	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Phonics and decoding	I can use my phonic knowledge and skills to decode words. I can blend sounds in unfamiliar words using GPCs that have been taught. I can correctly read aloud books which are matched to my developing phonic knowledge. I can read words containing -s, -es, -ing, -ed, and est endings. I can reread texts to build up flency and confidence in word reading.	I can apply my phonic knowledge and skills to decide until I can decode automatically. I can read most words quickly and accurately, without overt sounding and blending. I can read accurately by blending the sounds in words that contain the graphemes taught so far and recognising alternative sounds for graphemes. I can use my knowledge of prefixes and suffixes to help me to decode and understand what I have read. I can read aloud books closely matched to my phonic knowledge, sounding out unfamiliar words accurately and automatically. I can reread books to build up fluency and confidence in word reading.	I can use my phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words). I can apply my growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- to begin to read aloud. I can apply my growing knowledge of root words and suffixes/word endings, including - ation, -ly, -ous, -ture, -sure, -sion, -tion, - ssion and -cian, to begin to read aloud.	I can read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill. I can apply my knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.	I can read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues. I can apply my growing knowledge of root words, prefixes and suffixes/ word endings, including -sion, -tion, -cial, - tial, -ant,-anc,- ancy, -ent,-ence, -ency, -able,-ably and -ible/ibly, to read aloud fluently	I can read fluently with full knowledge of all Y5/ Y6 exception words, root words, prefixes, suffixes/word endings and decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.

Fluency	I can accurately read texts that are consistent with my developing phonic knowledge, that do not require them to use other strategies to work out words. I can reread texts to build up fluency and confidence in word reading	I can read aloud books (closely matched to my improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation. I can reread these books to build up fluency and confidence in word reading. I can read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age- appropriate texts.	Teaching comprehension, word reading and fluency is completed during WCR sessions. - Focus on word reading supports the development of vocabulary. - Fluency will be monitored through WCR sessions: coral reading, paired reading, performance reading, 1:1 with an adult. - Identified children will receive extra support in all areas of word reading as required.

Vocabulary

Build a wide vocabulary	I can make collections of interesting words and use them when talking about books and stories.	I can develop understanding of words met in reading. Speculating about the possible meaning of unfamiliar words that I have read.	I can identify where an author uses alternatives and synonyms for common or overused words and speculate about the shades of meaning implied.	I can consider a writer's use of specific and precise nouns, adjectives, verbs and adverbs and discuss the meanings conveyed. I can investigate the meaning of technical or subject specific words I meet in my reading.	I can distinguish between everyday word meanings and their subject specific use, e.g. the specific meaning of force in scientific texts and how it can be used outside science.	I can collect unfamiliar vocabulary from texts that I have read, define meanings and use the vocabulary when recording ideas about the text. I can collect and define technical vocabulary met in other subjects, e.g. developing subject or topic glossaries.

Using a dictionary	With support, I am starting to use a dictionary to locate words by the initial letter.	I can use dictionaries to locate words by the initial letter. I can use terms such as definition. I can discuss the definitions given in dictionaries and agree which is the most useful in the context.	I can locate words in a dictionary by the first two letters.	I can locate words in a dictionary by the third and fourth place letters.	I can use dictionaries effectively to locate word meanings and other information about words; understanding abbreviations and determining which definition is the most relevant to the context. I can use a dictionary to check a suggested meaning.	I can use dictionaries, glossaries confidently and efficiently in order to locate information about words met in reading. I can identify the most appropriate meaning of a word used in a text from alternative definitions given in a dictionary.
Explain the meaning of words	I can discuss word meanings, linking new meanings to those already known	I can discuss and clarify the meanings of new words, linking new meanings to known vocabulary. I am beginning to use a range of skills (morphology and word classes) to identify the meaning of unknown words to help place them into context.	I am applying my growing knowledge of root words, prefixes and suffixes to understand the meaning of new words I meet. I can practise re-reading a sentence and reading on in order to locate or infer the meaning of unfamiliar words.	I can apply my growing knowledge of root words, prefixes and suffixes to understand the meaning of new words I meet. I can identify unfamiliar vocabulary 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.	I can apply my growing knowledge of grammar, morphology and etymology to understand the meaning of new words that they meet in context. I can give increasingly precise explanations of word meanings that fit with the context of the text that I am reading. In persuasive writing and other texts, I can investigate how language is used to present opinion. I can distinguish between fact, opinion and fiction in different texts; biography, autobiography, argument.	I can apply my growing knowledge of grammar, morphology and etymology to understand the meaning of new words that I meet in context. I can check the plausibility and accuracy of my explanation of, or inference about, a word meaning. In autobiography, biographical and in texts written for mixed purpose (leaflets that are both informative and persuasive), I can distinguish between fact, opinion and fiction.

Identify how language contributes to meaning	I can explore patterns of language and repeated words and phrases in familiar stories. I can identify and discuss some key elements of story language.	I can investigate traditional story language, e.g. story openers and endings, language to show time. I can speculate about why an author might have chosen a particular word and what was the desired effect, by considering alternative synonyms.	I can discuss the language used to create significant aspects of a text; opening, build up, atmosphere and how a writer implies as well as tells. I can discuss author's choice of words and phrases that describe and create impact; adjectives and expressive verbs.	I understand how writers use figurative and expressive language to create images and atmosphere; create moods, build tension, describe attitudes or emotions. I can discuss the meaning of similes.	I can 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. I can investigate how writers use words and phrases for effect; to persuade, to convey feelings, to entice a reader to continue.	I can identify and discuss idiomatic phrases, expressions and comparisons (metaphors, similes and embedded metaphors), using appropriate technical vocabulary. I can consider how authors have introduced and extended ideas about characters, events or topics through language choice. I can comment critically on how a writer uses language to imply ideas, attitudes and points of view.

Retrieval 🔍

Retrieve information from texts	I can discuss characters' appearance, behaviour and the events that happen to them, using details from the text. I can find specific information in simple texts that I have read or that have been read to me about an event, character or topic.	I can identify what is known for certain from the text about characters, places and events in narrative and about different topics in non-fiction. I can give reasons why things happen where this is directly explained in the text. I can locate information using contents, sub-headings, page numbers etc.	I can locate, retrieve and collect information from texts about significant elements or aspects; characters, events, topics. I can take information from diagrams, flow charts and forms where it is presented graphically.	I can identify and discuss key sentences and words in texts which convey important information about characters, places, events, objects or ideas. I can take information from diagrams, flow charts and forms where it is presented graphically.	I can establish what is known about characters, events and ideas in both narrative and non-fiction, retrieving details and examples from the text to support their understanding or argument. I can locate information confidently and efficiently, using the full range of features of the information text being read.	I can use evidence from across a text to explain events or ideas. I can identify similarities and differences between characters, places, events, objects and ideas in texts. I can retrieve information from texts and evaluate its reliability and usefulness.

Ask retrieval questions	I can ask questions to understand what has happened in stories I have read or been read to me.	I can ask what, where, and when questions about a text to support and develop my understanding.	I can clarify my understanding of events, ideas and topics by asking questions about them.	I can identify elements of a text which I do not understand and ask questions about it.	I can ask questions to clarify my understanding of words, phrases, events and ideas in different texts..	I can ask questions to clarify my understanding of words, phrases, events and ideas in different texts.
Answer questions and record answers	I can match events to characters in narrative and detail and information to objects or topics in non-fiction texts.	I can retrieve information from a text and re-present it in a variety of forms; matching and linking information, ordering and copying.	I can use different formats to retrieve, record and explain information about what I have read in both fiction and non-fiction texts; flow charts, for and against columns, matrices and charts.	I can retrieve and collect information from different sources and re-present it in different forms; chart, poster, diagram. I can answer questions on a text using different formats.	I can use different formats to capture, record and explain what they have read. I can recognise different types of comprehension questions (retrieval/inferential) and know whether the information required will be explicitly stated or implied in the text. I can answer questions requiring open-ended responses.	I can record details retrieved from the text in a variety of ways; true/false grid, comparisons table. I can recognise different types of comprehension questions (retrieval/inferential) and know whether the information required will be explicitly stated or implied in the text. I can vary the reading strategies I have used and mode of answering according to what is expected of me by the question.

Summarising

Sequence /Summarise	I can identify and discuss the setting and names of characters in a story.	I can retell a story giving the main events. I can retell some important information they've found out from a text. I can draw together information from across a number of sentences to sum up what is known about a character, event or idea. Choose from given ideas.	I can retell main points of a story in sequence. I can identify a few key points from across a non-fiction passage.	I can summarise a sentence or paragraphs by identifying the most important elements. I can make brief summaries at regular intervals when reading, picking up clues and hints as well as what is directly stated.	I can make regular, brief summaries of what I've read, identifying the key points. I can summarise a substantial section of text or short story. I can summarise what is known about a character, event or topic, explain any inferences and opinions by reference to the text.	I can make regular, brief summaries of what they've read, linking their summary to previous predictions about the text. Update their ideas in light of what they've just read. I can summarise 'evidence' from across a text to explain events or ideas. I can summarise their current understanding about a text at regular intervals.

Inference

Infer from what characters say and do	I can speculate about characters from what they say and do, e.g. when role playing parts or reading aloud.	I can make inferences about characters from what they say and do, focusing on important moments in a text.	I can understand how what a character says or does impacts on other characters, or on events described in the narrative. I can infer characters' feelings in fiction.	I can deduce the reasons for the way that characters behave from scenes across a short story.	I can understand what is implied about characters and make judgements about their motivations and attitudes from the dialogue and descriptions.	I can 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.

Identifying evidence to support and justify opinions	I can make inferences about character types based on actions; good / bad / hero etc. I can make links to personal experiences when inferring.	With support, I can answer simple inference questions about character feelings by making a point and supporting it with 'evidence' from the text. I can draw upon knowledge of the topic outside the book including other similar books when giving reasons for an opinion.	I can re-read sections of texts carefully to find 'evidence' to support my ideas about a text. I can answer simple inference questions about character feelings, thoughts and motives by making a point and supporting it with 'evidence' from a text.	I can support their ideas about a text by quoting or by paraphrasing from it. I can answer inferential questions about character feelings, thoughts and motives from their actions at different points in the story, both orally and in writing by making a point, providing evidence and explaining it.	I can identify and summarise evidence from across a text to support a hypothesis. Infer and explain how character feelings, thoughts and motives have changed over the course of the text. I can identify statements of fact and opinion.	I can identify material from texts to support an argument, know when it is useful to quote directly, paraphrase or adapt. I can identify and summarise evidence from across a text to support a hypothesis. I can identify statements of fact and opinion.
Ask inferential questions	I can ask questions to explore what characters say and do.	I can ask questions to understand more about characters and events in narrative or the topic in non-fiction.	I can ask questions to develop understanding of characters' feelings and actions, or to understand significant details about a topic.	I can ask questions to clarify their understanding of what is implied about main ideas, themes and events in texts they have read.	I can recognise where they don't understand why something happens in a text and ask questions to clarify my understanding.	I can ask questions to clarify and explore my understanding of what is implied in the text.
			Predicting			

Predicting	I can predict whether a book will be story or non-fiction based on the cover and title. I can use titles, cover pages, pictures and opening sections of texts to predict the content of unfamiliar stories and non-fiction texts. I can predict what might happen based on what has been read so far.	I can make predictions prior to reading based upon the title, cover and skim reading of illustrations. I can make plausible predictions based upon events in the text so far showing an understanding of the ideas, events or characters I am reading about.	I can make predictions prior to reading based upon the title, cover and skim reading of illustrations, contents page and headings. I can predict from what I have read or had read to me, how incidents, events, ideas or topics will develop or be concluded. I can make predictions drawing on knowledge from other texts or background topic knowledge.	I can make predictions prior to reading about the likely type of characters or events in a story based upon the front cover, title, knowledge of the author and different genres of writing. I can use information about characters to make plausible predictions about their actions, identifying evidence in the text. I can make predictions drawing on knowledge from other texts.	I can make predictions about characters and anticipate events, based upon my own experience, what has been read so far and knowledge of other similar texts – identifying a range of evidence within and beyond the text to support opinion. I can discuss the plausibility of my predictions and categorise them as likely / unlikely based on prior reading.	I can make predictions about characters, plots and themes of stories based upon knowledge of fiction genres, knowledge of the world and from reading other similar texts. I can make predictions using evidence stated and implied. I can compare my predictions with the events that occurred and consider why my predictions were accurate, plausible, or off the mark.

Explain

Identify main themes and ideas in a range of books	I can pick out significant events, incidents or information that occur through a text. I can link familiar story themes to their own experiences; illness, getting lost, going away.	I can discuss familiar story themes that they have read or heard. I can give reasons why things happen or change over the course of a narrative.	I can identify typical story themes; trials and forfeits, good and evil, weak over strong, wise and foolish. I can discuss how characters' feelings, behaviour and relationships change over a text.	I can identify social, moral or cultural issues or themes in stories; the dilemmas faced and dealt with by characters or the moral of the story. I can link cause and effect in narratives and recounts. I can explain how ideas are developed in non-fiction texts.	I can begin to distinguish between plot events / details and the main themes in the texts they read. I can identify how ideas and themes are explored and developed over a text; how a story opening can link to its ending or how characters change over a narrative. I can explain how a detailed picture can emerge from a non-fiction text by examining different aspects of the topic.	I can understand how a writer develops themes, ideas or points of view over a text. I can identify how the narrative or author's voice influences the reader's point of view and frames their understanding. I can discuss how this can change over the course of the text. In non-fiction texts, I can discuss how the sense of the writer can develop over a text; autobiographies.

Identify how structure and presentation contribute to meaning	I can Identify and compare basic story elements; beginnings and endings in different stories. I can note some of the features of non-fiction texts, including layout, contents, use of pictures, illustrations and diagrams. I can recite poems with predictable and repeating patterns, extending and inventing patterns and playing with rhyme.	I can identify and discuss story elements such as setting, events, characters, and the way that problems develop and get resolved. I can explain organisational features of texts, including alphabetical order layout, diagrams, captions, hyperlinks and bullet points. I can identify and discuss patterns of rhythm, rhyme and other features which influence the sound of a poem.	I can investigate the features of traditional stories – openings and endings, how events and new characters are introduced, how problems are resolved. I can explain how the organisational features of non-fiction texts support the reader in finding information or researching a topic. I can distinguish between rhyming and non- rhyming poetry and comment on the impact of the poem's layout.	I can explore narrative order (introduction, build up, crisis, resolution and conclusion) and how scenes are built up and concluded through description, action and dialogue. I can identify the main features of non- fiction texts including headings, captions, lists, bullet points and understand how these support the reader in gaining information efficiently. I can identify different patterns of rhyme and verse in poetry; choruses, rhyming couplets, alternate line rhymes and read these aloud effectively.	I can compare the structure of different stories to discover how they differ in pace, build up, sequence, complication and resolution. I can identify the features of different non- fiction text, including content, structure, vocabulary, style, layout and purpose; recounts, instructions, explanations, persuasive writing and argument. I can read poems by significant poets and identify what is distinctive about the style or presentation of their poems.	I understand aspects of narrative structure; how paragraphs build up a narrative, how chapters or paragraphs are linked together. I understand how writers use the features and structure of information texts to help convey their ideas or information. I can analyse how the structure or organisation of a poem supports the expression of moods, feelings and attitudes.
Making comparisons within and across a text.	I can discuss and compare events or topics they have read about or have listened to.	I can identify, collect and compare common themes in stories and poems. I can make comparisons of characters and events in narratives. I can compare the information about different topics in non-fiction texts.	I can make comparisons between events in narrative or information texts on the same topic or theme. I can compare and contrast writing by the same author.	I can collect information to compare and contrast events, characters or ideas. I can compare and contrast books and poems on similar themes.	I can make comparisons between the ways that different characters or events are presented. I can compare the way that ideas or themes are presented in different texts or in different versions (including other media; film) of the same text.	I can make comparisons and draw contrasts between different elements of a text and across texts. I can compare and contrast the work of a single author. Investigate different versions of the same story or different books on the same topic, identifying similarities and differences.