VOCABULARY	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
	Uses vocabulary and forms of speech that are increasingly influenced by their experiences of fiction and nonfiction books. Vocabulary will link to subject specific vocabulary as indicated in our approach to our curriculum	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
	Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Continues a rhyming string	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	Explain how words and phrases contribute to the meaning of the text	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	Make simple	Predict what	Predict what may	Predict what may	Predict what may	Predict what may
	be aware of	predictions	may happen on	happen based on	happen based on	happen based on	happen based on
	the way stories	based on their	the basis of	both what has	both what has	their	their wider
	are structured.	own	what has been	been stated	been implied	understanding of	understanding of
	Suggests how	experiences	read so far	(obvious) and		the content and	content and
	the story might			implied		the themes within	themes
	end.					the text	

EXPLANATION	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
	Demonstrate understanding when talking with others about what they have read (ELG)	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 subheadings to locate relevant information	Use contents, indexes, glossaries and subheadings to locate relevant information	Use contents, indexes, glossaries and subheadings 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, mindmapping	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 within a paragraph or section (fiction and non-fiction)	Summarise ideas from across several paragraphs or sections (fiction and non-fiction)	Summarise ideas, events and information from the text as a whole.	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

WORD READING	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
	Recognises familiar words and signs such as own name and advertising logos Knows information can be relayed in the form of print. Knows that print carries meaning and, in English, is read from left to right and top to bottom.	Link what they read or hear to their own experiences	Progression then moves into inference				
	Applying Phase 2 – 4 Can segment the sounds in simple words and blend them together and knows which letters represent some of them. Children read and understand simple sentences.	Applying Phase 4 and 5 Correctly and quickly read the graphemes for all 40+ phonemes, including the alternatives (graphemes/word families) Accurately blend sounds in unfamiliar words* that contain the GPCs *vocabulary linked to your own tiered vocabulary, word lists, words from topics and curriculum subjects and words spelling rules taught at each year group.	Applying Phase 5+ Accurately blend sounds in unfamiliar words*, especially recognising alternative sounds (graphemes/word families) *vocabulary linked to your own tiered vocabulary, word lists, words from topics and curriculum subjects and words spelling rules taught at each year group.	Applying phonics (all children) Accurately blend sounds in unfamiliar words*, especially recognising alternative sounds (graphemes/word families) *vocabulary linked to your own tiered vocabulary, word lists, words from topics and curriculum subjects and words spelling rules taught at each year group.	Applying phonics (all children) Use strategies to accurately blend sounds in unfamiliar words*, especially recognising alternative sounds (graphemes/word families) *vocabulary linked to your own tiered vocabulary, word lists, words from topics and curriculum subjects and words spelling rules taught at each year group.	Applying phonics (all children) Using strategies to accurately blend sounds in unfamiliar words*, especially recognising alternative sounds (graphemes/word families) *vocabulary linked to your own tiered vocabulary, word lists, words from topics and curriculum subjects and words spelling rules taught at each year group.	Applying phonics (all children) Using strategies to accurately blend sounds in unfamiliar words*, especially recognising alternative sounds (graphemes/word families) *vocabulary linked to your own tiered vocabulary, word lists, words from topics and curriculum subjects and words spelling rules taught at each year group.
				Correctly and quickly read the graguidance use AfL to target the pa	traphemes for all 40+ phonemes, including the alternatives (graphemes/word families) — particular sound or family required.		
	Links sounds to letters, naming and sounding the letters of the alphabet.	Know all letters of the alphabet and their corresponding sounds.					
	They use phonic knowledge to decode regular words and read them aloud accurately.	Read words with contractions Read words of more than one syllable and those that end in: -s, -es, -ing, - ed, -er and -est	Read accurately words of two or more syllables Read words containing common suffixes	Apply their knowledge of root words, prefixes and suffixes to read aloud with confidence and without undue hesitation*	Apply their knowledge of root words, prefixes and suffixes to read aloud with confidence and without undue hesitation*	Apply their knowledge of root words, prefixes and suffixes to read aloud with confidence and without undue hesitation*	Apply their knowledge of root words, prefixes and suffixes to read aloud and without undue hesitation*
	Read some common irregular words.	Note unusual correspondences and identify where these occur in the word, in relation to the Y1 common exception words	Note unusual correspondences and identify where these occur in the word, in relation to the Y2 common exception words Reading fluently and confidently in line with the Y2 range	Note unusual correspondences and identify where these occur in the word, in relation to the Y3/4 common exception (word list) words	Note unusual correspondences and identify where these occur in the word, in relation to the Y3/4 common exception (word List) words	Note unusual correspondences and identify where these occur in the word, in relation to the Y5/6/word list words	Note unusual correspondences and identify where these occur in the word, in relation to the Y5/6-word list
	Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately.	Check that the text makes sense to them as they read and correct inaccurate reading	Check that the text makes sense to them as they read and correct inaccurate reading	Check that the text makes sense to them as they read and correct inaccurate reading	Check that the text makes sense to them as they read and correct inaccurate reading	Check that the text makes sense to them as they read and correct inaccurate reading	Check that the text makes sense to them as they read and correct inaccurate reading

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

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