

# READING PROGRESSION MAP

DORCHESTER PRIMARY SCHOOL

F2			
	Autumn	Spring	Summer
Word Reading	Recognise some familiar words in print, e.g. own name or advertising logos. (e.g. Child can identify own name from a selection of three names.)	Know that text is read top to bottom and left to right. (e.g. child eye scanning, or finger pointing, along the text in the right order when reading.)	Know that text is read top to bottom and left to right. (e.g. child eye scanning, or finger pointing, along the text in the right order when reading.)
Literal Comprehension	<p>Explain in simple terms what is happening in a picture in a familiar story. (e.g. When asked what is happening in a picture in a story they have listened to, child can respond appropriately, e.g. 'Jack is playing with a ball.')</p> <p>Sequence two events from a familiar story, using puppets, pictures from book or role-play.</p>	<p>Say something about who was in the story, what happened and where it took place.</p> <p>Say something about a key aspect of a non-fiction book or story. (e.g. When asked what a book called 'Pets' is about, the child can say that it is about some children and their pets.)</p> <p>Sequence three events from a familiar story, using puppets, pictures from the book or role-play.</p> <p>Point to title of book on front cover.</p> <p>Retrieve information from pictures in a book that has been read to them, in response to a simple question.</p>	<p>Answer 'how' and 'why' questions on one point of a picture book they have listened to, where answer is clear in the book.</p> <p>Answer simple literal questions about one point in the text of a book they have read. (e.g. answer a simple question, e.g. 'What was in the bag?' where answer is clear in the book.)</p>
Inference	<p>Make simple inferences to answer yes/no questions about characters' emotions in a familiar picture book read aloud to them, with prompts.</p> <p>Make a simple prediction based on the pictures or text of a straightforward story that is read aloud to them.</p>	<p>Make inferences to answer a simple question related directly to characters' emotions in a familiar picture book read aloud to them, where answer is signposted in book but question is quite open.</p> <p>Suggest how an unfamiliar story read aloud to them might end.</p>	<p>Make simple, plausible suggestions about what will happen next in a book they are reading.</p> <p>Usually remember main sequence of events in a story when questioned.</p> <p>With support and when prompted, put some of the main events or ideas in a text in correct sequence.</p>
Responding to Text	Express a preference for a book, song or rhyme, from a limited selection.	Give a simple opinion on a book they have read, when prompted	Make inferences to answer a question beginning 'Why do you think...?' in a book they have read, where answer is clearly signposted
Language for Effect	Show understanding of some words and phrases in a story that is read aloud to them.	<p>Recognise repetition of words or phrases in a short passage of text.</p> <p>With prompting, show understanding of many common words and phrases in a story that is read aloud to them.</p>	<p>Able to identify the repeated sound, having heard a phrase with clear alliteration.</p> <p>With prompting, sometimes show understanding of some less familiar words and phrases in a story that is read aloud to them.</p>
Themes and Conventions	<p>Experience and respond to different types of books such as, story books, factual/real-world books, rhyming and non-rhyming stories, realistic and fantasy stories.</p> <p>Can hold the book the right way up.</p> <p>Know that a book has a beginning and end, and can turn accurately to the beginning or end when prompted in a familiar book.</p>	Know that a book has a beginning and end and turns most of the pages between them accurately.	Know that stories have a beginning, middle and an end.

## Year 1 – Continuous Objectives

Develop pleasure in reading, motivation to read, vocabulary and understanding by:

- listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently - **MONITORING**
- being encouraged to link what they read or hear to their own experiences - **CONNECTING**
- becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics - **MONITORING**
- recognising and joining in with predictable phrases - **MONITORING**
- learning to appreciate rhymes and poems, and to recite some by heart – **MONITORING**
- discussing the significance of the title and events – **MONITORING**
- participate in discussion about what is read to them, taking turns and listening to what others say

	Autumn	Spring	Summer
<b>Word Reading</b> <i>Link to 1a: Draw on knowledge of vocabulary to understand texts</i>	<p>Responds with increasing accuracy, giving the correct sound to graphemes (letters or groups of letters) for most of the 40+ phonemes, including, where applicable, alternative sounds for graphemes</p> <p>Uses phonic knowledge to decode regular words and attempts to read some common irregular words.</p> <p>Reads and understands simple sentences</p>	<p>Apply phonic knowledge and skills as the route to decode words</p> <p>Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</p> <p>Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</p> <p>Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</p> <p>Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings</p> <p>Read other words of more than one syllable that contain taught GPCs</p> <p>Read words with contractions [for example, I’m, I’ll, we’ll], and understand that the apostrophe represents the omitted letter(s)</p> <p>Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words</p> <p>Read words with suffixes by building on the root words that they can read already with support.</p>	<p>Re-read books to build up their fluency and confidence in word reading.</p> <p>Reads other words of more than one syllable that contain beyond taught GPCs.</p> <p>Applies knowledge of alternative graphemes for phonemes when reading unfamiliar words</p> <p>Reads aloud more complex books, including those beyond their chronological age.</p>
<b>Literal Comprehension</b> <i>Link to 1a: Draw on knowledge of vocabulary to understand texts</i> <i>Link to 1b: Identify/Explain key aspects of fiction and non-fiction texts such as</i>	<p>Identify words that they can read (through phonetic approaches) and suggest meanings for these words – <b>MONITORING</b></p> <p>Demonstrate an understanding of what is read to them – <b>MONITORING</b></p> <p>Recognise and join in with predictable phrases and can retell familiar stories – <b>MONITORING</b></p> <p>Ask an adult to help them understand the words that they do not</p>	<p>Suggest meanings for unknown words – <b>MONITORING</b></p> <p>Begin to understand the terms fiction and non-fiction – <b>MONITORING</b></p>	<p>Checking that the text makes sense to them as they read, and correcting inaccurate reading – <b>MONITORING</b></p> <p>Discussing word meanings, linking new meanings to those already known -- <b>MONITORING</b></p> <p>Demonstrate an understanding for specific text types such as traditional tales and can give a characteristic of this type of story. – <b>MONITORING</b></p> <p>Demonstrate an understanding for the basic structural features of non-fiction texts and discuss how they are helpful in navigating a</p>

<i>characters events, titles and information</i>	<p>know the meaning of – <b>MONITORING</b></p> <p>Begin to respond to questions about books – <b>MONITORING</b></p> <p>Begins to understand which texts are sharing real information and which are telling stories that are not real – <b>MONITORING</b></p>		<p>text – <b>MONITORING</b></p>
<p><b>Inference</b></p> <p><i>Link to 1d: Make inferences from the text.</i></p> <p><i>Link to 1e: Predict what might happen on the basis of what has been read so far</i></p>	<p>Use the words within the speech of the text to think about how the character feels – <b>INFERRING</b></p> <p>Use the illustrations within the book to think about how the character feels – <b>INFERRING</b></p> <p>Answer the question ‘What might happen next?’ – <b>INFERRING</b></p>	<p>Link the words of speech within the text to the actions of the character to think about how the character feels. – <b>INFERRING</b></p> <p>When given a title, begins to discuss how this might link to events - <b>PREDICTING</b></p> <p>When given a suggestion of two things that might happen, choose an appropriate option and when asked, provide a reason for this opinion by referring to the text - <b>PREDICTING</b></p>	<p>Making inferences on the basis of what is being said and done – <b>INFERRING</b></p> <p>Predicting what might happen on the basis of what has been read so far - <b>PREDICTING</b></p> <p>Reads the title before starting the book and discusses how it might relate to the book. - <b>PREDICTING</b></p>
<p><b>Responding to Text</b></p> <p><i>Link to 1c: Identify and explain the sequence of events</i></p>	<p>When asked questions about what has happened so far, provide one accurate event – <b>SUMMARISING</b></p>	<p>Order a sequence of events provided to them (pictorial and written) and discuss in their own words what happened – <b>SUMMARISING</b></p>	<p>Explain clearly their understanding of what is read to them – <b>MONITORING AND SUMMARISING</b></p>
<p><b>Language for Effect</b></p> <p><i>Link to 1a: Draw on knowledge of vocabulary to understand texts</i></p>	<p>When participating in an adult led discussion about the book, think about any knowledge they have on the subject of the book before they begin - <b>CONNECTING</b></p>	<p>Drawing on what they already know or on background information and vocabulary provided by the teacher to discuss the text – <b>MONITORING AND CONNECTING</b></p>	<p>Drawing on what they already know or on background information and vocabulary provided by the teacher to discuss the text – <b>MONITORING AND CONNECTING</b></p>

## Year 2 – Continuous Objectives

Develop pleasure in reading, motivation to read, vocabulary and understanding by:

- listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently – **MONITORING**
- discussing the sequence of events in books and how items of information are related - **SUMMARISING**
- becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales - **MONITORING AND SUMMARISING**
- being introduced to non-fiction books that are structured in different ways - **MONITORING AND SUMMARISING**
- recognising simple recurring literary language in stories and poetry – **MONITORING**
- continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
- checking that the text makes sense to them as they read, and correcting inaccurate reading – **MONITORING**
- participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say – **MONITORING**
- explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves – **MONITORING**

	Autumn	Spring	Summer
<b>Word Reading</b> <i>Link to 1a: Draw on knowledge of vocabulary to understand texts</i>	<p>Check the text makes sense when reading and correct inaccurate reading.</p> <p>Applies phonic knowledge, including alternative representations for phonemes, when reading unfamiliar words.</p>	<p>Decoding is established and a range of age-appropriate texts is read with consistent accuracy, fluency and confidence, sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>Decodes using alternative sounds for graphemes; words of two or more syllables; words with common suffixes; and most common exception words, based on what has been taught.</p> <p>Re-reads books to build up fluency and confidence.</p> <p>Check the text makes sense when reading and correct inaccurate reading.</p>	<p>Independently check text makes sense correcting inaccurate reading without being prompted.</p> <p>Automatic decoding is established and a range of texts are read independently with consistent accuracy, fluency and confidence.</p>
<b>Literal Comprehension</b> <i>Link to 1a: Draw on knowledge of vocabulary to understand texts</i> <i>Link to 1b: Identify/Explain key aspects of fiction and non-fiction texts such as characters events, titles and information</i>	<p>Demonstrate understanding of simple cause and effect in fiction and non-fiction texts they have read where the link between cause and effect is stated in the text and supported by a picture. - <b>MONITORING</b></p> <p>Answer literal or deductive questions about books they have listened to or read, drawing on what they already know, or on background information and vocabulary provided by teacher. - <b>MONITORING</b></p> <p>Refer to the book to retell main points in the correct sequence. - <b>MONITORING</b></p> <p>Retell, without visual prompts, recently read stories in correct sequence, in response to questions and including approximately four events. - <b>MONITORING</b></p>	<p>Participate in discussions about books they have listened to or read, answering literal questions and making reference to significant events and characters. - <b>MONITORING</b></p> <p>Answer literal questions about books they have listened to or read, using new vocabulary they have met in the text. - <b>MONITORING</b></p> <p>Retell recently read stories, including main characters and most key events, in correct order with minimal prompting - <b>MONITORING</b></p>	<p>Participate in discussions about books they have listened to or read, recalling the story and making reference to significant events and characters. - <b>MONITORING</b></p> <p>Ask and answer questions about books they have listened to or read, often making links between one event or piece of information and another, and where necessary drawing on what they already know or on background information and vocabulary provided. - <b>MONITORING</b></p> <p>Become increasingly familiar with wider range of stories, fairy stories and traditional tales and can retell these. - <b>MONITORING</b></p> <p>Demonstrate understanding of simple cause and effect in fiction and nonfiction texts, discussing sequence of events and explaining how items of information are related - <b>MONITORING</b></p> <p>With support, find specific information on a page of non-fiction text, often using features such as key words, headings, captions, etc. appropriately. - <b>MONITORING</b></p>

			Discussing and clarifying the meanings of words, linking new meanings to known vocabulary - <b>MONITORING</b>
<b>Inference</b> <i>Link to 1d: Make inferences from the text.</i> <i>Link to 1e: Predict what might happen on the basis of what has been read so far</i>	<p>Participate in discussions about books they have listened to or read, making inferences about how characters feel – <b>INFERRING</b></p> <p>Make a sensible prediction of what might happen in a text they have not encountered before and, with support, can justify the prediction on the basis of what has happened so far in the story. - <b>PREDICTING</b></p>	<p>Demonstrate understanding of simple cause and effect in fiction and nonfiction texts where the link between cause and effect is strongly implied. – <b>INFERRING</b></p> <p>Participate in discussions about books they have listened to or read, making simple inferences on the basis of what characters do - <b>PREDICTING</b></p>	<p>Discuss why some events in a story are important and make simple links between items of information. – <b>INFERRING</b></p> <p>Making inferences on the basis of what is being said and done – <b>INFERRING</b></p> <p>Predicting what might happen on the basis of what has been read so far - <b>PREDICTING</b></p>
<b>Responding to Text</b> <i>Link to 1c: Identify and explain the sequence of events</i>	<p>Give a personal opinion about an event or character and give a simple justification in a discussion about a story - <b>CONNECTING</b></p> <p>With support, consider which of two questions will be better to investigate the answer to - <b>QUESTIONING</b></p> <p>Begin to suggest questions that need to be answered – <b>QUESTIONING</b></p> <p>Beginning to recognise that some non-fiction books have features that are different from the main text. - <b>SUMMARISING</b></p> <p>Know what some common nonfiction features are called and what they do. - <b>SUMMARISING</b></p>	<p>With support, form a simple question they would like to ask a character about events from the story. - <b>QUESTIONING</b></p> <p>With some support, explain and discuss their understanding of books, poems and other material in simple terms by linking to other books they have read - <b>CONNECTING</b></p> <p>Discuss and evaluate which questions from a selection provided by the teacher will deepen their understanding of a text if answered - <b>QUESTIONING</b></p> <p>Contribute appropriately to discussion about a wide range of different types of texts they have listened to or read, including stories, traditional tales, poems and non-fiction - <b>SUMMARISING</b></p> <p>With support, clearly explain what some common non-fiction features are called and what they do. - <b>SUMMARISING</b></p> <p>Able to read non-fiction texts that include one or more common nonfiction features and can tell you what some features are called. - <b>SUMMARISING</b></p>	<p>With support, use empathy to help them understand characters and their motivation. - <b>CONNECTING</b></p> <p>Explain and discuss their understanding of books, poems and other material they have listened to or read, sometimes giving a more detailed account of their opinions. - <b>CONNECTING</b></p> <p>Drawing on what they already know or on background information and vocabulary provided by the teacher - <b>CONNECTING</b></p> <p>Ask questions to deepen their understanding about the events or motives of characters within the story - <b>QUESTIONING</b></p> <p>With support, can sometimes comment on the appropriateness of the author's choice of title for a poem or story</p> <p>Discuss and express views about a wide range of texts they have listened to - <b>SUMMARISING</b></p> <p>Able to read a range of non-fiction texts structured in different ways - <b>SUMMARISING</b></p>
<b>Language for Effect</b> <i>Link to 1a: Draw on knowledge of vocabulary to understand texts</i>	<p>Recognise repetition of words or phrases in a short passage of text, even when that repetition is relatively subtle. – <b>MONITORING</b></p> <p>Recognise clear patterns of language, such as the repetition of words or phrases. – <b>MONITORING</b></p>	<p>With support, sometimes identify specific examples of literary language in texts they have listened to or read, e.g. alliteration. – <b>MONITORING</b></p> <p>Recognise rhymes or alliteration in poems they have listened to or read. – <b>MONITORING</b></p>	<p>Discussing their favourite words and phrases – <b>MONITORING</b></p> <p>Recognise interesting vocabulary in a text they have listened to or read – <b>MONITORING</b></p> <p>Recognise simple recurring literary language in stories and poetry – <b>MONITORING</b></p>

## Year 3 – Continuous Objectives

Develop positive attitudes to reading, and an understanding of what they read, by:

- listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes - **MONITORING AND SUMMARISING**
- using dictionaries to check the meaning of words that they have read - **MONITORING**
- increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally - **MONITORING AND SUMMARISING**
- identifying themes and conventions in a wide range of books - **MONITORING AND SUMMARISING**
- preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action - **MONITORING**
- discussing words and phrases that capture the reader's interest and imagination - **MONITORING**
- recognising some different forms of poetry [for example, free verse, narrative poetry] - **SUMMARISING**
- participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say - **MONITORING**

	Autumn	Spring	Summer
<b>Word Reading</b>	Generally reads fluently, decoding most new words, beginning to read further exception words.	Usually reads fluently, decoding most new words outside everyday spoken vocabulary. Can read longer words with support and tests out different pronunciations.  Reads further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.	Reads with fluency, more challenging texts (including those beyond their chronological age), and selects strategies to decode new words. Is beginning to clarify meaning of new words through contextual understanding
<b>Literal Comprehension</b>	Self-correcting, when text does not make sense and beginning to use appropriate intonation when reading aloud – <b>MONITORING</b>  With support, explain the main idea of a paragraph or page they have just read. - <b>SUMMARISING</b>  Able, with support, to retell stories in correct sequence with different degrees of detail, depending on the purpose of the retelling. - <b>SUMMARISING</b>  Know a dictionary is arranged in alphabetical order and that it can be used to find out meaning of words. – <b>MONITORING</b>  Know information can be found in non-fiction features such as diagrams, photos, captions, labels and charts, as well as in main text, and often use these features with minimal prompting to find answers to questions. – <b>MONITORING</b>	Automatically track meaning of text during reading, pausing to self-correct where necessary. – <b>MONITORING</b>  With some support or prompting, can explain meaning of what has been read, in response to a question. – <b>MONITORING</b>	Beginning to check that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context – <b>MONITORING</b> and <b>CONNECTING</b> Beginning to correctly retrieve and record information from non-fiction -- <b>MONITORING</b>  Answer literal or deductive questions about a range of different kinds of books and texts, using clues and information from different parts of the text where these are clearly signposted. – <b>MONITORING</b>  Retrieve specified information from a range of fiction and non-fiction texts. – <b>MONITORING</b>
<b>Inference</b>	Make a sensible prediction of what might happen and can justify the prediction on the basis of what has happened so far in the story. - <b>PREDICTING</b>  Distinguish between simple statements of fact and opinion where opinions are clearly signposted with 'I think'. – <b>INFERRING</b>	With support, make inferences, such as inferring characters' feelings and motives from their actions. – <b>INFERRING</b>  Predict what will happen from what is clearly stated and straightforwardly implied in a text, sometimes drawing on knowledge of similar texts. - <b>PREDICTING</b>	Beginning to draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and begin to justify inferences with evidence – <b>INFERRING</b>  Beginning to predict what might happen from details stated and implied - <b>PREDICTING</b>
<b>Responding to Text</b>	Able, with support, to retell stories in correct sequence with different degrees of detail, depending on the purpose of the retelling. - <b>SUMMARISING</b>  Asking questions to improve their understanding of a text -	Give an opinion on a moral dilemma presented in a story. - <b>CONNECTING</b>  Asking questions to improve their understanding of a text - <b>QUESTIONING</b>	Asking questions to improve their understanding of a text - <b>QUESTIONING</b> Beginning to identify main ideas drawn from more than 1 paragraph and summarising these - <b>SUMMARISING</b> Retell longer familiar stories they have read in their own words -

	<p><b>QUESTIONING</b> Has read or heard a variety of myths and legends and can explain some of the key features of these. - <b>SUMMARISING</b></p> <p>With prompting, identify an interesting word or phrase in a passage and express preferences for particular words. - <b>SUMMARISING</b></p> <p>Identify some ways in which structure and presentation contribute to meaning - <b>SUMMARISING</b></p>	<p>Beginning to use familiar non-fiction features independently to help them navigate through a text. - <b>SUMMARISING</b></p>	<p><b>SUMMARISING</b> Beginning to identify how structure, and presentation contribute to meaning - <b>MONITORING</b> AND <b>SUMMARISING</b> Give an opinion on a moral dilemma presented in a story and give a simple reason for this. -<b>CONNECTING</b> With support, identify some of the ways in which language and structure contribute to meaning in different types of texts. - <b>SUMMARISING</b></p>
Language for Effect	<p>With prompting, identify an interesting word or phrase in a passage and express preferences for particular words. – <b>MONITORING</b></p>	<p>Discuss interesting vocabulary on a page of text and, with support, can explain in simple terms the effect the word has on the reader. – <b>MONITORING</b></p>	<p>Beginning to identify how language contributes to meaning - <b>MONITORING</b> AND <b>SUMMARISING</b></p>



## Year 4 – Continuous Objectives

Develop positive attitudes to reading, and an understanding of what they read, by:

- listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes - **MONITORING AND SUMMARISING**
- using dictionaries to check the meaning of words that they have read - **MONITORING**
- increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally - **MONITORING AND SUMMARISING**
- identifying themes and conventions in a wide range of books - **MONITORING AND SUMMARISING**
- preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action - **MONITORING**
- discussing words and phrases that capture the reader's interest and imagination - **MONITORING**
- recognising some different forms of poetry [for example, free verse, narrative poetry] - **SUMMARISING**
- participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say - **MONITORING**

	Autumn	Spring	Summer
<b>Word Reading</b>	Generally reads fluently, decoding most new words, beginning to read further exception words.	Reads most words effortlessly and attempts to decode unfamiliar words with increasing automaticity.  Reads further exception words, noting the usual correspondences between spelling and sound where these occur in the word.	Reads a wider of challenging texts that are above chronological age with fluency and understanding.  Reading silently with increasing stamina and appraises the text
<b>Literal Comprehension</b>	Read accurately at speed with appropriate intonation and re reads passage to ensure understanding. - <b>MONITORING</b>  Use contents page in non-fiction text to retrieve information and can use the index with support. - <b>MONITORING</b>  Retrieve information from fiction or non-fiction and, with support, record this information. - <b>MONITORING</b>  Automatically track meaning of text during reading, self-correcting as part of the reading process (often without this being apparent to listener). - <b>MONITORING</b>  With occasional support, make a good estimate of meaning of an unfamiliar word in context. - <b>MONITORING</b>	Confidently reading aloud and performing with clear intonation to show understanding. - <b>MONITORING</b>  When reading silently, checking that the text makes sense by questioning unfamiliar words or phrases. - <b>MONITORING</b>  Read books that are structured in different ways and reading for a range of purposes. - <b>MONITORING</b>  Retell stories with support, and relay main points of sequentially ordered non-fiction texts in correct sequence, sometimes with different degrees of detail, depending on purpose. - <b>MONITORING</b>  Use range of different non-fiction text features to help retrieve information from a text, and with support choose a simple way to record the information they have discovered. - <b>MONITORING</b>  Ask a question they would like to find the answers to in a fiction or nonfiction book. – <b>QUESTIONING</b>	Checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context – <b>MONITORING and CONNECTING</b>  Retrieve and record information from non-fiction -- <b>MONITORING</b>  Retell stories, and relay main points of sequentially ordered non-fiction texts in correct sequence, usually with different degrees of detail and at a different length, depending on purpose. - <b>MONITORING</b>  Check that text makes sense, discussing their understanding and explaining meaning of words in context. - <b>MONITORING</b>  Retrieve and record information from fiction and non-fiction. - <b>MONITORING</b>  Asking questions to improve their understanding of a text - <b>QUESTIONING</b>
<b>Inference</b>	Draw inferences such as characters' feelings, thoughts and motives from their actions, and with support can sometimes justify inferences with evidence. – <b>INFERRING</b>  Predict what might happen in a story and, when directed to a relevant page, can find stated and clearly implied evidence to justify the prediction - <b>PREDICTING</b>	Drawing inferences from characters feelings, thoughts and motives that justifies their actions and supports these views with evidence from the text. – <b>INFERRING</b>  Justifying predictions with evidence from the text. - <b>PREDICTING</b>	Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence – <b>INFERRING</b> Predicting what might happen from details stated and implied - <b>PREDICTING</b>  Make a plausible prediction about what might happen next in a story, and when prompted can explain reasons.  Draw inferences such as characters' feelings, thoughts and motives from their actions, and can justify inferences with

			evidence. – <b>INFERRING</b>  Predict what might happen from what is stated and implied in a text. - <b>PREDICTING</b>
<b>Responding to Text</b>	Participate in discussion about books by giving a personal response to questions, taking turns and listening to what others say. - <b>CONNECTING</b>	Identifies main ideas drawn from more than one paragraph and summarises these. - <b>SUMMARISING</b>  Listening to and discussing a wide range of fiction, poetry, plays, nonfiction and reference books or text books. - <b>SUMMARISING</b>  Identify key themes and conventions in a range of books. - <b>SUMMARISING</b>	Asking questions to improve their understanding of a text - <b>QUESTIONING</b>  Identifying main ideas drawn from more than 1 paragraph and summarising these - <b>SUMMARISING</b> Identifying how structure, and presentation contribute to meaning - <b>MONITORING</b> AND <b>SUMMARISING</b> Participate in discussion about books, taking turns and listening to what others say. Read books that are structured in different ways and discuss their purposes. – <b>SUMMARISING</b> Identify how language, structure and presentation contribute to meaning. - <b>SUMMARISING</b> Identify some of the ways in which fiction texts are structured, e.g. through use of chapters. - <b>SUMMARISING</b>
<b>Language for Effect</b>	Discuss words from a page they have read and, with prompts if necessary, can explain how they capture the reader's interest and imagination. - <b>MONITORING</b> Usually recognise, when reading, an unfamiliar word, and can use a dictionary to find the meaning of the word. - <b>MONITORING</b>	Discuss words and phrases from a book they have read and explain how they capture the reader's interest and imagination. - <b>MONITORING</b>  Discuss the style and type of vocabulary used by the author to support comprehension of texts. - <b>MONITORING</b>	Identifying how language contributes to meaning - <b>MONITORING</b> AND <b>SUMMARISING</b> Discuss words and phrases from a book they have read and explain how they capture the reader's interest and imagination. - <b>MONITORING</b>

## Year 5 – Continuous Objectives

Maintain positive attitudes to reading and an understanding of what they read by:

- continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks - **MONITORING**
- reading books that are structured in different ways and reading for a range of purposes - **MONITORING AND SUMMARISING**
- increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions - **MONITORING AND SUMMARISING**
- recommending books that they have read to their peers, giving reasons for their choices - **MONITORING AND SUMMARISING**
- identifying and discussing themes and conventions in and across a wide range of writing - **MONITORING AND SUMMARISING**
- learning a wider range of poetry by heart - **MONITORING**
- preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience - **MONITORING**
- summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas – **SUMMARISING**
- identifying how language, structure and presentation contribute to meaning - **MONITORING AND SUMMARISING**
- distinguish between statements of fact and opinion – **MONITORING**
- retrieve, record and present information from non-fiction – **MONITORING**
- participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously – **MONITORING**
- explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary - **MONITORING**
- provide reasoned justifications for their views - **MONITORING AND SUMMARISING**

	Autumn	Spring	Summer
Word Reading	Usually reads fluently with growing confidence and independence. Reads most words and attempts to decode unfamiliar words instinctively.	Reads fluently, confidently and independently using strategies to work out any unfamiliar word and applying a growing knowledge of root words, prefixes and suffixes (morphology and etymology).	Reads a wide range of challenging texts that are above chronological age with fluency and understanding.
Literal Comprehension	<p>Begin to check that the book makes sense to them by clarifying the meaning of words- <b>MONITORING</b></p> <p>Begin to discuss their understanding of words and with support, phrases - <b>MONITORING</b></p> <p>Begin to ask questions to improve their understanding of words and phrases- <b>QUESTIONING</b></p> <p>Retrieving and recording information from non- fiction using contents and index pages - <b>MONITORING</b></p> <p>Reading silently a variety of texts and discussing what they have read. Checking that the text makes sense by questioning unfamiliar words and phrases. - <b>MONITORING</b></p>	<p>Begin to check that the book makes sense to them by clarifying the meaning of words and phrases and discussing their understanding – <b>MONITORING</b></p> <p>Begin to explore the meaning of words in context - <b>MONITORING</b> Begin to ask questions to improve their understanding of phrases and sentences – <b>QUESTIONING</b></p> <p>Demonstrating appropriate intonation, tone and volume when reading aloud to make the meaning clear to the audience. – <b>MONITORING</b></p> <p>Checking understanding using a range of comprehension strategies, explaining and discussing their understanding of what they have read independently, - <b>MONITORING</b></p> <p>Understanding the conventions of different types of writing, using some technical terms when discussing texts. - <b>MONITORING</b></p> <p>In using non- fiction, accurately retrieving information using contents pages and indexes, summarising and recording information found. - <b>MONITORING AND SUMMARISING</b></p>	<p>Begin to clarify the meaning of words and phrases with discussion about how they contribute to meaning as a whole - <b>MONITORING</b></p> <p>Begin to ask questions to improve their understanding of sentences and paragraphs - <b>QUESTIONING</b></p> <p>Summarise main ideas drawn from more than one paragraph, and with support identify at least one key detail that supports main ideas. - <b>MONITORING AND SUMMARISING</b></p> <p>Pay close attention to the meanings of words when reading. - <b>MONITORING</b></p>

		<p>Recognising themes and making comparisons of characters, settings, themes and other aspects within a text. - <b>CONNECTING</b></p> <p>Select and sort information from a range of sources and, with minimal support, record this information. - <b>MONITORING</b></p>	
<b>Inference</b>	<p>Begin to ask questions to improve their understanding of character's feelings - <b>QUESTIONING</b></p> <p>Draw inferences such as characters' feelings, thoughts and motives from their actions, and with support, can justify inferences, including some that are less clearly suggested by the text. – <b>INFERRING</b></p> <p>Make more detailed predictions drawing on details from the text, with some prompting if necessary. – <b>PREDICTING</b></p>	<p>Begin to ask questions to improve their understanding of character's motives - <b>QUESTIONING</b></p> <p>Begin to draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and find evidence from the text to justify inferences – <b>INFERRING</b></p> <p>Begin to predict what might happen from details stated and implied – <b>PREDICTING</b></p> <p>Identify the character from whose point of view the story is told, and can infer that character's feelings, thoughts and motives from their actions, often justifying inferences with evidence. – <b>INFERRING</b></p> <p>Predict what might happen to a character using evidence implied by other characters' reactions and viewpoints. – <b>PREDICTING</b></p>	<p>Begin to ask questions to improve their understanding of character's motives and intentions - <b>QUESTIONING</b></p> <p>Begin to draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify with a range of evidence from the text – <b>INFERRING</b></p> <p>Begin to predict what might happen from details stated and implied – <b>PREDICTING</b></p> <p>Predict what might happen next in a story, sometimes using complex clues drawing on more than one aspect of the plot or of character. – <b>PREDICTING</b></p> <p>Use information from a text to draw straightforward inferences about how ideas are related. – <b>INFERRING</b></p>
<b>Responding to Text</b>	<p>Distinguish between statements of fact and opinion when both are included in a text. - <b>MONITORING</b></p> <p>Begin to make comparisons within a paragraph and then within a text - <b>CONNECTING</b></p> <p>Recommending texts based on personal choice, giving reasons for these choices. - <b>CONNECTING</b></p> <p>Identify some of the ways in which fiction and non-fiction texts are structured and sometimes identify why the author might have chosen this structure. - <b>MONITORING</b></p>	<p>Distinguish between facts and opinions when both are included in a sentence - <b>MONITORING</b></p> <p>Begin to make comparisons within a text and across books – <b>CONNECTING</b></p> <p>Recommend books to peers, usually giving clear reasons for their choices. - <b>CONNECTING</b></p> <p>Identify and discuss themes and conventions in and across selected texts. - <b>MONITORING</b></p>	<p>Begin to make comparisons across books - <b>CONNECTING</b></p> <p>Participate in discussions about books, and with support can build on their own and others' ideas. - <b>CONNECTING</b></p> <p>Identify some of the ways in which fiction texts are structured, e.g. through use of chapters, and can say why this is effective. - <b>MONITORING</b></p> <p>Identify how language, structure and presentation contribute to meaning in a range of straightforward texts. - <b>MONITORING</b></p> <p>Navigating and efficiently retrieving a variety of information from a variety of fiction and non-fiction sources. - <b>MONITORING</b></p>
<b>Language for Effect</b>	<p>Begin to discuss and evaluate why authors use language for effect and find examples within the text - <b>MONITORING</b> and <b>INFERRING</b></p> <p>Begin to discuss the impact of vocabulary within the text on the reader - <b>MONITORING</b> and <b>INFERRING</b></p> <p>Provide reasoned justifications for their views in response to prompts. - <b>MONITORING</b></p> <p>Independently use a dictionary to quickly check the meaning of a word that is unfamiliar to them, and can then explain the word's meaning to someone else. - <b>MONITORING</b></p>	<p>Begin to discuss and evaluate how authors use language, including figurative language, considering the impact on the reader - <b>MONITORING</b> and <b>INFERRING</b></p> <p>Discuss how the author's style affects the reader's understanding of the text, in cases where this is signalled straightforwardly in the text. - <b>MONITORING</b></p>	<p>Begin to discuss and evaluate how authors use language, including figurative language, considering the impact on the reader - <b>MONITORING</b> and <b>INFERRING</b></p> <p>Participate in discussion about an author's choice of language and show understanding of how some language choices affect the reader's understanding. - <b>MONITORING</b></p>

## Year 6 – Continuous Objectives

Maintain positive attitudes to reading and an understanding of what they read by:

- continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks - **MONITORING**
- reading books that are structured in different ways and reading for a range of purposes - **MONITORING AND SUMMARISING**
- increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions - **MONITORING AND SUMMARISING**
- recommending books that they have read to their peers, giving reasons for their choices - **MONITORING AND SUMMARISING**
- identifying and discussing themes and conventions in and across a wide range of writing - **MONITORING AND SUMMARISING**
- learning a wider range of poetry by heart - **MONITORING**
- preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience - **MONITORING**
- summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas – **SUMMARISING**
- identifying how language, structure and presentation contribute to meaning - **MONITORING AND SUMMARISING**
- distinguish between statements of fact and opinion – **MONITORING**
- retrieve, record and present information from non-fiction – **MONITORING**
- participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously – **MONITORING**
- explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary - **MONITORING**
- provide reasoned justifications for their views - **MONITORING AND SUMMARISING**

	Autumn	Spring	Summer
<b>Word Reading</b>	Reads fluently, confidently and independently. With some support, determines the meaning of new words.	Fluently and effortlessly reads a wide range of age appropriate texts. Determines the meaning of new words by applying knowledge of the root words, prefixes and suffixes (morphology and etymology).	Confidently reads a wider range of challenging texts that are above chronological age with fluency and understanding.
<b>Literal Comprehension</b>	<p>Checking that the book makes sense to them by clarifying the meaning of words- <b>MONITORING</b></p> <p>Discussing their understanding of words and with support, phrases - <b>MONITORING</b></p> <p>Retrieve, record and present straightforward information from fiction and non-fiction for a clear purpose, often without support. – <b>MONITORING</b></p> <p>Asking questions to improve their understanding of words and phrases- <b>QUESTIONING</b></p> <p>Participate in discussion about the similarities and differences between two books on a similar topic or by the same author. . - <b>CONNECTING</b></p> <p>Participate in discussion about similarities and differences between viewpoints of authors or characters in two or more texts. . - <b>CONNECTING</b></p> <p>Draw links between different pieces of evidence and paraphrase them when asked to provide evidence for views on a text. - <b>CONNECTING</b></p> <p>Summarise main ideas drawn from more than one paragraph, and with minimal prompting identify some key details that support the main ideas. – <b>SUMMARISING</b></p>	<p>Checking that the book makes sense to them by clarifying the meaning of words and phrases and discussing their understanding - <b>MONITORING</b></p> <p>Explore the meaning of words in context - <b>MONITORING</b></p> <p>Accurately track meaning of text during reading, seldom needing to pause to self - correct. Beginning to use wider context of text to support their understanding of a sentence with unfamiliar words or syntax. – <b>MONITORING</b></p> <p>Asking questions to improve their understanding of phrases and sentences - <b>QUESTIONING</b></p> <p>Start to select information independently from more than one source and often summarise it (in speech or note form). – <b>SUMMARISING</b></p>	<p>Clarify the meaning of words and phrases with discussion about how they contribute to meaning as a whole - <b>MONITORING</b></p> <p>Track and retell sequence of events in a longer and more complex novel or sequentially organised non-fiction text. - <b>MONITORING</b></p> <p>Retrieve, record and present information from fiction and nonfiction. - <b>MONITORING</b></p> <p>Check that text makes sense, discussing their understanding and explaining the meaning of words in context. - <b>MONITORING</b></p> <p>Asking questions to improve their understanding of sentences and paragraphs – <b>QUESTIONING</b></p> <p>Collate and summarise ideas in writing using quotations when asked to identify specific details from more than one text – <b>SUMMARISING</b></p>

	Summarise main ideas and concerns in a book, identifying key details that support main ideas. – <b>SUMMARISING</b>		
<b>Inference</b>	<p>Read between the lines and explain different possible interpretations of an event in a fiction or non-fiction text. – <b>MONITORING</b></p> <p>Participate in discussion about views expressed in two texts on a similar topic or by same author, taking into account differences in purpose and audience. – <b>CONNECTING</b></p> <p>Asking questions to improve their understanding of character's feelings – <b>QUESTIONING</b></p> <p>Drawing inferences of characters' feelings with reference to the text – <b>INFERRING</b></p> <p>Draw inferences such as characters' feelings, thoughts and motives from their actions, and with minimal support can justify inferences which may sometimes be based on implied details. – <b>INFERRING</b></p> <p>With minimal prompting, read between the lines to predict what might happen from details stated and implied. – <b>INFERRING</b></p> <p>Predicting what might happen from details stated – <b>PREDICTING</b></p> <p>Predict what might happen from details based on character and/or setting, identifying the evidence in the text. – <b>PREDICTING</b></p>	<p>Identify techniques author has used to evoke and manipulate reader's response to a text, both through language choices and through events the author chooses to portray. – <b>MONITORING</b></p> <p>Evaluate techniques the author has used to evoke and manipulate reader's response to a text. – <b>MONITORING</b></p> <p>Recognise the purpose, audience and context of a piece of biased writing and, with direction, can use this knowledge to support their comprehension. – <b>MONITORING</b></p> <p>Answer questions about similarities and differences between two books on a similar topic. – <b>CONNECTING</b></p> <p>Make comparisons within and across books. – <b>CONNECTING</b></p> <p>Asking questions to improve their understanding of character's motives – <b>QUESTIONING</b></p> <p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and find evidence from the text to justify inferences – <b>INFERRING</b></p> <p>Predicting what might happen from details stated and implied – <b>PREDICTING</b></p> <p>With support, participate in discussion about different possible endings or events that might happen in a story and can justify each prediction using stated and implied evidence. – <b>PREDICTING</b></p> <p>Volunteer suggestions independently when discussing different possible endings or events that might happen in a story, and can justify each prediction using stated and implied evidence. – <b>PREDICTING</b></p>	<p>Recognise layers of meaning in a text and track details throughout the text, explaining how they contribute to overall meaning. – <b>MONITORING</b></p> <p>Distinguish between statements of fact and opinion in fiction and non-fiction and explain the difference. – <b>MONITORING</b></p> <p>Asking questions to improve their understanding of character's motives and intentions – <b>QUESTIONING</b></p> <p>Begin to make critical comparisons across texts and can give a written response to a question, explaining their answer. – <b>CONNECTING</b></p> <p>Predicting what might happen from details stated and implied – <b>PREDICTING</b></p> <p>Predict what might happen next in a range of texts, including those which are less predictably structured, based on stated and implied details from the text and their wider reading. – <b>PREDICTING</b></p> <p>Speculate about different possible endings or events that might happen in a story and can justify each prediction using stated and implied evidence. – <b>PREDICTING</b></p> <p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify with a range of evidence from the text – <b>INFERRING</b></p> <p>Infer characters' feelings, thoughts and motives from their actions, and justify inferences with evidence. – <b>INFERRING</b></p>
<b>Responding to Text</b>	<p>Making comparisons within a paragraph and then within a text – <b>CONNECTING</b></p> <p>Begin to be able to compare two different treatments of the same non-fiction topic and give reasoned opinions about which is better and why.</p> <p>With support, explain and discuss their understanding of what they have read, including through formal presentations and debates, usually maintaining a focus on the topic and using notes where necessary.</p> <p>Respond to a moral dilemma in a text, giving their own opinion of the topic discussed and justifying this with evidence from the text.</p> <p>Sometimes able to identify how own reaction to a character in fiction changes across the course of a book,</p> <p>Identify how structure and presentation contribute to meaning in an increasing range of text types.</p> <p>Identify and discuss themes and conventions in and across two related books they have read.</p> <p>Regularly read a wide range of texts including longer fiction, and a wide</p>	<p>Making comparisons within a text and across books – <b>CONNECTING</b></p> <p>Participate in discussions about books, asking and answering questions, building on their own and others' ideas and challenging views courteously.</p> <p>Formulate own opinion of a topic in response to a book that sparks debate and justifies this with evidence from the text.</p> <p>Evaluate how effectively the author has created a particular mood, and can discuss their own response to it.</p> <p>Select appropriate evidence and ideas from more than one source and use it to deliver a well-reasoned and balanced presentation based on what they have read.</p> <p>Use breadth of reading to discuss their opinions of authors and themes and, with support, can justify why they like these.</p> <p>Select and use appropriate evidence and ideas from research and/or close reading of a text and, with support, can anticipate some counter arguments from the opposing side.</p> <p>Read for a range of purposes, including some more sophisticated or formal</p>	<p>Making comparisons across books – <b>CONNECTING</b></p> <p>Provide reasoned justifications for their views.</p> <p>Evaluate how effectively the author has used humour, and can discuss their own response to it. – <b>MONITORING</b></p> <p>Select and use appropriate evidence and ideas from research and/or close reading of a text to sustain a well-reasoned point of view in a debate.</p> <p>Use breadth of reading to discuss their opinions of authors, themes and styles and can justify why they like these</p> <p>Identify and discuss themes and conventions in and across a wide range of writing.</p> <p>Identify how language, structure and presentation contribute to meaning. – <b>MONITORING</b></p> <p>Discusses a range of structural features and evaluates how these contribute to the effects achieved.</p>

	<p>range of non - fiction texts including online research, and can identify the most pertinent points.</p> <p>Discuss and evaluate how texts are structured and presented, and can comment on the impact on the reader.</p>	<p>texts not primarily intended for children.</p> <p>Regularly contribute to discussions about a wide range of books, including modern classic fiction and a range of non - fiction sources, and can make thematic links between texts.</p> <p>Evaluate the author's choice of text structure in terms of the impact on the reader. - <b>MONITORING</b></p> <p>Regularly contribute to discussions about a wide range of books, including classic fiction and more in depth non - fiction, and can make thematic links between texts.</p> <p>With support , evaluate how the choice of text structure supports the writer's theme and purpose</p>	
<b>Language for Effect</b>	<p>Discuss and evaluate why authors use language for effect and find examples within the text - <b>MONITORING</b></p> <p>Discuss the impact of vocabulary within the text on the reader - <b>MONITORING</b></p> <p>Discuss and, with support, evaluate how authors use some common types of literary or subject-specific language, considering the impact on the reader. - <b>MONITORING</b></p> <p>Explore words with similar meanings but different degrees of formality or complexity. - <b>MONITORING</b></p> <p>Discuss and evaluate how writers use language, including analogy, considering the impact on the reader - <b>MONITORING</b></p>	<p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader - <b>MONITORING</b></p> <p>Independently use a dictionary to quickly check the meaning of a word that is unfamiliar to them, and find an alternative word or phrase with a similar meaning (using a thesaurus if necessary). - <b>MONITORING</b></p> <p>When prompted, identify uses of language in a non-fiction text that are intended to cause a response in the reader. - <b>MONITORING</b></p> <p>With support, evaluate how author has used language for a particular effect, finding examples and explaining how they impact on the reader. - <b>MONITORING</b></p> <p>Discuss and compare words with similar meanings or opposing meanings, and give a view about whether a particular word is a good choice or not. - <b>MONITORING</b></p> <p>Discuss and evaluate how authors use language, including irony and sarcasm, considering the impact on the reader. - <b>MONITORING</b></p>	<p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader - <b>MONITORING</b></p> <p>Take part in discussion to explore words with different or similar meanings, based on their reading. - <b>MONITORING</b></p> <p>Discuss and evaluate how authors use figurative language, considering the impact on the reader. - <b>MONITORING</b></p> <p>Observe and evaluate how author has used language for a particular effect, finding examples and explaining how they impact on the reader. - <b>MONITORING</b></p>

F2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>• To listen to stories with increasing attention and recall.</li> <li>• To anticipate key events and phrases in rhymes and stories.</li> <li>• To begin to be aware of the way stories are structured.</li> <li>• To describe main story settings, events and principal characters.</li> <li>• To enjoy an increasing range of books.</li> <li>• To follow a story without pictures or props.</li> <li>• To listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.</li> </ul>	<ul style="list-style-type: none"> <li>• To listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently.</li> <li>• To link what they have read or have read to them to their own experiences.</li> <li>• To retell familiar stories in increasing detail.</li> <li>• To join in with discussions about a text, taking turns and listening to what others say.</li> <li>• To discuss the significance of titles and events.</li> <li>• To recognise simple recurring literary language in stories and poetry.</li> <li>• To ask and answer questions about a text.</li> <li>• To make links between the text they are reading and other texts they have read (in texts that they can read independently)</li> </ul>	<ul style="list-style-type: none"> <li>• To participate in discussion about books, poems and other works that are read to them (at a level beyond at which they can read independently) and those that they can read for themselves, explaining their understanding and expressing their views.</li> <li>• To become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales.</li> <li>• To discuss the sequence of events in books and how items of information are related.</li> </ul>	<ul style="list-style-type: none"> <li>• To recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</li> <li>• To use appropriate terminology when discussing texts (plot, character, setting).</li> </ul>	<p>To discuss and compare texts from a wide variety of genres and writers.</p> <ul style="list-style-type: none"> <li>• To read for a range of purposes.</li> <li>• To identify themes and conventions in a wide range of books.</li> <li>• To refer to authorial style, overall themes (e.g. triumph of good over evil) and features (e.g. greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings).</li> <li>• To identify how language, structure and presentation contribute to meaning.</li> <li>• To identify main ideas drawn from more than one paragraph and summarise these.</li> </ul>	<ul style="list-style-type: none"> <li>• To read a wide range of genres, identifying the characteristics of text types (such as the use of the first person in writing diaries and autobiographies) and differences between text types.</li> <li>• To participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.</li> <li>• To identify main ideas drawn from more than one paragraph and to summarise these.</li> <li>• To recommend texts to peers based on personal choice.</li> </ul>	<ul style="list-style-type: none"> <li>• To read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions.</li> <li>To recognise more complex themes in what they read (such as loss or heroism).</li> <li>• To explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.</li> <li>• To listen to guidance and feedback on the quality of their explanations and contributions to discussions and to make improvements when participating in discussions.</li> <li>• To draw out key information and to summarise the main ideas in a text.</li> <li>• To distinguish independently between statements of fact and opinion, providing reasoned justifications for their views.</li> <li>• To compare characters, settings and themes within a text and across more than one text.</li> </ul>



## Vocabulary Progression Map.

F2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>• To build up vocabulary that reflects the breadth of their experiences.</li> <li>• To extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</li> <li>• To use vocabulary and forms of speech that are increasingly influenced by their experiences of books.</li> </ul>	<ul style="list-style-type: none"> <li>• To discuss word meaning and link new meanings to those already known</li> </ul>	<ul style="list-style-type: none"> <li>• To discuss and clarify the meanings of words, linking new meanings to known vocabulary.</li> <li>• To discuss their favourite words and phrases.</li> </ul>	<ul style="list-style-type: none"> <li>• To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</li> <li>• To discuss authors' choice of words and phrases for effect.</li> <li>• To identify vocabulary that captures the reader's interest</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss vocabulary used to capture readers' interest and imagination.</li> </ul>	<ul style="list-style-type: none"> <li>• To discuss vocabulary used by the author to create effect including figurative language.</li> <li>• To evaluate the use of authors' language and explain how it has created an impact on the reader.</li> </ul>	<ul style="list-style-type: none"> <li>• To analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology such as metaphor, simile, analogy, imagery, style and effect.</li> <li>• To identify and evaluate the effectiveness of an author's choice and use of language, explaining the impact on the reader</li> </ul>

## Fluency Progression Map.

F2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>• To show interest in illustrations and print in books and print in the environment.</li> <li>• To recognise familiar words and signs such as own name and advertising logos.</li> <li>• To look and handle books independently (holds books the correct way up and turns pages).</li> <li>• To ascribe meanings to marks that they see in different places.</li> <li>• To begin to break the flow of speech into words.</li> <li>• To begin to read words and simple sentences.</li> <li>• To read and understand simple sentences</li> </ul>	<ul style="list-style-type: none"> <li>• To accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words.</li> <li>• To reread texts to build up fluency and confidence in word reading.</li> </ul>	<ul style="list-style-type: none"> <li>• To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation.</li> <li>• To reread these books to build up fluency and confidence in word reading.</li> <li>• To read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts.</li> </ul>	<ul style="list-style-type: none"> <li>• To read aloud books, understanding where to pause, where to read quicker or slower to gain an effect.</li> <li>• To read aloud books, understanding how to manipulate volume and pitch to entice the reader.</li> </ul>	<ul style="list-style-type: none"> <li>• To read aloud books, understanding where to apply tone to express the emotion of the characters.</li> </ul>	<ul style="list-style-type: none"> <li>• To read aloud books, understanding where to stress particular words to place emphasis on their meaning.</li> </ul>	<ul style="list-style-type: none"> <li>• To read aloud books, understanding where to pause, where to read quicker or slower to gain an effect.</li> </ul>