about characters' feelings and motives	Draw inferences from within the text about themes and characters' and authors' viewpoints	Draw inferences across texts about characters' viewpoints, authors' viewpoints and themes
	Share ideas about characters using pictures	Talk about inferences using words and pictures in a shared text	Discuss inferences using words and pictures from the book	Justify inferences with a single piece of evidence from the text to support one specific point	Justify inferences within several pieces of evidence from the text to support one specific point	Justify inferences and views with a variety of references from across the text	Justify their inferences and views with a variety of references from across texts and by comparing sources and considering the reliability of information
				Identify how the structure and presentation of texts* contributes to the meaning *age-appropriate	Identify how the structure and presentation of texts* contributes to the meaning *age-appropriate	Identify how the structure and presentation of texts* contributes to the meaning *age-appropriate	Identify how the structure and presentation of texts* contributes to the meaning *age-appropriate

PREDICTION	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
	Beginning to be aware of the way stories are structured. Suggests how the story might end.	Make simple predictions based on their own experiences	Predict what may happen on the basis of what has been read so far	Predict what may happen based on both what has been stated (obvious) and implied	Predict what may happen based on both what has been implied	Predict what may happen based on their understanding of the content and the themes within the text	Predict what may happen based on their wider understanding of content and themes

EXPLANATION	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
	<i>Demonstrate understanding when talking with others about what they have read (ELG)</i>	Express their understanding of a story and non-fiction.	Express a single point of view about a text.	Express views and listen to the views of others based on a text.	Explain views, listen to the views of others and respond, based on a text.	Explain and develop their own views, and build effectively on the views of others, based on a text.	Explain and extend their own views and challenge the views of others, based on a text.
						Distinguish between fact and opinion	Distinguish between fact, opinion and bias Explain their thinking through referring to key details and comparisons

RETRIEVAL	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
	Listens to stories with increasing attention and recall.	Talk about and find simple pieces of information in response to questions from the teacher.	Use scanning to locate a single piece of information, in response to questions from the teacher.	Use skimming to locate main ideas in the text. Use scanning to locate pieces of information.	Use skimming to locate main ideas in the text Use scanning to locate pieces of information.	Use skimming and scanning to locate information efficiently across a range of sources	Use skimming and scanning to locate information selectively and precisely across a range of sources.
	Use the front cover, back cover, title and pictures to talk about the book.	Identify the significance of the title and events in stories.	Use titles, headings, pictures and blurbs to locate relevant information.	Use contents and sub-headings to locate relevant information.	Use contents, indexes, glossaries and sub-headings to locate relevant information	Use contents, indexes, glossaries and sub-headings to locate relevant information	Use contents, indexes, glossaries and sub-headings to locate relevant information
	Knows that information can be retrieved from books and computers.	Understand that non-fiction texts provide information  Consider the key characteristics of texts.	Recognise and understand the structure of the non-fiction texts  Identify the key characteristics of non-fiction	Identify the structural conventions of non-fiction in relation to the text  Identify the language conventions of non-fiction in relation to the text type	Identify the structural conventions of non-fiction in relation to the text type  Identify the language conventions of non-fiction in relation to the text type	Identify the structural conventions of non-fiction in relation to the text type  Identify the language conventions of non-fiction in relation to the text type	Identify the structural conventions of non-fiction in relation to the text type  Identify the language conventions of non-fiction in relation to the text type
	Talk about key information in non-fiction.	List key information orally.	List key information orally or through text marking (highlighting/ underlining) in response to teachers' questions.	Make notes from one source to capture key information about a topic	Make notes from one source to answer key questions through: highlighting/ recording key words and phrases; using bullet points, diagrams, symbols, abbreviations, mind-mapping	Make notes from several sources to gather information Refine notes by disregarding irrelevant information Explore and use their own techniques to make notes	Make notes from several sources to gather information. Make choices about the most efficient techniques to make notes Refine notes by disregarding unreliable information

SUMMARISING	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
	Describes main story settings, events and principal characters.	Identify the sequence of events in fiction.	Identify the sequence of events in fiction and non-fiction (where appropriate).	Summarise the main idea/s <b>within a paragraph</b> or section (fiction and non-fiction)	Summarise ideas from <b>across several paragraphs</b> or sections (fiction and non-fiction)	Summarise ideas, events and information from the <b>text as a whole.</b>	Summarise ideas, events and information throughout a text and across texts.
	Talk about familiar stories.	Talk about stories using their own experiences.	Talk about what they understand from a text using their own experiences.	Identify the over-arching theme of a text	Identify the author's message about the theme of a text	Identify an author's treatment of the same theme across one or several of their books/poems.	Identify how the same theme is represented across texts.
	Talk about stories that have been read to them.	Share their understanding of texts that have been read to them.	Share their understanding of both texts they have read independently and those read to them.	Discuss their understanding of both texts they have read independently and those read to them.	Discuss their understanding of both texts they have read independently and those read to them	Discuss their understanding of both texts they have read independently and those read to them	Discuss their understanding of both texts they have read independently and those read to them



READING ALOUD	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
	<p>Knows some favourite stories, rhymes, songs, poems or jingles. Repeats words or phrases from familiar stories. Fills in missing words or phrases</p>	<p>Orally retell known stories, linked to the Y1 range</p>	<p>Orally retell known stories, linked to the Y2 range</p>	<p>Orally retell whole stories/sections of stories linked to the <b>Y3 range</b></p>	<p>Orally retell whole stories/sections of stories linked to the <b>Y4 range</b></p>		
	<p>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p>	<p>Recognise and use predictable phrases in known <b>stories</b> linked to age-appropriate texts and texts children read independently</p>	<p>Recognise simple, recurring literary language <b>across poetry and narratives</b> linked to age-appropriate texts and texts children read independently</p>	<p>Discuss recurring literary language <b>across poetry and narratives</b> linked to age-appropriate texts and texts children read independently</p>	<p>Discuss recurring literary language <b>across poetry and narratives</b> linked to age-appropriate texts and texts children read independently</p>	<p>Discuss recurring literary language <b>across poetry and narratives</b> linked to age-appropriate texts and texts children read independently</p>	<p>Discuss recurring literary language <b>across poetry and narratives</b> linked to age-appropriate texts and texts children read independently</p>
	<p>Enjoys rhyming and rhythmic activities. Shows awareness of rhyme and alliteration. Recognises rhythm in spoken words. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Continues a rhyming string.</p>	<p>Recite some simple poems by heart with some expression</p>	<p>Recite poems by heart, using expression and intonation to make the meaning clear</p>	<p>Recite poems by heart, using intonation, tone and volume to gain the interest of the listener</p>	<p>Recite poems by heart, using intonation, tone and volume to gain the interest of the listener</p>	<p>Recite poems by heart, using intonation, tone and volume to <b>monitor the interest of the listener and adapt their recital</b></p>	<p>Recite poems by heart, using intonation, tone and volume to <b>emphasise key elements of the poem and provoke a response</b> in the listener</p>
	<p>Listens to and joins in with stories and poems, enjoying and copying some of the expression used by the reader.</p>	<p>Read aloud, with some expression, books <u>matched to Y1 phonic*</u></p>	<p>Read aloud, with expression, books <u>matched to Y2 age-related</u></p>	<p>Read aloud and perform texts, <b>gaining the audience's interest</b> in the</p>	<p>Read aloud and perform texts, <b>maintaining the audience's interest</b> in the</p>	<p>Read aloud and perform texts, <b>monitoring the audience's interest and changing the</b></p>	<p>Read aloud and perform texts, <b>refining</b> their performance to illustrate subtleties</p>



		<u>knowledge - independently and in groups</u>	<u>expectation* knowledge</u>	characters and plot	characters and plot	<b>performance</b> accordingly	
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