

Reading - Word Reading	EYFS (30 - 50mths to ELGs)	KS1		KS2			
	30 - 50 months 40 - 60 months Early learning Goals	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Correcting Inaccuracies	<p>To know that print carries meaning and, in English, is read from left to right and top to bottom.</p> <p>To understand humour</p> <p>To understand humour, e.g. nonsense rhymes, jokes.</p>	<p>To check that a text makes sense to them as they read and to self-correct.</p>	<p>To show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher.</p> <p>To check that the text makes sense to them as they read and to correct inaccurate reading.</p>				
Comparing, Contrasting and Commenting	<p>To listen to stories with increasing attention and recall.</p> <p>To anticipate key events and phrases in rhymes and stories.</p> <p>To begin to be aware of the way stories are structured.</p> <p>To describe main story settings, events and principal characters.</p> <p>To enjoy an increasing range of books.</p> <p>To follow a story without pictures or props.</p> <p>To listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions</p> <p>To demonstrate understanding when talking with others about what they have read.</p>	<p>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.</p> <p>To link what they have read or have read to them to their own experiences.</p> <p>To retell familiar stories in increasing detail.</p> <p>To join in with discussions about a text, taking turns and listening to what others say.</p> <p>To discuss the significance of titles and events.</p>	<p>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.</p> <p>To become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales.</p> <p>To discuss the sequence of events in books and how items of information are related.</p> <p>To recognise simple recurring literary language in stories and poetry.</p> <p>To ask and answer questions about a text.</p>	<p>To recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>To use appropriate terminology when discussing texts (plot, character, setting).</p>	<p>To discuss and compare texts from a wide variety of genres and writers.</p> <p>To read for a range of purposes.</p> <p>To identify themes and conventions in a wide range of books.</p> <p>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).</p> <p>To identify how language, structure and presentation contribute to meaning.</p> <p>To identify main ideas drawn from more than one paragraph and summarise these.</p>	<p>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.</p> <p>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.</p> <p>To identify main ideas drawn from more than one paragraph and to summarise these.</p>	<p>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.</p> <p>To recognise more complex themes in what they read (such as loss or heroism). Including school concepts</p> <p>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.</p> <p>To listen to guidance and feedback on the quality of their explanations and contributions to discussions and to make improvements when participating in discussions.</p> <p>To draw out key information and to summarise the main ideas in a text.</p>

							<div>To distinguish independently between statements of fact and opinion, providing reasoned justifications for their views.</div> <div>To compare characters, settings and themes within a text and across more than one text.</div>
Words in Context and Authorial Choice	<div>To build up vocabulary that reflects the breadth of their experiences.</div> <div>To extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</div> <div>To use vocabulary and forms of speech that are increasingly influenced by their experiences of books.</div>	To discuss word meaning and link new meanings to those already known.	<div>To discuss and clarify the meanings of words, linking new meanings to known vocabulary.</div> <div>To discuss their favourite words and phrases.</div>	<div>To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</div> <div>To discuss authors' choice of words and phrases for effect.</div>	Discuss vocabulary used to capture readers' interest and imagination.	<div>To discuss vocabulary used by the author to create effect including figurative language.</div> <div>To evaluate the use of authors' language and explain how it has created an impact on the reader.</div>	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.
Inference and Prediction	<div>To suggest how a story might end.</div> <div>To begin to understand 'why' and 'how' questions.</div> <div>To answer 'how' and 'why' questions about their experiences and in response to stories or events.</div>	<div>To begin to make simple inferences.</div> <div>To predict what might happen on the basis of what has been read so far.</div>	<div>To make inferences on the basis of what is being said and done.</div> <div>To predict what might happen on the basis of what has been read so far in a text.</div>	<div>To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives.</div> <div>To justify predictions using evidence from the text.</div>	<div>To draw inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text.</div> <div>To justify predictions from details stated and implied.</div>	<div>To draw inferences from characters' feelings, thoughts and motives.</div> <div>To make predictions based on details stated and implied, justifying them in detail with evidence from the text.</div>	<div>To consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters).</div> <div>To discuss how characters change and develop through texts by drawing inferences based on indirect clues.</div>
Poetry and Performance	<div>To listen to and join in with stories and poems, one-to-one and also in small groups.</div> <div>To join in with repeated refrains in rhymes and stories.</div> <div>To use intonation, rhythm and phrasing to make the meaning</div>	To recite simple poems by heart.	To continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear.	<div>To prepare and perform poems and play scripts that show some awareness of the audience when reading aloud.</div> <div>To begin to use appropriate intonation and</div>	<div>To recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry).</div> <div>To prepare and perform poems and play scripts with appropriate techniques</div>	To continually show an awareness of audience when reading out loud using intonation, tone, volume and action.	To confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect.

