



# Reading Curriculum Progression Map

## English -Word Reading



For specific phonics teaching sequence (following Letter and Sounds) please refer to the Priestsic Phonics Progression Map.

	Year group	Key skills and 'sticky' knowledge		Key vocabulary	Links to curriculum drivers <b>VOCABULARY DIVERSITY</b> ASPIRATION HEALTH AND WELL- BEING
Phonics and decoding	F1	After 1 term in F1	I can repeat songs, rhymes, stories and repeat familiar phrases. I can fill in missing words from well known rhymes.	Rhyme Song Story	<a href="#">Aspiration - Librarian Visit</a>  Vocabulary - Focus on teaching key language from texts  Diversity - sharing a range of texts from different cultures/ traditions/ communities/ families
		After 2 terms in F1	I can notice and repeat sounds. I can identify signs and symbols in the environment and recall what they mean.	Information Book Sign Writing	
		By the end of F1	I can join in with rhymes and stories. I can identify rhymes. I can join in with the rhythm of well known rhymes and songs. I can recognise my own name.	Read Letter Sound Phoneme	
	F2	After 1 term in F2	I can join in with rhymes and stories. I can join in with the rhythm of well known rhymes and songs. I can recognise my own name. I can identify sounds in words, in particular, initial sounds. I can segment and blend simple words demonstrating my knowledge of sounds with support. I can link sounds to letters in the alphabet.	Rhyme Recognise Phoneme Sounds Segment Blend Digraph	
		After 2 terms in F2	I can segment and blend simple words demonstrating my knowledge of sounds independently. I can read simple words and simple sentences. I can identify rhymes. I can find my own rhymes.	Trigraph Sound button sound line Adjacent consonant	
		By the end of F2	I can read some common irregular words. I can use phonic knowledge to decode regular words and read them aloud accurately. I can read and understand simple sentences.	Letter Grapheme Sentence Sound out	
		Year 1	Know how to apply phonic knowledge and skills as the route to decode words Blend sounds in unfamiliar words using the GPCs taught Know the correct phoneme for the given grapheme and recognise these speedily Match all the 40+ graphemes to their phonemes. Know all the 40+ graphemes and recognise when reading. Read words with familiar endings -s, -es, -ing, -ed, -er, -est Read words of more than one syllable that contain GPCs. Read words with contractions. Read phonetically decodable texts with confidence and fluency. Read all year 1 common exception words, noting unusual correspondences between the graphemes and the phonemes where these occur in words.	As FS and : split vowel digraph adjacent consonant consonant cluster	

Year 2	<p>Read aloud books, sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>Read age appropriate books fluently and confidently.</p> <p>Use the graphemes taught to blend words accurately without undue hesitation.</p> <p>Know and understand the importance of decoding words automatically.</p> <p>Know that phonemes may be represented by different graphemes.</p> <p>Know that graphemes may be read in different ways.</p> <p>Recognise alternatives and consider which will make meaning.</p> <p>Apply knowledge so that reading is fluent.</p> <p>Recognise syllables in words.</p> <p>Know that breaking words down into syllables helps fluent decoding.</p> <p>Read words of two or more syllables accurately.</p> <p>Know that some words have unusual correspondence between phoneme and grapheme, notice these when reading and decode to retain meaning.</p> <p>Know that familiar words do not need to be sounded out and blended.</p> <p>Read most words containing common suffixes.</p> <p>Read all year 1 and 2 common exception words, noting unusual correspondences between the grapheme and phonemes.</p>	<p>As Y1 and :</p> <p>Syllable</p> <p>Suffix</p> <p>prefix</p> <p>Chunk</p> <p>Graph</p> <p>Root word</p>	<p>Recommended Reads.</p> <p><b>Aspiration-</b> author focus throughout KS1 to include male, female, authors from a range of cultures.</p> <p><b>Health and Well-being</b> - daily story time books and books shared via the PSHRE curriculum specifically to support work around mental and physical health</p>
Year 3	<p>Use phonics knowledge to decode quickly and accurately (tackling longer, unknown words with support at times)</p> <p>Know what prefixes and suffixes are and how they can change the meaning of a word.</p> <p>Apply growing knowledge of root words and prefixes and to begin to read words with them in texts (in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti-, auto-)</p> <p>Apply growing knowledge of suffixes and to begin to read words with them in texts (-ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion, -cian)</p> <p>Know that some words may have a similar pronunciation but may be written differently.</p> <p>Use knowledge of unusual phoneme/grapheme correspondences to read unfamiliar words</p> <p>Use analogy drawing on the pronunciation of other similar known words to read others.</p> <p>Begin to read Y3/4 common exception words in texts.</p>	<p>Root word</p> <p>Prefix</p> <p>Suffix</p>	<p><b>Diversity and aspiration</b> - texts for studying as class texts, books for reading aloud, class novels and Recommended Reads have been specifically selected to purposefully represent a wide diversity of cultures, family set ups and give a wide variety of positive role models for the pupils.</p> <p>These are planned out on the whole school Reading Spine.</p>
Year 4	<p>Use knowledge of root words to read unfamiliar words.</p> <p>Use knowledge of root words, prefixes and suffixes to read aloud fluently.</p> <p>Know when phonics as a strategy will not help read a word.</p> <p>Read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill.</p> <p>Use analogy drawing on the pronunciation of similar known words to read others.</p> <p>Read all Y3/4 common exception words, discussing the unusual correspondences between spelling and sounds and where these occur in words.</p>	<p>analogy</p>	
Year 5	<p>Read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</p> <p>Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words including words with -sion, -tion, -cial, -tial -ant/-ance, -ence/-ency, -able/-ably -ible/-ibly.</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p> <p>Read most of the Y5/6 exception words, discussing the unusual correspondences between spelling and sound where these occur in words.</p>		
Year 6	<p>Read fluently with full knowledge of further exception words, noting unusual correspondences between the spelling and sounds, where these occur.</p> <p>Apply knowledge of root words, prefixes, suffixes to read aloud and to understand the meaning of unfamiliar words.</p> <p>Decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues and application of analogy and etymology.</p>	<p>Etymology</p> <p>Morphology</p>	

		Read all Y5/6 exception words, discussing the unusual correspondences between spelling and sound where these occur in words.		
Fluency	F1	Tune in, remember, talk about and make different sounds. Know that print carries meaning and, in English, is read from left to right and top to bottom.	sounds listen page book front cover start story	
	F2	Hear and say the initial, medial and final phoneme in words and blend to read. Read and understand simple sentences	phoneme blend sentence start top bottom page	
	Year 1	Accurately read texts that are consistent with developing phonic knowledge, and do not require use of other strategies to work out words. Re read texts to build fluency and confidence in word reading.	Story telling voice	
	Year 2	Read aloud age appropriate books, sounding out unfamiliar words accurately, automatically and without due hesitation. Reread these books to build up fluency and confidence in word reading. Read words accurately and fluently, without overt sounding and blending. (As a guide, over 90 words a minute to enable the reader to focus on the meaning of texts read) Read age appropriate texts with fluency, pace and expression to demonstrate meaning Know that there is a difference in reading alone and with someone else. Understand that the reading has to be heard and understood by the audience. Can read alone and maintain pace and meaning.	Intonation Expression Pace Fluency Phrasing Sentence punctuation	Vocabulary - using the meaning of words to support reading with expression and intonation.
	Year 3	Read aloud books, sounding out unfamiliar words accurately, automatically and without hesitation. Recognise and use punctuation, pausing at key moments. Reading is of an appropriate paced and the sentences flow smoothly.	flow smooth reading pause pace	
	Year 4	Read clearly and apply punctuation accurately. Use expression and intonation with a growing awareness of audience and purpose. Know that, when reading to others, reading has to engage the audience and it is the reader's role to keep the text interesting. Word reading should also support the development of vocabulary.	pause dramatic effect	
	Year 5	Read fluently, using punctuation, expression and intonation linked to a growing vocabulary, showing awareness of the intended audience and purpose.	purpose audience vary	
	Year 6	Use punctuation, expression and intonation of a wider vocabulary to create moods, showing an appreciation of audience and purpose. Understands how to control voice - tone and pitch and pace and volume of reading to create atmosphere.	pitch tone volume	

# English - Reading Comprehension

## Foundation Stage

	Year group	Key skills and 'sticky' knowledge		Key vocabulary	Links to curriculum drivers VOCABULARY DIVERSITY ASPIRATION HEALTH AND WELL BEING
Comprehension	F1	After 1 term in F1	I can repeat songs, rhymes, stories and repeat familiar phrases. I can fill in missing words from well known rhymes.	Story Turn Page Picture Writing Character Setting Next	Aspiration - Librarian Visit  Vocabulary - Focus on teaching key language from texts  Diversity - sharing a range of texts from different cultures/ traditions/ communities/ families
		After 2 terms in F1	I can show a preference for a book or a song or a rhyme. I can identify myself in a story and show enjoyment for stories about familiar people.		
		By the end of F1	I can hold a book, turn the pages and indicate an understanding of pictures and print. I can talk a story to friends. I can talk about events and characters in books. I can make suggestions about what might happen next in a story.		
	F2	After 1 term in F2	I can hold a book, turn the pages and indicate an understanding of the pictures and print. I can tell a story to friends.	Read Page Cover Front Back Retell Create Events Characters Setting	
		After 2 terms in F2	I can talk about events and characters in books. I can make suggestions about what might happen next in a story. I can read simple words and simple sentences. I can talk about my favourite book. I can use vocabulary and events from stories in my play.		
		By the end of F2	I can demonstrate understanding when talking with others about what I have read. I can read and understand simple sentences.		

## English - Reading Comprehension

### Key Stage 1

For links to our curriculum drivers see the Word Reading Progression Map and the Whole School Reading Spine document for specific texts, authors and genres studied.

Objectives have been devised, further developed and refined using FFT reading comprehension document.

Theme 1 - develop positive attitudes to reading	Strand	Take pleasure in reading	Read independently and in groups	Discuss books: Participate in discussion about what is read to them, taking turns and listening to what others say	Extend their range of reading	
	Year 1	Select books for personal reading and give reasons for choices. Enjoy listening to books read to them	Read independently and in groups.	Discuss books they like and give reasons for their preferences	Select books to read and listen to	
	Year 2	Read and listen to whole books, make choices for their personal reading	Read independently and in groups. Enjoy listening to books read to them	Justify their choices of books and their preferences from the books they have read or have had read to them	Make choices from a selection of texts to listen to and to read themselves	
Theme 2-Understand the vocabulary used in texts	Strand	Build a wide vocabulary	Use a dictionary effectively	Use strategies to locate or infer the meaning of unfamiliar words		
	Year 1	Make class collections of interesting words and use them when talking about books and stories.	No Year 1 objective	Discuss possible meanings of new or unfamiliar words met in reading. Explain the meaning of the words they meet in a text.		
	Year 2	Develop understanding of words met in reading. Discuss the possible meaning of unfamiliar words they have read.	Use simple dictionaries, glossaries and thesaurus to locate words by the initial letter. Use terms such as 'definition'.	Check out the meaning of an unfamiliar word where it is explained in preceding or subsequent sentences or in a glossary. Check whether their suggested meaning of an unfamiliar word makes sense in the context of the passage.		

Theme 3-Express, record and present their understanding	Strand	Develop and express their understanding	Answer questions about a text and record their understanding	Justify their ideas about a text	Annotate the text to support understanding	Demonstrate understanding of stories, poetry and plays through retelling and reciting orally
	Year 1	Discuss reasons why things happen in the texts they read or are read to them. Express understanding orally, through words or illustrations	Answer simple questions orally where they recall information from a text.	No year 1 objective	Indicate in the text where they found information in a story or non-fiction text.	Retell stories and parts of stories, using some of the features of story language. Re-read, learn and recite simple poems and rhymes, with actions. Convey meaning by taking account of punctuation.
	Year 2	Discuss themes, plots, events and characters, comparing stories by the same and different authors.	Retrieve information from a text and re-present it in a variety of forms including by matching and linking information, ordering.	Answer simple retrieval and inference questions by making a point and supporting it with 'evidence' from a text to justify their thinking.	Make simple notes on a text, e.g. underlining key words or phrases, text highlighting etc	Retell stories, deliberately selecting the main points or events and retelling in sequence, showing an understanding of which details are significant.
Theme 4 - Understand the whole text	Strand	Identify main ideas and themes in a wide range of books and understand how these are developed over a text	Identify how structure and presentation contribute to meaning	Make comparisons within and across texts	Identify how language contributes to meaning	Evaluate the text
	Year 1	Pick out significant events, incidents or information that occur through a text. Link familiar story themes to their own experiences, e.g. illness, getting lost, going away.	Identify and compare basic story elements, e.g. beginnings and endings in different stories. Note some of the features of non-fiction texts, including layout, contents, use of illustrations and diagrams.	No year 1 objective	Identify some key elements of story language. Explore the effect of patterns of language and repeated words and phrases in poems and stories.	Talk about aspects of the text that they like.
	Year 2	Discuss familiar story themes that they have read or heard. Give reasons why things happen or change over the course of a narrative.	Identify and discuss story elements such as setting, events, characters, and the way that problems develop and get resolved. Explain organisational features of texts, including alphabetical order layout, diagrams, captions etc Identify and discuss patterns of rhythm, rhyme, etc which influence the sound of a poem.		Speculate about why an author might have chosen a particular word and their reasons for this e.g. by considering alternative synonyms that might have been used.	Explain why they like a particular text.

Theme 5 Retrieve information from texts	Strand	Retrieve and record information from texts	Retrieve the meaning of unfamiliar vocabulary where this is explained in the text	Identify how language, structure and presentation contribute to meaning	Ask retrieval questions about a text	
	Year 1	Discuss characters' appearance, behaviour and the events that happen to them, using details from the text Return to a text to find information about an event, character or topic.	Identify new or unfamiliar words that they meet in reading. Explain the meaning of the words they meet in a text	No Year 1 objective	Ask questions to understand what has happened in stories they have read or that have been read to them.	
	Year 2	Identify what is known for certain from the text about characters, places and events in narrative and about different topics in non-fiction. Give reasons why things happen where this is directly explained in the text.	Learn to read on and re-read sentences to find the meaning of unfamiliar words which are explained in the text.	Notice how information is presented.	Ask what, where, and when questions about a text to support and develop their understanding	
Theme 6 Inferential understanding	Strand	Infer from what characters say and do	Predict what might happen	Identify how language ... contribute(s) to meaning: How meaning is conveyed through the writer's language choices	Ask inferential questions	Adapt reading strategies in order to make inferences
	Year 1	Begin to make simple inferences about characters from what they say and do	Use titles, cover pages, pictures and opening sections of texts to predict the content of unfamiliar stories and non-fiction texts.	Explore the effect of patterned language or repeated words and phrases in familiar stories.	Ask questions to explore what characters say and do.	No year 1 objective
	Year 2	Make inferences about characters from what they say and do, focusing on important moments in a text.	Make plausible predictions showing an understanding of the ideas, events or characters they are reading about.	Investigate traditional story language, e.g. story openers and endings, scene openers, language which signals a time shift or magical event	Ask questions to understand more about characters and events in narrative or the topic in non-fiction	Re-read sections of texts carefully to find answers to questions about characters and events.



Theme 7- Reading to find out	Strand	Retrieve and record information from non-fiction texts		Ask questions to find out		Identify how the structure and presentation of non-fiction texts contributes to meaning		Identify how language ...contributes to meaning		Apply strategies for reading non-fiction texts	
	Year 1	Find information in a text about an event, character or topic. Pose questions and use a text to find answers.		Discuss different ways pages from an information book can be laid out and how this is different from story books.		Note some of the features of non-fiction texts, including layout, contents, use of pictures, illustrations and diagrams.		Discuss the meaning of significant words met in reading linked to particular topics. Notice how language is used in instructional writing and recounts. Discuss the language used in labels and captions.		Locate parts of the text which give particular information, including labelled diagrams and charts.	
	Year 2	Locate information using title, contents, index, page numbers, illustrations, headings, sub headings etc. Express and record their understanding of information orally, using simple graphics, or in writing. Compare information in different texts.		Pose and record questions prior to reading to find something out. Ask follow up questions about the topics they've read about.		Identify and explain the use of different organisational features in non-fiction texts, including alphabetical order, layout, illustrations, diagrams, captions and bullet points.		Notice some of the language features of non-fiction texts, e.g. direct language, the language of explanation, time adverbials etc. Discuss possible meanings of unfamiliar words in non-fiction texts and use glossaries effectively to help understanding.		Scan a text to find specific sections using key words or phrases, sub headings. Decide on whether a text is useful for a particular purpose by skim reading its title, contents page, illustrations, headings and sub headings.	
Theme 8- Skills and strategies to read for understanding	Strand	Use prior knowledge to support understanding	check that books make sense to them	Ask questions to improve their understanding	Skim. scan and read closely	Use strategies to locate or infer the meaning of unfamiliar words	Annotate text	Visualise their understanding of what they read	Make predictions	Summarise understanding	Adapt reading strategies for different purposes according to the text type
	Year 1	Talk about what they know about a particular topic prior to reading	Listen to their own reading, and that of others, and make a sense check at regular intervals	Ask questions about aspects of a text they don't understand	Skim read to gain an overview of a page eg title, captions etc Scan the text to locate specific information- using titles, labels etc	Suggest what a word might mean. Check whether the meaning makes sense in the context of the sentence/text.	No Year 1 objective	Visualise what they have been reading eg through drawing or acting out	Make simple predictions based on clues such as pictures, titles etc	No Year 1 objective	Listen to their own reading, checking for meaning. Re-reading where necessary to regain understanding
	Year 2	Link the events in texts to their own experience or information that they know. recognise how books are similar to other they have read or heard.	Check that a text makes sense to them, pausing to check understanding and re-reading to re-gain understanding if necessary.	Ask questions about a text to ensure they understand events or ideas.	Speculate about the meaning of a section or page of a text by skim reading the title, contents page, sub-headings etc. Scan pages to find specific information, using key words, headings etc	Learn how to find the meaning of an unfamiliar word if it is explained in previous or subsequent sections. Use the context of the passage to check meaning makes sense.	Make simple notes on a text - underlining, highlighting etc. Choose relevant information and words to annotate	Use illustrations and simple flow charts and diagrams to explain a processor events from reading	Use what they have read previously in the text to make a plausible prediction.	Retell a story giving the main events, selecting and using relevant information. Draw together information from across a number of sentences/pages to sum up what they've found out about eg a character.	Stop and think about what they have read. Put what they have read into their own words.



## English Reading Comprehension

Key Stage 2 (Devised using FFT – year by year objectives)

Theme: Develop positive attitudes to reading

Strand	Year 3	Year 4	Year 5	Year 6
Take pleasure in reading: Develop positive attitudes to reading and enjoy listening to books read to them.	Sustain their reading for enjoyment and to find out	Read independently complete short texts and sections from information books	Listen to texts read to them.  Read favourite authors and choose books to read on the recommendation of others	Listen to texts read to them and sustain their reading of longer and more challenging texts
Read independently and in groups.	Read independently and in groups.  Enjoy listening to books read to them.	Read independently and in groups.  Enjoy listening to books read to them	Read independently and in groups.  Enjoy listening to books read to them	Read independently and in groups.  Enjoy listening to books read to them
Discuss books: Participate in discussion about what is read to them, taking turns and listening to what others say	Discuss why they like particular books or authors with others, giving reasons.	Describe and review their own reading habits	Talk about books referring to details and examples in the text	Discuss their personal reading with others and articulate their personal response to their reading, identifying how and why a text affects the reader
Extend their range of reading	Extend the range of books read by browsing and selecting texts, including poetry, to read independently.	Develop their reading stamina as they read longer texts	Plan personal reading goals which reflect their interests and extend their range	Develop their reading stamina and complete the independent reading of some longer texts.

Theme: Skills and strategies to read for understanding

Strands	Year 3	Year 4	Year 5	Year 6
Use prior knowledge to support understanding	Link the events or topic from a text to their own experience and/ or information gathered. Begin to make links to similar books they have read.	Link what they've read in a text to what they know, their experience and that of others, and their experience of reading similar texts.	Use background knowledge or information about the topic or text type to establish expectations about a text. Compare what is read to what was expected.	Comment on what they have read and compare this to what they expected to read, e.g. in relation to events, ideas etc. Make comparisons between a text and others they have read
Check that books make sense to them	Use contextual and grammatical knowledge, as well as background knowledge and understanding of word meanings, to make sense of what they have read. Put into their own words their understanding of what they have read.	Monitor their understanding of a text and take steps to retrieve the meaning if comprehension has been lost.	Develop an active attitude towards reading: seeking answers, anticipating events, empathising with characters and imagining events that are described.	Link parts of a text together in order to understand how details or specific sections support a main idea or point. Accept uncertainty about the ideas or events described in a text where an author is deliberately obscuring the meaning

Ask questions to improve their understanding	Ask questions to clarify the meaning of events or ideas introduced or explored in a text that they don't understand.	Ask questions to explore meanings and explanations of the events or ideas introduced or developed in a text	Identify aspects of a text they are not clear about. Ask questions to clarify their understanding or research the topic to find out more.	Identify where they do not fully understand a text. Ask effective questions that will help them clarify their understanding of the text or the topic they are researching
Skim, scan and read closely	Skim opening sentences of each paragraph to get an overview of a page or section of text. Scan contents, indexes and pages to locate specific information accurately. Identify sections of a text that they need to read carefully in order to find specific information or answer a question.	Skim read a text to get an overview of it, scan for key words, phrases and headings. Decide which sections of text to read more carefully to fulfil a particular purpose, e.g. to summarise a text.	Locate information accurately through skimming to gain an overall sense of the text. Scan a text to gain specific information. Use the skills of skimming and scanning to identify sections of text to read more carefully and re-read/ read on as appropriate.	Evaluate the value of a text for an identified purpose, drawing on information acquired by skimming and scanning Read carefully sections of texts to research information and to answer questions
Use strategies to locate or infer the meaning of unfamiliar words	Practise re-reading a sentence and reading on in order to locate or infer the meaning of unfamiliar words. Discuss unfamiliar words and their possible meaning to clarify their understanding of a sentence or passage.	Identify unfamiliar vocabulary in a text and adopt appropriate strategies to locate or infer the meaning. (E.g. re-reading surrounding sentences and/ or paragraphs to identify an explanation or develop a sensible inference, by identifying root words and derivatives, using the context and syntax, or using aids such as glossaries or dictionaries.) Identify where unfamiliar words are not explained in the text and where a dictionary needs to be used to understand them.	Identify when they do not understand the vocabulary used in a text and need to clarify the meaning. Give increasingly precise explanations of word meanings that fit with the context of the text they are reading. Check the plausibility and accuracy of their explanation or inference of the word meaning.	Check the plausibility and accuracy of their explanation or inference about a word meaning. Identify when they do not understand the vocabulary used in a text and apply appropriate strategies (re-reading, reading on, using the context, knowledge of syntax or word roots) to clarify the meaning
Annotate text	Mark a text to identify unfamiliar words and ideas to be clarified or explored in discussion and subsequent re-reading. Read and identify the main points or gist of the text, e.g. underlining or highlighting key words or phrases, listing key points, or marking important information.	Mark texts to identify vocabulary and ideas which they need to clarify. Mark a text by highlighting or adding headings, underlining or noting words or sentences, and adding notes where helpful.	Annotate a text to identify key information or identify elements they don't understand or want to revisit or explore further. Note key points of what has been read, using simple abbreviations, diagrams or other simple marking system. Use these as the basis of follow up and discussion if appropriate.	Identify and mark aspects of a text which are unclear in order to discuss or revisit on a second reading. As they read, identify, mark and annotate extracts which they think are significant to understanding characters, events or ideas or an author's point of view or use of language, adding a commentary where this is helpful
Visualise their understanding of what they read	Re-present information gathered from a text as a picture or graphic, labelling it with material from the text.	Visualise the information they have read about, e.g. by mapping, illustrating, representing information graphically, and acting out. Use information from the text to justify their visual representations.	Re-present information from a text graphically Comment on the illustrations and graphic representations they encounter in texts, linking their comments back to the text itself	Re-present information from a text graphically Comment on the illustrations and graphic representations they encounter in texts, linking their comments back to the text itself
Make predictions	Update and modify predictions about the events, characters or ideas in a text on a regular basis throughout their reading.	Make predictions about a text based on prior knowledge of the topic, event or type of text. Modify predictions as they read on.	Make regular and increasingly plausible predictions as they read, modifying their ideas as they read the next part of the text.	Make plausible predictions and explain what they are basing them on. Discuss how and why they need to modify their predictions as they read on.

Summarise understanding	Retell main points of a story in sequence. Identify a few key points from across a non-fiction passage.	Summarise a sentence or paragraphs by identifying the most important elements. Make brief summaries at regular intervals when reading, picking up clues and hints as well as what is directly stated.	Make regular, brief summaries of what they've read, identifying the key points. Summarise a complete short text or substantial section of a text. Summarise what is known about a character, event or topic, explain any inferences and opinions by reference to the text.	Make regular, brief summaries of what they've read, linking their summary to previous predictions about the text. Update their ideas about the text in the light of what they've just read. Summarise 'evidence' from across a text to explain events or ideas. Summarise their current understanding about a text at regular intervals.
Adapt reading strategies for different purposes or according to the text type	Identify where they don't understand what they've read, stop reading and take steps to fix the problem.	Adapt reading strategies to the different sorts of text read, including IT texts, and different purposes for reading. Take steps to re-establish understanding when comprehension is lost.	Apply the range of reading strategies to different reading tasks or circumstances, e.g. skimming a text to gain an overview, slow careful reading and re-reading to grapple with the meaning of a poem, presentation skills in order to perform it	Make sensible decisions in order to read most effectively for a specific purpose, e.g. knowing when it is useful to gain an overview of a text and how best to do it, or identify which part of the text needs to be read more carefully to find particular information

### Theme: Understand the Vocabulary used in texts

Strands	Year 3	Year 4	Year 5	Year 6
Build a wide vocabulary	Identify where an author uses alternatives and synonyms for common or over used words and speculate about the shades of meaning implied.	Consider a writer's use of specific and precise nouns, adjectives, verbs and adverbs and discuss the meanings conveyed. Investigate the meaning of technical or subject specific words they meet in their reading.	Distinguish between everyday word meanings and their subject specific use, e.g. the specific meaning of <i>force</i> in scientific texts.	Collect unfamiliar vocabulary from texts they have read, define meanings and use the vocabulary when recording ideas about the text. Collect and define technical vocabulary met in other subjects, e.g. developing subject or topic glossaries.
Use a dictionary effectively	Locate words in a dictionary by the first two letters. Know the quartiles of the dictionary.	Locate words in a dictionary by the third and fourth place letters. Use the quartiles of the dictionary efficiently to locate words quickly.	Use dictionaries effectively to locate word meanings and other information about words, e.g. by using alphabetical order, understanding abbreviations, determining which definition is the most relevant to the context. Use a dictionary to check a suggested meaning.	Use dictionaries, glossaries and other alphabetically ordered texts confidently and efficiently in order to locate information about words met in reading. Identify the most appropriate meaning of a word used in a text from alternative definitions given in a dictionary.
Use strategies to locate or infer the meaning of unfamiliar words	Practise re-reading a sentence and reading on in order to locate or infer the meaning of unfamiliar words. Discuss unfamiliar words and their possible meaning to clarify their understanding of a sentence or passage.	Identify unfamiliar vocabulary in a text and adopt appropriate strategies to locate or infer the meaning, including re-reading surrounding sentences and/ or paragraphs to identify an explanation or develop a sensible inference. (E.g. by identifying root words and derivatives, using the context and syntax, or using aids such as glossaries or dictionaries.) Identify where unfamiliar words are not explained in the text and where a dictionary needs to be used to	Identify when they do not understand the vocabulary used in a text and need to clarify the meaning. Give increasingly precise explanations of word meanings that fit with the context of the text they are reading. Check the plausibility and accuracy of their explanation or inference of the word meaning.	Check the plausibility and accuracy of their explanation of, or inference about, a word meaning. Identify when they do not understand the vocabulary used in a text and apply appropriate strategies (re-reading, reading on, using the context, knowledge of syntax or word roots) to clarify the meaning.

		understand them.		
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## Theme: Express, record and present their understanding

Strand	Year 3	Year 4	Year 5	Year 6
Develop and express their understanding	Express ideas and give opinions about stories and poems, identifying specific words and phrases to support their ideas. Use simple graphics or illustrations to record and explain their understanding of information.	Understand and comment on ideas introduced in a passage or section they've read, drawing on evidence from the text to do so. Compare and contrast stories, justifying their preferences and opinions.	Contribute to a discussion where a group explore their understanding of a topic raised through reading. Discuss and comment on texts, and present their ideas in appropriate and helpful formats, including graphically.	Contribute constructively to a discussion about reading, responding to and building on the views of others. Comment critically, orally, in writing and using graphics where necessary to support them, on the impact of books they have read.
Answer questions about a text and record understanding	Use different formats to retrieve, record and explain information about what they have read in both fiction and non-fiction texts, e.g. flow charts, for and against columns, matrices and charts of significant information. Record their understanding of a text in different ways, using a range of formats.	Retrieve and collect information from different sources and re-present it in different forms, e.g. chart, poster, diagram. Answer questions on a text using different formats (matching, ordering, tabulating, etc.).	Use different formats to capture, record and explain information about what they have read, e.g. flow charts, for and against columns, matrices and charts of significant information. Recognise different types of comprehension questions (retrieval/ inferential) and know whether the information required to answer will be explicitly stated or implied in the text. Vary the reading strategies they use to answer questions, depending on the different types asked. Answer questions by explaining their ideas orally and in writing, including questions requiring open-ended responses.	Record details retrieved from the text about characters, events and ideas, e.g. by making a comparisons table, true or false grid etc. Recognise different types of comprehension questions (retrieval/ inferential) and know whether the information required for the answer will be explicitly stated or implied in the text. Vary the reading strategies they use and mode of answering according to what is expected of them by the question. Use confidently the different formats (matching, ordering etc.) to answer questions on a text. Answer questions by explaining their ideas orally and in writing.
Justify their ideas about a text	Re-read sections of texts carefully to find 'evidence' to support their ideas about a text. Answer simple retrieval and inference questions by making a point and supporting it with 'evidence' from a text.	Support their ideas about a text by quoting or by paraphrasing from it. Answer retrieval and inferential questions both orally and in writing, by making a point, and explaining it.	Evaluate a book or section of it, referring to details and examples in a text to back up their judgement and support their reasoning. Identify and summarise evidence from a text to support a hypothesis.	Identify material from texts to support an argument, know when it is useful to quote directly, paraphrase or adapt. Identify and summarise evidence from a text to support a hypothesis.
Annotate the text to support their understanding	Read and identify the main points or gist of the text, e.g. underlining or highlighting key words or phrases, listing key points, or marking important information. Mark a text to identify unfamiliar words and ideas to be clarified or explored in discussion and subsequent re-reading.	Mark texts to identify vocabulary and ideas which they need to clarify. Mark a text by highlighting or adding headings, underlining or noting words or sentences, and adding notes where helpful.	Annotate a text to identify to identify key information or identify elements they don't understand or want to revisit or explore further. Note key points of what has been read, using simple abbreviations, diagrams or other simple marking system. Use these as the basis of follow up and discussion if	Identify and mark aspects of a text which are unclear in order to discuss or revisit on a second reading. As they read, identify, mark and annotate extracts which they think are significant to understanding characters, events or ideas or an author's point of view or use of language, adding a commentary where this is

			appropriate.	helpful.
Demonstrate understanding of stories, poetry and plays through retelling and reciting orally	Present stories, showing awareness of the different voices by dramatizing readings, showing differences between the narrator and characters. Read, prepare and present poems and play scripts.	Choose and prepare stories, poems and play scripts for performance, identifying appropriate expression, tone, volume and use of voices and other sounds. Rehearse and improve their performance when reading texts aloud, in order to demonstrate their understanding.	Distinguish in reading aloud a story, poem or play script, between the narrator and characters, and between different characters. Read, rehearse, evaluate and modify a performance of a story, poem or play script to convey meaning and emotion.	Read aloud different texts, including poetry and prose, discussing and drawing out similarities and relationships of theme, format and language. Read aloud to interpret poems or stories where meanings are conveyed directly and implied, varying the performance to convey meaning to an audience.

### Theme: Understand the Whole Text

Strand:	Year 3	Year 4	Year 5	Year 6
Identify main ideas and themes in a wide range of books and understand how these are developed over a text	Identify main ideas and themes in a wide range of books and understand how these are developed over a text	Identify social, moral or cultural issues or themes in stories, e.g. the dilemmas faced and dealt with by characters or the moral of the story. Link cause and effect in narratives and recounts. Explain how ideas are developed in non-fiction texts.	Begin to distinguish between plot events/ details and the main themes in the texts they read. Identify how ideas and themes are explored and developed over a text, e.g. how a story opening can link to its ending or how characters change over a narrative. Explain how a detailed picture can emerge from a non-fiction text by examining different aspects of the topic.	Understand how a writer develops themes, ideas or points of view over a text. Identify how the narrative or author's voice influences the reader's point of view and frames their understanding. Discuss how this can change over the course of a text. In non-fiction texts distinguish between explicit and implicit points of view and discuss how the sense of the writer can develop over a text, e.g. in autobiographies.
Identify how structure and presentation contribute to meaning	Identify how structure and presentation contribute to meaning	Explore narrative order (introduction, build up, crisis, resolution, and conclusion) and how scenes are built up and concluded through description, action and dialogue. Identify the main features of non-fiction texts (both print and computer based) including headings, captions, lists, bullet points and understand how these support the reader in gaining information efficiently. Identify different patterns of rhyme and verse in poetry, e.g. choruses, rhyming couplets, alternate line rhymes and read these aloud effectively.	Compare the structure of different stories to discover how they differ in pace, build up, sequence, complication and resolution. Identify the features of different non-fiction text, including content, structure, vocabulary, style, layout and purpose, e.g. recounts, instructions, explanations, persuasive writing and argument. Read poems by significant poets and identify what is distinctive about the style or presentation of their poems.	Understand aspects of narrative structure, e.g. how paragraphs build up a narrative, how chapters or paragraphs are linked together. Understand how writers use the features and structures of information texts to help convey their ideas or information. Analyse how the structure or organisation of a poem supports the expression of moods, feelings and attitudes.
Make comparisons within and across texts	Make comparisons within and across texts	Collect information to compare and contrast events, characters or ideas. Compare and contrast books and	Make comparisons between the ways that different characters or events are presented.	Make comparisons and draw contrasts between different elements of a text and across texts Compare and contrast

		poems on similar themes.	Compare the way that ideas or themes are presented in different texts or in different versions (including in other media, e.g. film) of the same text.	the work of a single author. Investigate different versions of the same story or different books on the same topic, identifying similarities and differences.
Identify how language contributes to meaning	Identify how language contributes to meaning	Understand how writers use figurative and expressive language to create images and atmosphere, e.g. to create moods, arouse expectations, build tension, describe attitudes or emotions. Discuss the meaning of similes and other comparisons they have read.	Discuss the meaning of figurative language (metaphors and similes) and idiomatic words and phrases used in a text, beginning to explain the purpose and impact of such choices. Investigate how writers use words and phrases for effect, e.g. to persuade, to convey feelings, to entice a reader to continue.	Identify and discuss idiomatic phrases, expressions and comparisons (metaphors, similes and embedded metaphors) met in texts, using an appropriate technical vocabulary. Consider how authors have introduced and extended ideas about characters, events or topics through the language choices and the way they have developed them. Comment critically on how a writer uses language to imply ideas, attitudes and points of view.
Evaluate the text	Evaluate the text	Identify aspects or features that make a text entertaining, informative or useful.	Analyse the features of engaging or useful texts e.g. effective openings or endings, the presentation and resolution of problems (in narratives), clarity and enthusiasm for a topic (in non-fiction).	Identify the features that make some texts more effective than others.

### Theme: Retrieve information from texts

Strand	Year 3	Year 4	Year 5	Year 6
Retrieve and record information from texts	Locate, retrieve and collect information from texts about significant or important elements or aspects (e.g. characters, events, topics). Take information from diagrams, flow charts and forms where it is presented graphically. Express and record their understanding of information orally, using simple graphics or in writing.	Identify and discuss key sentences and words in texts which convey important information about characters, places, events, objects or ideas. Pick out key sentences and phrases that convey important information. Take information from diagrams, flow charts and forms where it is presented graphically.	Establish what is known about characters, events and ideas in narrative and non-fiction texts, retrieving details and examples from the text to back up their understanding or argument. Locate information confidently and efficiently, using the full range of features of the information text being read, including information presented graphically.	Use evidence from across a text to explain events or ideas. Identify similarities and differences between characters, places, events, objects and ideas in texts. Retrieve information from texts and evaluate its reliability and usefulness.
Retrieve the meaning of unfamiliar vocabulary where this is explained in the text	Practise re-reading a sentence and reading on in order to locate the meaning of unfamiliar words. Discuss unfamiliar words and their possible meaning to clarify their understanding of a sentence or passage.	Decide where unfamiliar words are explained in the text or where they need to use a dictionary or glossary to find a word meaning. Identify unfamiliar vocabulary in a text and adopt appropriate strategies to locate the meaning, including re-reading surrounding sentences and/	Use a range of strategies, including the context and where necessary a dictionary, to make sense of the words used in a text. Explain the meaning of words used in a text.	Apply appropriate strategies (re-reading, reading on, visualising, word knowledge, syntax) in order to find the meaning of unfamiliar vocabulary met in independent reading. Check the plausibility and accuracy of their suggestions.



		or paragraphs to identify an explanation.		
Identify how language, structure and presentation contribute to meaning	Notice how information is presented across a range of texts.	Use knowledge of different organisational features of texts to find information effectively.	Use knowledge of different organisational features of texts to find information effectively. Comment on how information is presented on the page.	Use knowledge of different organisational features of texts to find information effectively. Identify and explain how complicated information is presented on the page to make reading easier.
Ask retrieval questions about a text	Clarify their understanding of events, ideas and topics by asking questions about them.	Identify elements of a text which they do not understand and ask questions about it.	Ask questions to clarify their understanding of words, phrases, events and ideas in different texts.	Ask questions to clarify their understanding of words, phrases, events and ideas in different texts.

## Theme: Inferential Understanding

Strand	Year 3	Year 4	Year 5	Year 6
Infer from what characters say and do	Understand how what a character says or does impacts on other characters, or on the events described in the narrative. Infer characters' feelings in fiction.	Deduce the reasons for the way that characters behave from scenes across a short story.	Understand what is implied about characters and make judgements about their motivations and attitudes from the dialogue and descriptions.	Understand what is implied about characters through the way they are presented, including through the use of a narrator or narrative voice, explaining how this influences the readers' view of characters.
Predict what might happen	Predict from what they have read or had read to them how incidents, events, ideas or topics will develop or be concluded.	Use information about characters to make plausible predictions about their actions.	Learn to anticipate events based on their own experience, what has been read so far and knowledge of other similar texts. Discuss the plausibility of their predictions and the reason for them.	Make predictions, discussing the reasoning behind them, drawing on their knowledge of the world, from reading other similar texts and what they read earlier in the text. Compare their predictions with the events that occurred and consider why their predictions were accurate, plausible, or off the mark.
Identify how language ... contribute(s) to meaning: How meaning is conveyed through the writer's language choices	Discuss the language used to create significant aspects of a text, e.g. opening, build up, atmosphere, and how a writer implies as well as tells.	Understand how writers use figurative and expressive language to hint at and suggest ideas and information in order to capture interest, e.g. how they use language to set scenes, or create moods, arouse expectations, build tension, describe attitudes or emotions. Discuss the meaning of similes and other comparisons that they read.	Identify and discuss idiomatic phrases, expressions and comparisons (metaphors, similes and embedded metaphors) met in texts, considering why authors might have used them. Consider the language used in a text and pick up the implications and associations being made by the writer.	Identify the hints and suggestions that writers make through their choices of words and phrases and the associations these evoke, e.g. about characters, events or ideas.
Ask inferential questions	Ask questions to develop	Ask questions to clarify their	Recognise where they don't	Ask questions to clarify and



	understanding of characters' feelings and actions, or to understand significant details about a topic	understanding of what is implied about main ideas, themes and events in texts they have read.	understand why something happens in a text and ask questions to clarify their understanding.	explore their understanding of what is implied in the text.
Adapt reading strategies in order to make inferences	<p>Link what they read to their knowledge and experience of a topic and to their knowledge of similar texts.</p> <p>Make regular predictions and brief summaries as they read, thinking about the clues and hints they've picked up, as well as what is directly stated.</p> <p>Re-read sections of texts carefully to check their ideas about the text.</p>	<p>Link what they are reading to prior knowledge and experience and to their knowledge of similar texts.</p> <p>Make predictions and brief summaries at regular intervals when reading</p> <p>Think about what they've read, re-read sections of texts carefully to find 'evidence' to support their speculations and interpretation of characters and events.</p>	<p>Link what they read to what they know (prior knowledge and experience), their knowledge of texts, and to what they have read in previous sections, to make inferences and deductions.</p> <p>Know how to gain a rapid overview of a text, e.g. by skimming and scanning, and how and when to read slowly and carefully.</p> <p>Build 'thinking time' into their reading, identifying questions that they want answered.</p> <p>Summarise their current understanding at regular intervals when reading an extended text.</p>	<p>Link what they have just read to what they know (prior knowledge and experience), their knowledge of texts, and what they have read in previous sections, to make inferences and deductions.</p> <p>Know how to gain a rapid overview of a text, e.g. by skimming and scanning and how and when to read slowly and carefully.</p> <p>Build 'thinking time' into their reading, identifying questions that they want answered.</p> <p>Summarise their current understanding at regular intervals when reading an extended text.</p>

## Theme: Reading to find out

Strand:	Year 3	Year 4	Year 5	Year 6
Retrieve and record information from non-fiction texts	<p>Take information from diagrams, flow charts and forms where it is presented graphically.</p> <p>Express and record their understanding of information orally, using simple graphics, or in writing.</p>	<p>Pick out key sentences and phrases that convey important information.</p> <p>Take information from diagrams, flow charts and forms where it is presented graphically.</p> <p>Collect information from different sources and present it in a simple format, e.g. chart, poster, diagram.</p>	<p>Locate information confidently and efficiently, using the full range of features of the information text being read, including information presented graphically.</p> <p>Use different formats to capture, record and explain information about what they have read, e.g. flow charts, for and against columns, matrices and charts of significant information.</p>	<p>Evaluate texts for their reliability and usefulness when researching a topic.</p> <p>Record important details retrieved from a text using an appropriate format, e.g. by making a comparisons table.</p>
Ask questions to find out	<p>Prepare and list questions as the basis for enquiry and decide which are the most important to follow up.</p>	<p>Prepare for and carry out factual research by reviewing what is known, what needs to be found out, what resources are available and where to search.</p>	<p>Prepare for research by identifying what they already know and what they need to find out.</p> <p>Plan their inquiry or research in the light of these questions. Adapt their questions as they read.</p>	<p>Locate resources for a specific research task, identifying key questions to be investigated, the usefulness of the information source, and deciding how best to record and present the information.</p> <p>Refine research questions in the light of initial findings.</p>
Identify how the structure and presentation of non-fiction texts	<p>Identify how different non-fiction texts are organised.</p>	<p>Identify the main features of non-fiction texts (both print and</p>	<p>Identify the features of different non-fiction texts, e.g. recounts,</p>	<p>Understand and explain how different conventions and</p>

contributes to meaning	Use the organisational features of non-fiction texts in their own reading and research.	computer based) including headings, captions, lists, bullet points and understand how to use to find information efficiently.	instructions, explanations, persuasive writing and argument, including content, structure, vocabulary, style, layout and purpose. Discuss the way that writers of non-fiction match text structure to their intentions.	presentational features are used across a range of information or non-narrative texts. Compare different types of information texts, including texts which are a mix of text types or were written for a number of purposes simultaneously, and identify differences in the way that they are structured.
Identify how language ...contributes to meaning	Begin to identify some of the language differences between fiction and non-fiction texts. Develop their understanding of key words met in reading non-fiction texts.	Investigate the language features of different sorts of non-fiction texts. Investigate the meaning of technical or subject specific words, e.g. by reading the text explanation or using a glossary or dictionary.	Investigate the use of language in different types of information text, e.g. words and phrases which signal a point of view in persuasive texts, how encyclopaedia convey authority. Compare the explanations or definitions given for technical or subject specific words and phrases in non-fiction texts.	Discuss the way that writers of non-fiction match language and text structure to their intentions - to amuse, persuade etc. Explain and use accurately the subject specific vocabulary used in different non-fiction texts.
Strategies for reading non-fiction text	Skim and scan a text to locate information quickly and accurately. Draw together ideas and information from across a text, using simple signposts (contents, index, sub headings, page numbers etc.) in the text.	Clarify unfamiliar vocabulary met in information texts. Skim a text for an overview, Scan texts for key words, phrases and sentences as well as useful headings to locate information. Pay particular attention to introductions and opening/ closing sentences in paragraphs to identify key information. Adapt reading strategies to the different sorts of text read, including IT texts, and to different purposes for reading.	Clarify unfamiliar vocabulary met in information texts. Apply the range of reading strategies to reading information texts i) thinking about what they already know; ii) skimming to gain an overall sense of the text; iii) scanning to locate specific information; iv) close reading to develop understanding; v) text marking. Plan research in other subjects, considering how best to read different sources, and find and record the information they need.	Clarify unfamiliar vocabulary met in information texts. Read effectively for different research purposes, e.g. skim and scan a text to gain an overview of a text, identify which part of the text needs to be read more carefully to find particular information, read slowly and carefully a section, annotating the text as appropriate. Plan research in other subjects, considering how best to read different sources, and find and record the information they need.