

	Reception	Year1	Year 2	Year 3	Year 4	Year 5	Year 6
Word	Say a sound for	I can apply my	I can use my	I can apply my	I can apply my	I can use my	I can use my
Reading	each letter in the alphabet and at	phonic knowledge and	phonic knowledge and	knowledge of root words, prefixes	knowledge of root words, prefixes	knowledge of root words, prefixes and	knowledge of root words, prefixes and
	least 10 digraphs.	skills as the	skills to decode	and suffixes to	and suffixes to	suffixes to	suffixes to
	least to digraphis.	route to decode	words until	read aloud and to	read aloud and to	investigate how the	investigate how the
	Read words	words.	decoding has	understand the	understand the	meanings of words	meanings of words
	consistent with	worus.	become	meaning of new	meaning of new	change e.g.	change e.g.
	their phonic	I can respond	embedded and	words.	words.	un+happy+ness,	un+happy+ness,
	knowledge by	speedily with the	reading is fluent.	Words.	Words.	dis+repute+able,	dis+repute+able,
	sound-blending.	correct sound to	- caag .c .tac	I can read further	I can use prefixes		
		graphemes for	I can read	exception words,	and suffixes to	I can use suffixes to	I can use suffixes to
	Read aloud simple	all 40+	accurately by	noting the unusual	understand	understand	understand
	sentences and	phonemes,	blending the	correspondence	meanings (sub-,	meanings e.g. –	meanings e.g. –
	books that are	including	sounds in words	between spelling	inter-, anti- , -	cious, -tious, -tial, -	cious, -tious, -tial, -
	consistent with	alternative	that contain the	and sound.	ation, -ous, -tion)	cial.	cial.
	their phonic	sounds for	graphemes				
	knowledge,	graphemes.	taught.	I enjoy listening to	I can read further	I can employ	I can use
	including some			and discussing	exception words ,	dramatic effect to	etymology to help
	common exception	I can read	I can read	wide range of	noting the unusual	engage listeners	the pronunciation
	words.	accurately by	accurately words	poetry, fiction,	correspondence	whilst reading	of new words e.g.
		blending sounds	of two or more	plays, non-fiction	between spelling	aloud.	chef, chalet,
		in unfamiliar	syllables that	and reference	and sound.		machine, brochure
		words containing	contain the	books.		I can read an	– French in origin.
		GPCs that have	graphemes		I enjoy listening to	extensive array of	
		been taught.	taught.	I can read books	and discussing	text genres for	I can employ
		1 000 400 4		that are structured	wide range of	pleasure.	dramatic effect to
		I can read	I can read words	in a number of	poetry, fiction,	Laan ayalyata tarata	engage listeners
		common exception words	with common suffixes.	different ways and read for different	plays, non-fiction and reference	I can evaluate texts quickly in order to	whilst reading aloud.
		that have been	Sumxes.		books.	determine their	สเบนน์.
		taught GPCs and		purposes.	DOOKS.	usefulness or	I can read an
		_					extensive array of
		-s, -es, -ing, -ed,				appeal.	extensive array or



er I c w th th ta	endings. can read other words of more han one syllable hat contain aught GPCs can read words	I can read common exception words. I can read most words quickly and accurately without overt sounding and blending.	I can use dictionaries to check the meaning of unknown words I have read.	I can read books that are structured in a number of different ways and read for different purposes. I can use dictionaries to check the meaning of	I can understand underlying themes, causes and consequences within whole texts. I can identify the structures writers use to achieve coherence; (headings; links	text genres for pleasure. I can evaluate texts quickly in order to determine their usefulness or appeal. I can understand underlying themes,
al ac ar de l c bc	can read books	unfamiliar words without undue hesitation.		books (fairy stories/ myths and legends) and can retell these orally.		use to achieve coherence; (headings; links within and between paragraphs; connectives). I can recognise authors' techniques to influence and manipulate the reader.



	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Comprehension	Demonstrate	I enjoy listening	I enjoy listening	I am increasing my	I can identify the	I enjoy listening to,	I enjoy listening to,
	understanding of	to and talking	to, discussing	knowledge of a	theme within a	reading and	reading and
	what has been read	about a range of	and expressing	wide range of	range of different	discussing an	discussing an
	to them by retelling	poems, stories	views about a	books (fairy	types of books.	increasingly wide	increasingly wide
	stories and	and non-fiction	range of poetry,	stories/ myths and		range of fiction,	range of fiction,
	narratives using	at a level beyond	stories and non-	legends) and can	I can prepare	poetry, plays and	poetry, plays and
	their own words	what I can read	fiction at a level	retell these orally.	poems to read	non-fiction.	non-fiction.
	and recently	independently.	beyond what I		aloud and perform		
	introduced		can read	I can identify the	for my peers,	I regularly listen to	I regularly listen to
	vocabulary.	I can link what I	independently.	theme	showing	novels read aloud	novels read aloud
		read or what has		within a range of	understanding	by the teacher from	by the teacher from
	Anticipate, where	been read to me	I can discuss the	different types of	through	an increasing range	an increasing range
	appropriate, key	to my own	sequence of	books.	intonation, tone,	of authors	of authors
	events in stories.	experiences.	events in books		volume and		
			and how items of	I can recognise	action.	I can recognise	I can recognise
	Use and	I am familiar with	information are	some different		themes within and	themes within and
	understand	and can retell	related.	forms of poetry	I can discuss	across texts e.g.	across texts e.g.
	recently introduced	key stories (fairy		e.g. narrative, free	words/phrases	hope, peace,	hope, peace,
	vocabulary during	tales, traditional	I am becoming	verse.	that capture the	fortune, survival.	fortune, survival.
	discussions about	tales)	increasingly		reader's interest		
	stories, non-fiction,		familiar with a	I can discuss	and imagination.	I can make	I can make
	rhymes, poem and	I can recognise	wider range of	words/phrases		comparisons within	comparisons within
	during role-play.	and join in with	stories and	that capture the	I can recognise	and across texts	and across texts
		predictable	traditional tales.	reader's interest	some different	e.g. being an	e.g. being an
	Reception	phrases.		and imagination.	forms of poetry	evacuee in Carrie's	evacuee in Carrie's
	Aspirational		I am familiar with		(free verse,	War and Goodnight	War and Goodnight
	Targets	I am beginning to	non-fiction texts	I can check that a	narrative poem).	Mr Tom.	Mr Tom.
	To talk	appreciate	that are	text makes sense			
	enthusiastically	rhymes and	presented in	to me by	I can check that a	I can compare texts	I can compare texts
	about a book of	poems and can	different ways.	discussing my	text makes sense	written in different	written in different
	their choice and	recite some by		understanding	to me by	periods.	periods.
	engage other	heart.	I can recognise	and explaining the	discussing my		
	children to listen		simple recurring	meaning of	understanding and	I can independently	I can independently
	and ask	I am learning	language in	particular words.	explaining the	read longer texts	read longer texts
	questions.	new word			_	with sustained	with sustained



7	To listen carefully	meanings and	stories and	l can ask	meaning of	stamina and	stamina and
l	and answer	making links to	poems.	questions to	particular words.	interest.	interest.
	questions and	words already		deepen my			
	develop other	known.	I can discuss and	understanding of a	I can ask	I can recommend	I can recommend
	children's		clarify the	text.	questions to	books to my peers	books to my peers
l l	understanding of a	I can check that	meanings of		deepen my	with detailed	with detailed
l l	book.	the text makes	words, linking	I can draw	understanding of a	reasons for my	reasons for my
		sense and self-	new meanings to	inference such as	text.	opinions and	opinions and
		correct when	known	inferring		explain my own	explain my own
		reading.	vocabulary.	character's	I can draw	preferences for text	preferences for text
				feelings and	inference such as	genres.	genres.
		I can discuss the	I can discuss my	thoughts based on	inferring		
		significance of	favourite words	their actions	character's	I am learning a	I am learning a
		the title and	and phrases.	within a text.	feelings and	wider range of	wider range of
		events within a			thoughts based on	poems by heart.	poems by heart.
		story.	I am beginning to	I can predict what	their actions		
			build up a	might happen	within a text.	I can prepare	I can prepare
		I can make	repertoire of	within a text		poems and play	poems and play
		inferences based	poems learnt by	drawing on things	I can predict what	scripts to read	scripts to read
		on what is being	heart.	implied or stated.	might happen	aloud and perform	aloud and perform
		said and done			within a text	using dramatic	using dramatic
		within a text.	I can self-correct	I can discuss the	drawing on things	effects.	effects.
			any reading	purpose of	implied or stated.		
		I can make	mistakes and	paragraphs.		I can use a reading	I can use a reading
		predictions	check that the		I can identify main	journal to record	journal to record
		about what	text makes sense		ideas drawn from	on-going	on-going
		might happen	to me.		more than one	reflections and	reflections and
		basing my			paragraph and	responses to	responses to
		opinion on what				personal reading.	personal reading.
		has happened so far in a story.					I enjoy exploring
		iai iii a story.					texts in groups and
							deepen my
							understanding.
							understanding.



	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Comprehension Cont,	I can participate	I can make	I can identify	summarise these	I enjoy exploring texts in	I can infer characters
	in discussions	inferences	the key idea	accurately.	groups and deepening my	feelings, thoughts and
	about what has	based upon	within a		understanding through	motives from their actions,
	been read to me.	what is being	paragraph.	I can identify how	discussion.	justifying inferences with
		said and done		language,	I can infer characters	evidence e.g.
	I can listen to	within a text.	I can identify	structure and	feelings, thoughts and	Point;Evidence;Explanation.
	others and wait		how language,	presentation	motives from their actions,	
	my turn to share	I can	structure and	contribute to	justifying inferences with	I can predict what might
	my opinions of a	understand a	presentation	meaning.	evidence e.g.	happen from information
	text.	text by asking	contribute to		Point;Evidence;Explanation.	stated and implied.
		and answering	meaning.	I can retrieve and		Discuss / evaluate how
	I can explain	questions.		record information	I can predict what might	authors use language
	clearly what has		I can retrieve	from non-fiction	happen from information	including figurative
	been read to me.	I can predict	and record	texts.	stated and implied.	language, considering the
	Year 1	what might	information		Discuss / evaluate how	impact on the reader by:
	Aspirational	happen	from non-	I can participate in	authors use language	
	Targets	drawing upon	fiction texts.	discussion about	including figurative	exploring, recognising and
	To be able to	what has		books that I have	language, considering the	using the terms
	learn and recite	already	Ican	read independently	impact on the reader by:	personification, analogy,
	a piece of	happened in a	participate in	and books that		style and effect.
	poetry and	text so far.	discussion	have been read to	I can explore, recognise and	
	perform it for	Year 2	about books	me whilst listening	use the terms	explaining the effect on the
	their peers with	Aspirational	that I have read	to and responding	personification, analogy,	reader of the authors' choice
	confidence.	Targets:	independently	to the opinions of	style and effect.	of language and reasons why
	To be able to	To use subject	and books that	my peers.		the author may have selected
	talk confidently	- specific	have been read		I can explain the effect on the	these.
	about their	vocabulary	to me whilst	Year 4	reader of the authors' choice	distinguishing between
	choice of poem	confidently	listening to and	Aspirational	of language and reasons why	statements of fact or opinion
	and poet.	across the	responding to	Targets	the author may have selected	across a range of texts e.g.
		curriculum	the opinions of	I can demonstrate	these.	first-hand account of an event
		with accuracy	my peers.	my empathy and	I can distinguish between	compared with a reported
				in-depth	statements of fact or opinion	example such as Samuel



(ora	ral and Year 3	understanding of	across a range of texts e.g.	Pepys' diary and a history
writ	ritten work). Aspirational	a character	first-hand account of an event	textbook. participating in
	Targets:	through role play	compared with a reported	discussions about books
	I read a wide	and drama.	example such as Samuel	building on my own and
	variety of tex	I can develop the	Pepys' diary and a history	others' ideas and challenging
	genres and	plot, setting and	textbook.	views courteously.
	use	characters within		I can explain and discuss
	expression	a text by adding	I can participate in	my understanding of what I
	and intonation	n my own ideas.	discussions about books	have read, including
	appropriatel	<i>i</i> .	building on their own and	through presentations and
	l enjoy		others' ideas and challenging	debates, maintaining a
	participating		views courteously.	focus on the topic and using
	in group/		I can explain and discuss	notes where necessary by:
	individual		my understanding of what I	
	presentation	S	have read, including	Preparing formal
	to present m	/	through presentations and	presentations individually or
	views and		debates, maintaining a	in groups.
	opinions		focus on the topic and using	
	about a		notes where necessary by:	Using notes to support
	particular		Preparing formal	presentation of information
	text.		presentations individually or	Responding to questions
			in groups.	generated by a presentation.
			Using notes to support	Participating in debates on
			presentation of information.	issues related to reading
			Despending to guesties :	(fiction/non-fiction).
			Responding to questions	
			generated by a presentation.	Provide reasoned justifications for their views
			Participating in debates on	
			issues related to reading	Justifying opinions and
			(fiction/non-fiction).	elaborating by referring to the
				text e.g.
			Provide reasoned	Point;Evidence;Explanation
			justifications for their views	
				Y6 Aspirational Targets



		Justifying opinions and elaborating by referring to the text e.g. Point; Evidence; Explanation Y5 Aspirational Targets To speak confidently about my favourite authors and give reasons for my preferences. To present my views on authors/ poets/ texts confidently and naturally through various means (PowerPoint, iMovie, SeeSaw etc.)	I use my reading journal as a means to showcase my reading journey and talk confidently about the genres of reading I enjoy. I can make suggestions to my peers about suitable books that I have read and begin to identify the favourite genres of my peers.
--	--	--	---