

This document sets out the expectation for each term for each year group. Teaching staff used a detailed plan which sets out when each element will be taught.

**Garden Class**

	EYFS			Year 1			Year 2		
	Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer
<b>Attitudes</b>	Listens to a range of texts that are age appropriate.	Enjoy listening to a range of texts that are age appropriate	Enjoy listening to a range of texts that are age appropriate and beyond.	Enjoy listening to a range of texts that are age appropriate and beyond			Enjoy listening to and discuss a range of texts including contemporary and classic poetry, stories and non-fiction that are age appropriate and beyond.		
	Has a favourite book and rhyme.	Has favourite books and rhymes	Has favourite books and rhymes and can talk about them.	Discuss books they like.	Discuss books they like and begin to give reasons for choices	Discuss books they like and give reasons for choices.	Begin to justify their choice of books.	Begin to justify their choice of books and their preferences from the books they have read or have had read to them.	Justify their choice of books and their preferences from the books they have read or have had read to them.
	Chooses to engage in book related activities or play. E.g. - - choosing a book to read for story time - asking an adult to read a particular book to them - using themes from stories in their play			Listen to whole books.	Read and listen to whole books.	Read and listen to whole books, making choices for their personal reading.	Select books for personal reading.	Select books for personal reading and give reasons for choices.	
	Begins to use story language and/or common story patterns in play or activities.			Become familiar with and retell fairy stories and traditional tales.			Become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales.		
<b>Fluency</b>		Begin to read some common regular words by sight recognition without sounding out.	Begin to read some common regular/irregular words by sight recognition without sounding out.	Read some common regular words by sight recognition without sounding out.	Read some common regular/irregular words by sight recognition without sounding out.	Begin to read with less emphasis on decoding each individual word.	Read most (80%) words accurately with sufficient fluency to allow them to focus on their understanding rather than decoding individual words.		
				Show some awareness of capital letters in stories.	Show some awareness of punctuation, e.g. full stops.	Show awareness of punctuation, e.g. full stops.	Read with an awareness of punctuation taught e.g. full stops	Read with an awareness of punctuation taught e.g. full stops and exclamations.	Read with an awareness of punctuation taught e.g. full stops, exclamations and question marks,.
				With adult support, when reading phonically decodable texts, they check reading makes sense to them.	When reading phonically decodable texts, they check reading makes sense to them.	When reading phonically decodable texts, they check reading makes sense to them, correcting any inaccurate reading.	Read approximately 60 words per minute.	Read approximately 80 words per minute.	Read approximately 90 words per minute.
	Read simple words using their phonic knowledge.	Read simple phrases using the phonic knowledge.	Read simple sentences using their phonic knowledge.	With adult support use expression to read simple phrases.	Use expression to read simple phrases.	Read simple phrases/sentences with expression. E.g. 'Oh no!'	Read several sentences with expression.	Read several sentences with expression and intonation.	Start to develop expression and intonation.
	Become more fluent and confident re-reading a phrase	Become more fluent and confident re-reading a sentence	Become more fluent and confident re-reading a book.	Re-read phonically decodable books to build fluency and confidence, increasing length of books over time.			Re-read books, sounding out without hesitation, increasing length of books over time.		
				With adult support, in phonically decodable sentences, they check reading makes sense to them.	With adult support, in phonically decodable sentences, they check reading makes sense to them, correcting any inaccurate reading.	In phonically decodable sentences, they check reading makes sense to them, correcting any inaccurate reading.	In age-appropriate texts, they check reading makes sense to them,	In age-appropriate texts, they check reading makes sense to them, with support they correct any inaccurate reading.	In age-appropriate texts, they check reading makes sense to them, correcting any inaccurate reading.
	With adult support recite predictable phrases and repeating patterns from well-known rhymes and stories.	Recites predictable phrases and repeating patterns from well-known rhymes and stories.	Recites predictable phrases and repeating patterns from well-known rhymes and stories.	Recite, by heart, sections of poems with predictable phrases and repeating patterns.	Recite, by heart, longer sections of or whole poems with predictable phrases and repeating patterns.	Recite, by heart, sections of or whole poems with predictable phrases and repeating patterns.	Begin to build up a repertoire of familiar poems which can be recited, by heart, with growing intonation.		

## Reading Knowledge Progression

<b>Word Reading (Decoding)</b>	Read words consistent with their phonic knowledge by sound blending.			Apply phonic knowledge and skills as the route to decode words, including phonically-decodable books, closely matched to phonic knowledge.			Apply phonic knowledge and skills consistently to decode quickly and accurately.		
	Say the sound for phase 2 letters	Say the sound for phase 2 and 3 letters and digraphs	Say the sound for each letter in the alphabet and phase 2 and 3 digraphs	Say the sound for phase 5 unit 1 graphemes.	Say the sound for phase 5 unit 2 graphemes	Respond with the correct sound to graphemes for all 40+ phonemes, including alternative sounds.	Decode alternative sounds for graphemes.		
	Read aloud simple phrases containing GPCs taught	Read aloud simple sentences and books containing GPCs taught.		Read accurately by blending sounds in unfamiliar words containing GPCs taught.			Read accurately words of two or more syllables that contain alternative sounds for graphemes.		
	Read some common exception words in line with the school's phonic programme – refer to 'Phonics and Spelling Pace and Progression' document.			Read some common exception words in line with the school's phonic programme – refer to 'Phonics and Spelling Pace and Progression' document.		Read a range of simple common exception words e.g. the, said, they, once, she, friend, school.	Read a wider range of common exception words which have been taught, including some (40%) words from the Year 2 Spelling appendix	Read a wider range of common exception words which have been taught, including most (60%) words from the Year 2 Spelling appendix	Read a wider range of common exception words which have been taught, including most (80%) words from the Year 2 Spelling appendix
				Read words with the endings -s, -es, -ing, -ed		Read words with the endings -est.	Read words containing common suffixes such as: -ness	Read words containing common suffixes such as: -less, -ful	Read words containing common suffixes such as: -ment, and -ly.
				Read words of at least one syllable which contain GPCs known.	Read words of two syllables which contain GPCs known.	Read words of more than one syllable which contain GPCs known.			
									Read contractions e.g. I'm, can't, we'll. Know that apostrophes represent omitted letters.
<b>Stamina</b>	Begin to listen to stories.	Begin to listen attentively and respond to what they hear when they are being read to.	Listen attentively and respond to what they hear when being read to.	Sustain attention in order to read longer decodable texts, building over time.			Make choices from a selection of texts to read themselves.	Make choices from a selection of texts to read themselves and maintain interest in it.	Make choices from a selection of texts to read themselves and maintain interest and attention in it.
	Use and understand recently introduced vocabulary during discussion about stories, non-fiction, rhymes and poems and during role play.			Make collections of interesting words and uses them when talking about books and stories.			Develop understanding of words met in reading, making links with known vocabulary and discussing favourite words and phrases.		
<b>Comprehension skills: Vocabulary</b>	Staff model asking the meaning of unfamiliar words.	Show interest in unfamiliar words by asking what they mean.		Staff model speculating about the possible meaning of words.	Speculate about the possible meanings of unfamiliar words met in reading and checks whether the suggested meanings make sense in the context of the text.		Staff model using strategies to find the meaning of unfamiliar words.	Begin to use strategies to find the meaning of an unfamiliar word, both in fiction and non-fiction, and checks whether a suggested meaning of an unfamiliar word makes sense in the context of the text. (E.g. where this is explained in preceding or subsequent sentences or in a glossary).	
				Recite the alphabet.	Order random letters.	Use simple dictionaries and begin to understand their alphabetical organisation.	Use dictionaries to locate words by the initial letter.	Use terms such as definition.	Discuss the definitions given in dictionaries and agree which is the most useful in the context.
<b>Comprehension Skills: Retrieval</b>	When an adult is reading, with support use picture clues to describe what is happening.	When the child is reading: With support from an adult, uses picture clues to describe what has just happened.		Adults model how to skim read to gain an overview of a page/text by focussing on significant parts, names, captions, titles	Begin to skim read to gain an overview of a page/text by focussing on significant parts, names, captions, titles	Skim reads to gain an overview of a page/text by focussing on significant parts, names, captions, titles	Speculate about the meaning of the section or page by skim reading title, contents page	Speculate about the meaning of the section or page by skim reading title, contents page, illustrations	Speculate about the meaning of the section or page by skim reading title, contents page, illustrations, headings and sub-headings.
				Adults model how to scan the text to locate specific information using titles and labels.	Scan the text to locate specific information using titles.	Scan the text to locate specific information using titles and labels.	Scan pages to find specific information using headings.	Scan pages to find specific information using keywords and headings.	Scan pages to find specific information using keywords or phrases and headings.

## Reading Knowledge Progression

	When the adult is reading: Recall information from a page, which they have listened to.	When the adult is reading: Recall information from a page, which they have listened to, to begin to answer simple questions.	When the adult is reading: Recall information from a page, which they have listened to, to answer simple questions.	Recall information from a text, which they have listened to, to answer simple questions.	Recall information from a text, which they have listened to or read.	Recall information from a text, which they have listened to or read, to answer simple questions.	Identify the section of text which contains the answer to a question.	Read sections of text more carefully to answer a specific question.	Read sections of text more carefully to answer a specific question, highlighting the answer.
	When the adult is reading: Show interest by asking questions.	When the adult is reading: Show interest by asking questions to understand what has happened in stories they have had read to them.		Ask questions to understand what has happened in stories they have had read to them.	Ask questions to understand what has happened in stories they have read or been read to them.		Ask where questions about a text to support and develop their understanding.	Ask where and when questions about a text to support and develop their understanding.	Ask what, where and when questions about a text to support and develop their understanding.
Comprehension Skills: Inference - justifying evidence	Adults model linking what they are reading to their own experiences.	Adults ask questions to support children to link what they are reading to their own experiences.	With support, begin to link what they are reading to their own experiences.	Begin to link what they are reading to their own experiences.	Link what they are reading to their own experiences.	Confidently link what they are reading to their own experiences.	Talk around a topic during reading.	Talk around a topic after reading.	Talk around a topic prior to reading.
	Can respond to questions about what characters have said	Can respond to questions about what characters have said and done	Can respond to questions about what characters have said and done, including how they might be feeling.	With support ask questions to explore what a character might say	With support ask questions to explore what a character might say and do.	Ask questions to explore what a character might say and do.	With adult support ask questions to understand more than what we are told about the characters and events in the text.	Begin to ask questions to understand more than what we are told about the characters and events in the text.	Ask questions to understand more than what we are told about the characters and events in the text.
				With adult support make inferences on the basis of what is being said.	With adult support make inferences on the basis of what is being said and done.	Begin to make inferences on the basis of what is being said and done.	Make inferences on the basis of what is being said	Make inferences on the basis of what is being said and done.	
Comprehension Skills: Predicting	Adults model anticipating key events in stories	Begin to anticipate, where appropriate, key events in stories.	Anticipate, where appropriate, key events in stories.	Adults model making predictions based on what has been read so far including using clues such as pictures, illustrations and titles.	Begin to make predictions based on what has been read so far including using clues such as pictures, illustrations and titles.	Make predictions based on what has been read so far including using clues such as pictures, illustrations and titles.	Adults model using immediate clues, and what has been read already, to make predictions about what is going to happen or what they will find out.	Begin to immediate clues, and what has been read already, to make predictions about what is going to happen or what they will find out.	Use immediate clues, and what has been read already, to make predictions about what is going to happen or what they will find out.
Comprehension Skills: Summarising	Answers simple questions about stories they know or have heard, e.g. Where does the wolf live?	With support and modelling, begin to hold conversation when engaged in back and forth exchanges about stories they know or have heard.	Holds conversation when engaged in back and forth exchanges about stories they know or have heard.	Explain clearly their understanding of a page or two of what is read to them.	Explain clearly their understanding of 4 or 5 pages of what is read to them.	Explain clearly their understanding of what is read to them.	Begin to retell main points of story in sequence.	Retell main points of story in sequence	Retell main points of story in sequence and discuss how items of information are related.
				Retell an important sentence from a text.	With adult support, retell some important information they found out from the text.	Retell some important information they found out from the text.	Retell some important information they found out from the text.	With adult support, begin to retell some important information they found out from the text, drawing information from across a number of sentences.	Retell some important information they found out from the text, drawing information from across a number of sentences.
Comprehension Skills: Making connections and comparisons	Begin to show awareness of characters and settings in a story	Begin to show an awareness of characters, settings, events and story endings in a story.	Begin to show awareness of similarities and differences between features of different stories, e.g. characters, settings, events, story endings.	Discuss events or topics they have read about or listened to.	With adult support, discuss and compare events or topics they have read about or listened to.	Discuss and compare events or topics they have read about or listened to.	Compare characters in stories and poems.	Compare characters and events in stories and poems.	Compare themes, characters and events in stories and poems.
				Compare aspects of books, e.g. illustrations.	Begin to compare aspects of books, e.g. illustrations and rhyming patterns.	Compare aspects of books. e.g. illustrations and rhyming patterns.	Experience a variety of non-fiction texts on the same theme.	Begin to compare information in non-fiction texts.	Compare information in non-fiction texts.

				With adult support, draw on vocabulary provided by the teacher to further develop understanding of the text.	With adult support, draw on background information and vocabulary provided by the teacher to further develop understanding of the text.	With adult support, draw on what they already know or on background information and vocabulary provided by the teacher to further develop understanding of the text.	Draw on vocabulary provided by the teacher to further develop understanding of the text.	Draw on background information and vocabulary provided by the teacher to further develop understanding of the text.	Draw on what they already know or on background information and vocabulary provided by the teacher to further develop understanding of the text.
Comprehension Skills: Author intent: Language	Begin to show awareness of story language, e.g. once upon a time.	Begin to show awareness of story language, e.g. once upon a time, happily ever after.	Show awareness of story language, e.g. once upon a time, happily ever after.	Be aware of the language of traditional stories.	Be aware of the language of traditional stories and begin to make comparisons across familiar texts.	Be aware of the language of traditional stories and begin to make comparisons across familiar texts.	Investigate traditional story language, e.g. story openers	Investigate traditional story language, e.g. story openers and endings, scene openers	Investigate traditional story language, e.g. story openers and endings, scene openers, language which signals a time shift or magical event.
Comprehension Skills: Author intent: Structure and presentation	Use the word fiction to identify a story.		Begin to recognise the difference between fiction and non-fiction texts.	Discuss the significance of the title, events and basic story elements e.g. beginning in different stories.	Discuss the significance of the title, events and basic story elements e.g. beginning and ending in different stories.	Discuss the significance of the title, events and basic story elements e.g. beginning and ending in different stories.	Identify and discusses story elements such as setting, and characters.	Identify and discusses story elements such as setting, events and characters.	Identify and discusses story elements such as setting, events, characters, and the way that problems develop and get resolved.
		Use the word non-fiction to identify appropriate texts.		Note features of non-fiction texts – contents.	Note some of the features of non-fiction texts, including layout, contents,	Note some of the features of non-fiction texts, including layout, contents, use of pictures, illustrations and diagrams.	Explain organisational features of texts, including alphabetical order	Explain organisational features of texts, including alphabetical order layout	Explain organisational features of texts, including alphabetical order layout, diagrams, captions, hyperlinks and bullet points.
	Listen to poems with predictable and repeating patterns are read aloud.	With adult support, join in when poems with predictable and repeating patterns are read aloud.	Join in when poems with predictable and repeating patterns are read aloud.	Read poems with predictable and repeating patterns.	Read poems with predictable and repeating patterns, extending patterns and playing with rhyme.	Read poems with predictable and repeating patterns, inventing patterns and playing with rhyme.	Identify and discusses patterns of rhythm and rhyme.	Begin to identify and discuss patterns of rhythm, rhyme, and other features which influence the sound of a poem.	Identify and discusses patterns of rhythm, rhyme, and other features which influence the sound of a poem.

**Lower KS2**

	Year 3			Year 4		
	Autumn	Spring	Summer	Autumn	Spring	Summer
<b>Attitudes</b>	Enjoy listening to and discuss a wide range of texts including fiction, poetry, plays and non-fiction which are age appropriate and beyond.			Enjoy listening to and discuss a wide range of texts including fiction, poetry, plays and non-fiction which are age appropriate and beyond.		
	Discuss with others why they like particular books giving reasons.	Discuss with others why they like particular books or authors, giving reasons.		Discuss with others their feelings and opinions about different authors and books	Discuss with others their feelings and opinions about different authors, books and genres.	Discuss with others their feelings and opinions about different authors, books, genres and poetry.
	Begin to sustain their reading for enjoyment.	Begin to identify their personal preferences.	Sustain their reading for enjoyment and to identify their personal preferences.	Sustain their reading for enjoyment and begin to give a reason when identifying their personal preferences.	Sustain their reading for enjoyment and to give a reason when identifying their personal preferences.	
	In age-appropriate texts, begin to read for a range of purposes.			In age-appropriate texts, begin to read for a range of purposes.		
	Increase familiarity with a range of texts / books, including fairy stories, myths and legends.			Increase familiarity with a range of texts / books, including fairy stories, myths and legends.		
<b>Fluency</b>	Read, with fluency and automaticity, a range of age-appropriate text types.			Read, with fluency and automaticity, a range of age-appropriate text types.		
	Begin to read with a growing awareness of a wider range of punctuation e.g. commas.	Begin to read with a growing awareness of a wider range of punctuation e.g. speech marks	Begin to read with a growing awareness of a wider range of punctuation e.g. commas and speech marks	Read with a growing awareness of a wider range of punctuation e.g. commas	Read with a growing awareness of a wider range of punctuation e.g. speech marks	Read with an awareness of a wider range of punctuation e.g. commas and speech marks
	Read at a speed sufficient enough for them to focus on understanding.			Read at a speed sufficient enough for them to focus on understanding.		
	Begin to show a growing use of expression and intonation	Begin to show a growing use of expression, intonation and volume.	Show a growing use of expression, intonation and volume.	Read using expression, intonation and are beginning to develop their use of volume.	Read using expression, intonation and are developing their use of volume.	
	Adults model reading multi-clause sentences using re-reading to develop control.	With support begin to read multi-clause sentences using re-reading to develop control.	Start to read multi-clause sentences using re-reading to develop control.	Read multi-clause sentences with increasing control.	Read multi-clause sentences with increasing control, re-reading where necessary.	
	In age-appropriate texts, they check reading makes sense to them, correcting any inaccurate reading.			In age-appropriate texts, they check reading makes sense to them, correcting any inaccurate reading.		
Prepare and recite age appropriate plays, with increasing accuracy and a growing use of intonation and expression.	Prepare and recite age appropriate poetry, with increasing accuracy and a growing use of intonation and expression.	Prepare and recite age appropriate poetry and plays, with increasing accuracy and a growing use of intonation and expression.	Prepare and recite age appropriate plays, which has been learnt by heart, with a growing use of intonation and expression.	Prepare and recite age appropriate poetry, which has been learnt by heart, with a growing use of intonation and expression.	Prepare and recite age appropriate poetry and plays, which has been learnt by heart, with a growing use of intonation and expression.	
<b>Word Reading (Decoding)</b>	When reading age appropriate Year 3 texts:			When reading age appropriate Year 4 texts:		
	Know the full range of GPCs, and use phonic skills consistently and automatically to address unfamiliar or challenging words.			Know the full range of GPCs, and use phonic skills consistently and automatically to address unfamiliar or challenging words.		
	Read some (40%) of the Year 3/4 common exception words by sight (including all those in the Year 2 Spelling appendix) noting unusual correspondence between spelling and sound.	Read some (60%) of the Year 3/4 common exception words by sight (including all those in the Year 2 Spelling appendix) noting unusual correspondence between spelling and sound.	Read most (80%) of the Year 3/4 common exception words by sight (including all those in the Year 2 Spelling appendix) noting unusual correspondence between spelling and sound.	Read all of the Year 3/4 common exception words by sight noting unusual correspondence between spelling and sound.	Confidently read all of the Year 3/4 common exception words by sight noting unusual correspondence between spelling and sound.	
Adults model determining the meaning of new words by sometimes applying knowledge of root words and their affixes	Begin to determine the meaning of new words by sometimes applying knowledge of root words and their affixes.	Determine the meaning of new words by sometimes applying knowledge of root words and their affixes e.g. disagree, misbehave, incorrect.	Determine the meaning of new words by sometimes applying knowledge of root words and their affixes e.g. disagree, misbehave, incorrect.	Confidently determine the meaning of new words by sometimes applying knowledge of root words and their affixes e.g. disagree, misbehave, incorrect.		
<b>Stamina</b>	Use a range of techniques when selecting books (e.g reading the blurb) to extend the range of books read independently and in their entirety.	Use a range of techniques when selecting books (e.g reading the blurb, the first page) to extend the range of books read independently and in their entirety.	Use a range of techniques when selecting books (e.g reading the blurb, the first page, looking at chapter length) to extend the range of books read independently and in their entirety.	Developing their reading stamina as they read longer and more challenging texts.		

## Reading Knowledge Progression

<b>Comprehension skills: Vocabulary</b>	Identify where an author uses alternatives and synonyms for common or over used words.	Identify where an author uses alternatives and synonyms for common or over used words and begin to speculate about the shades of meaning implied.	Identify where an author uses alternatives and synonyms for common or over used words and speculates about the shades of meaning implied.	Consider a writer's use of specific and precise vocabulary, including the meaning of technical or subject specific words.	Consider a writer's use of specific and precise vocabulary, including the meaning of technical or subject specific words (for example nouns, adjectives, verbs and adverbs) and begin to discuss the meanings conveyed.	Consider a writer's use of specific and precise vocabulary, including the meaning of technical or subject specific words (for example nouns, adjectives, verbs and adverbs) and discuss the meanings conveyed.
	Adults model further strategies to find the meaning of an unfamiliar word, both in fiction and non-fiction (E.g. Practises re-reading a sentence and reading on in order to locate or infer the meaning of unfamiliar words.)	Adults model further strategies to find the meaning of an unfamiliar word, both in fiction and non-fiction, and checks whether a suggested meaning of an unfamiliar word makes sense in the context of the text. (E.g. Practises re-reading a sentence and reading on in order to locate or infer the meaning of unfamiliar words.)	Develop further strategies to find the meaning of an unfamiliar word, both in fiction and non-fiction, and checks whether a suggested meaning of an unfamiliar word makes sense in the context of the text. (E.g. Practises re-reading a sentence and reading on in order to locate or infer the meaning of unfamiliar words.)	Adults model how to identify unfamiliar vocabulary in a text and adopts appropriate strategies to locate or infer the meaning.	Begin to identify unfamiliar vocabulary in a text and adopts appropriate strategies to locate or infer the meaning.	Identify unfamiliar vocabulary in a text and adopts 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.)
	Locate words in a dictionary by the first letter.	Begin to locate words in a dictionary by the first two letters.	Locate words in a dictionary by the first two letters.	Begin to locate words in a dictionary by the third-place letter.	Locate words in a dictionary by the third-place letter and begin to use fourth place letters.	Locate words in a dictionary by the third and fourth place letters.
<b>Comprehension Skills: Retrieval</b>	Begin to skim opening sentences of each paragraph to get an overview section of text.	Begin to skim opening sentences of each paragraph to get an overview of a page or section of text.	Skim opening sentences of each paragraph to get an overview of a page or section of text.	Begin to skim reads a text to get an overview of it.	Skim reads a text to get an overview of it.	
	Scan contents to locate and record specific non-fiction information.	Scan contents and indexes to locate and record specific non-fiction information.	Scan contents, indexes and pages to locate and record specific non-fiction information.	Scan for key words to decide which sections of text to read more carefully to fulfil a particular purpose e.g. to summarise a text.	Scan for key words and phrases to decide which sections of text to read more carefully to fulfil a particular purpose e.g. to summarise a text.	Scan for key words, phrases and headings to decide which sections of text to read more carefully to fulfil a particular purpose e.g. to summarise a text.
	With adult support identify sections of a text needed to read carefully in order to find specific information or answer the question.	Begin to identify sections of a text needed to read carefully in order to find specific information or answer the question.	Identify sections of a text needed to read carefully in order to find specific information or answer the question.	Confidently identify sections of a text needed to read carefully in order to find specific information or answer the question.		
	Clarify their understanding of events by asking questions about them.	Clarify their understanding of events and ideas by asking questions about them.	Clarify their understanding of events, ideas and topics by asking questions about them.	Identify elements of a text which they do not understand.	Identify elements of a text which they do not understand and begin to ask questions about it.	Identify elements of a text which they do not understand and asks questions about it.
<b>Comprehension Skills: Inference - justifying evidence</b>	Link what they read to their knowledge of a topic.	Link what they read to their knowledge and experience of a topic.	Link what they read to their knowledge and experience of a topic and to their knowledge of similar texts.	Link what they read reading to prior knowledge.	Link what they read reading to prior knowledge and experience.	Link what they read reading to prior knowledge and experience and to their knowledge of similar texts.
	Ask questions to develop understanding of characters' feelings as a result of their actions or events.	Ask questions to develop understanding of characters' feelings and thoughts as a result of their actions or events.	Ask questions to develop understanding of characters' feelings, thoughts and motives as a result of their actions or events.	Ask questions to clarify their understanding of what is implied about main ideas in texts they have read.	Ask questions to clarify their understanding of what is implied about main ideas and themes in texts they have read.	Ask questions to clarify their understanding of what is implied about main ideas, themes and events in texts they have read.
	Think about clues and hints they have picked up on to begin to make inferences about events.	Think about clues and hints they have picked up on to begin to make inferences about events and characters.	Think about what they've read and re-reads sections of the text to find evidence to support their interpretations of characters.	Think about what they've read and re-reads sections of the text to find evidence to support their interpretations of characters.	Think about what they've read and re-reads sections of the text to find evidence to support their interpretations of characters and events.	
<b>Comprehension Skills: Predicting</b>	Make predictions about a text based on prior knowledge of the topic.	Make predictions about a text based on prior knowledge of the topic, event.	Make predictions about a text based on prior knowledge of the topic, event or type of text.	Make predictions about the events in a text throughout their reading.	Make predictions about the events or characters in a text throughout their reading.	Make predictions about the events, characters or ideas in a text throughout their reading.
	Adults model modifying predictions as they read on based on what is stated and implied.	Begin to modify predictions as they read on based on what is stated and implied.	Modify predictions as they read on based on what is stated and implied.	Begin to modify predictions on a regular basis throughout their reading based on what is stated and implied.		Modify predictions on a regular basis throughout their reading based on what is stated and implied.
<b>Comprehension Skills: Summarising</b>	When reading Year 3 age appropriate texts:			When reading Year 4 age appropriate texts:		
	Sequence information and/or events from a text.	Sequence information and/or events from a text and begin to discuss how items of information are related.	Sequence information and/or events from a text and discuss how items of information are related.	Sequence information and/or events from a text and discuss how items of information are related.		Confidently sequence information and/or events from a text and discuss how items of information are related.
	Begin to identify a few key points from across a passage/paragraph of text.		Identify a few key points from across a passage/paragraph of text.	Begin to summarise a sentence or paragraph/s by identifying the most important elements.		Summarise a sentence or paragraph/s by identifying the most important elements.

## Reading Knowledge Progression

<b>Comprehension Skills: Making connections and comparisons</b>	Begin to identify themes from a wide range of texts.	Begin to identify themes and conventions from a wide range of texts.	Identify themes and conventions from a wide range of texts.	Begin to collect information to compare themes and conventions of texts.	Begin to collect information to compare and contrast themes and conventions of texts.	Collect information to compare and contrast themes and conventions of texts.
	Begin to compare similar styles of writing by the different authors.	Begin to compare and contrast similar styles of writing by the different authors.	Compare and contrast similar styles of writing by the different authors.			Confidently compare and contrast similar styles of writing by the different authors.
<b>Comprehension Skills: Author intent: Language</b>	Begin to discuss the language used in a text.	Begin to discuss the language used in a text and how the writer implies as well as tells.	Discuss the language used in a text and how the writer implies as well as tells.		Begin to understand how authors use expressive language to capture interest.	Understand how authors use expressive language to capture interest.
<b>Comprehension Skills: Author intent: Structure and presentation</b>	Investigate the features of traditional stories – openings and endings.	Investigate the features of traditional stories – openings and endings, how events and new characters are introduced.	Investigate the features of traditional stories – openings and endings, how events and new characters are introduced, how problems are resolved.	Explore narrative order (introduction, build up, crisis, resolution, and conclusion).	Explore narrative order (introduction, build up, crisis, resolution, and conclusion) and the purpose of description.	Explore narrative order (introduction, build up, crisis, resolution, and conclusion) the purpose of description, action and dialogue are how they are used within scenes.
	Begin to explain how the organisational features of non-fiction texts support the reader in finding information or researching a topic.		Explain how the organisational features of non-fiction texts support the reader in finding information or researching a topic.	Begin to identify the main features of non-fiction texts (both print and computer based) including headings and captions.	Identify the main features of non-fiction texts (both print and computer based) including headings, captions, lists and bullet points	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.
	Begin to distinguish between rhyming and non-rhyming poetry.	Begin to distinguish between rhyming and non-rhyming poetry and comments on the impact of the poem's layout.	Distinguish between rhyming and non-rhyming poetry and comments on the impact of the poem's layout.	Begin to identify and discuss the intent of different patterns of rhyme and verse in a range of poetry types, e.g. choruses, rhyming couplets, alternate line rhymes, free-verse and narrative.		Identify and discusses the intent of different patterns of rhyme and verse in a range of poetry types, e.g. choruses, rhyming couplets, alternate line rhymes, free-verse and narrative.

**Upper KS2**

	Year 5			Year 6		
	Autumn	Spring	Summer	Autumn	Spring	Summer
<b>Attitudes</b>	Enjoy listening to a range of texts that are age appropriate and beyond.			Enjoy listening to a range of texts that are age appropriate and beyond.		
	Begin to talk about a range of book and author preferences referring to details and examples in the text.		Talk about a range of book and author preferences referring to details and examples in the text.	Begin to discuss their personal reading with others and their personal response to their reading, challenging the views of others and supporting their ideas with evidence.		Discuss their personal reading with others and their personal response to their reading, challenging the views of others and supporting their ideas with evidence.
	Begin to share authors and book choices with their peers, offering recommendations and giving reasons why.		Share authors and book choices with their peers, offering recommendations and giving reasons why.	Begin to share enthusiasm and new finds.		Share enthusiasm and new finds.
	In age-appropriate texts, read for a range of purposes.			In age-appropriate texts, read for a range of purposes.		
	Increase familiarity with a wide range of books including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions.			Increase familiarity with a wide range of books including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions.		
<b>Fluency</b>	Fluently and effortlessly reads a wide range of age-appropriate texts.			Fluently and effortlessly read a full range of age-appropriate texts.		
	Develop good phrasing; adhering to punctuation.	Develop good phrasing; adhering to punctuation and stress.	Develop good phrasing; adhering to punctuation, stress and intonation.	Read with good phrasing; adhering to punctuation.	Read with good phrasing; adhering to punctuation and stress.	Read with good phrasing; adhering to punctuation, stress and intonation.
			Read at a conversational pace throughout the reading.			Read at conversational pace throughout the reading.
	Read with varied volume.	Read with varied volume and intonation.	Read with varied volume, intonation and expression.	Read confidently with varied volume across a range of text types		Read confidently with varied volume and expression across a range of text types
	Begin to read complex sentences with increasing control.		Read complex sentences with increasing control.			Read complex sentences with control.
	In age-appropriate texts, they check reading makes sense to them.	In age-appropriate texts, they check reading makes sense to them, beginning to correct any inaccurate reading.	In age-appropriate texts, they check reading makes sense to them, correcting any inaccurate reading.			In age-appropriate texts, they check reading makes sense to them, correcting any inaccurate reading.
Recite age appropriate plays, which has been learnt by heart, using varied volume, intonation and expression.		Recite age appropriate poetry and plays, which has been learnt by heart, using varied volume, intonation and expression.	Recite age appropriate plays, which has been learnt by heart, using varied volume, intonation and expression.		Recite age appropriate poems and plays confidently with varied volume and expression so that the meaning is clear to an audience.	
<b>Word Reading (Decoding)</b>	When reading age appropriate Year 5 texts:			When reading age appropriate Year 6 texts:		
			Know securely the different pronunciations of words with the same letter-string e.g. bought, rough, cough, though, plough.			
	Read some (40%) of the Year 5/6 common exception words by sight (noting unusual correspondence between spelling and sound).	Read some (60%) of the Year 5/6 common exception words by sight (noting unusual correspondence between spelling and sound).	Read most (80%) of the Year 5/6 common exception words by sight (noting unusual correspondence between spelling and sound).	Read all of the Year 5/6 common exception words by sight.		Read all of the Year 5/6 common exception words by sight noting unusual correspondence between spelling and sound.
Begin to determine the meaning of new words by applying morphological knowledge of root words and affixes e.g. suspect/suspicious, change/changeable, receive/reception.		Determine the meaning of new words by applying morphological knowledge of root words and affixes e.g. suspect/suspicious, change/changeable, receive/reception.	Begin to determine the meaning of new words by applying morphological knowledge of root words and affixes e.g. ambitious, infectious, observation, innocence.		Determine the meaning of new words by applying morphological knowledge of root words and affixes e.g. ambitious, infectious, observation, innocence.	
<b>Stamina</b>	Begin to plan personal reading goals which reflect their interests and extend their range.		Able to plan personal reading goals which reflect their interests and extend their range.	Begin to develop their reading stamina and completes the independent reading of some longer texts.		Developing their reading stamina and completes the independent reading of some longer texts.



## Reading Knowledge Progression

<b>Comprehension skills: Vocabulary</b>	Begin to distinguish between everyday word meanings and their subject specific use, e.g. the specific meaning of <i>force</i> in scientific texts.		Distinguish between everyday word meanings and their subject specific use, e.g. the specific meaning of <i>force</i> in scientific texts.	Begin to collect unfamiliar vocabulary from texts they have read, including technical vocabulary met in other subjects, defining meanings and using the vocabulary when recording ideas about the text.		Collect unfamiliar vocabulary from texts they have read, including technical vocabulary met in other subjects, defining meanings and using the vocabulary when recording ideas about the text.
	Begin to identify when they do not understand the vocabulary used in a text and uses taught strategies to check the plausibility and accuracy of their explanation or inference of the word to clarify the meaning. (E.g. re – reading, reading on, using the context).		Identify when they do not understand the vocabulary used in a text and uses taught strategies to check the plausibility and accuracy of their explanation or inference of the word to clarify the meaning. (E.g. re – reading, reading on, using the context).	Begin to identify when they do not understand the vocabulary used in a text and uses taught strategies to check the plausibility and accuracy of their explanation or inference of the word to clarify the meaning. (E.g. re – reading, reading on, using the context, knowledge of syntax or word roots).		Identify when they do not understand the vocabulary used in a text and uses taught strategies to check the plausibility and accuracy of their explanation or inference of the word to clarify the meaning. (E.g. re – reading, reading on, using the context, knowledge of syntax or word roots).
	Begin to 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 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.	Begin to use dictionaries, glossaries and other alphabetically ordered texts confidently and efficiently in order to locate information about words met in reading.		Use dictionaries, glossaries and other alphabetically ordered texts confidently and efficiently in order to locate information about words met in reading.
				Begin to identify the most appropriate meaning of a word used in a text from alternative definitions given in a dictionary.		Identify the most appropriate meaning of a word used in a text from alternative definitions given in a dictionary.
<b>Comprehension Skills: Retrieval</b>			Retrieve, record and present information accurately through skimming to gain an overall sense of the text.			To skim and scan to retrieve, record and present information from non-fiction texts.
			Scan texts to gain specific information and identify sections of text to read more carefully/reads on as appropriate.			Evaluate the value of a text for an identified purpose drawing on information acquired by skimming and scanning.
			Carefully reads sections of text to research information and to answer questions, distinguishing between fact and opinion.			Carefully reads sections of text to research information and to answer questions, distinguishing between fact and opinion.
			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.
<b>Comprehension Skills: Inference – justifying evidence</b>	Find evidence and uses this to explain how it shows that a character's mood has changed over time.		Find evidence and uses this to explain how and why it shows that a character's mood has changed over time.	Find evidence and uses this to explain how it shows a character's thoughts in the text.	Find evidence and uses this to explain how it shows a character's thoughts and motives in the text.	Find evidence and uses this to explain how it shows a character's thoughts and motives and the atmosphere of the text.
	Begin to refer to the text when asking questions to understand what is implied about main ideas and details.		Refer to the text when asking questions to understand what is implied about main ideas and details.	Begin to ask questions to clarify their understanding of what is implied in the text.	Begin to ask questions to clarify and explore their understanding of what is implied in the text.	Ask questions to clarify and explore their understanding of what is implied in the text.
		Begin to deduce the reasons for the way that characters behave throughout the text.	Deduce the reasons for the way that characters behave throughout the text.	Refer to dialogue to make judgements about a character's motivations.	Refer to dialogue and description to make judgements about a character's motivations.	Refer to dialogue and description to make judgements about a character's motivations and attitudes.
<b>Comprehension Skills:</b>			Make regular and increasingly plausible predictions as they read.			Make plausible predictions and explains what they are basing them on.

	Begin to modify their ideas as they read the next part of the text based on what is stated and implied.	Modify their ideas as they read the next part of the text based on what is stated and implied.	Begin to discuss how and why they need to modify their predications as they read on based on what is stated and implied.	Discuss how and why they need to modify their predications as they read on based on what is stated and implied.	
Comprehension Skills: Summarising	When reading Year 5 age appropriate texts:		When reading Year 6 age appropriate texts:		
	Sequence information from a text.	Sequence information and/or events from a text.	Sequence information and/or events from a text and discuss how items of information are related.		Sequence information and/or events from a text and discuss how items of information are related.
	Begin to summarise the main ideas drawn from more than one paragraph, identifying the key details which support the main ideas	Summarise the main ideas drawn from more than one paragraph, identifying the key details which support the main ideas.		Begin to, at regular intervals, summarise evidence from across a text to explain events or ideas.	At regular intervals, summarise evidence from across a text to explain events or ideas.
Comprehension Skills: Making connections and comparisons	Compare and contrast themes within the work of a single author.	Compare and contrast themes and conventions within the work of a single author.	Compare and contrast themes and conventions within the work of a single author and/or across a wide range of texts.		Compare and contrast themes and conventions within the work of a single author and/or across a wide range of texts.
		Begin to compare different versions of the same texts, including other media e.g. film.	Compare different versions of the same texts, including other media e.g. film.		Identify similarities and differences of different versions of a story.
Comprehension Skills: Author intent: Language		Consider the authors of choice of words and phrases including why an author might have used figurative language in texts.	Consider the authors of choice of words and phrases including why an author might have used figurative language in texts and how these impact the reader.		Identify the hints and suggestions that authors make through their choice of words and phrases.
Comprehension Skills: Author intent: Structure and presentation	Discuss and compare the structure of different stories to discover how they differ in pace, build up.	Discuss and compare the structure of different stories to discover how they differ in pace, build up, sequence.	Discuss and compare the structure of different stories to discover how they differ in pace, build up, sequence, complication and resolution.	Understand aspects of narrative structure, e.g. how paragraphs build up a narrative.	Understand aspects of narrative structure, e.g. how paragraphs build up a narrative, how chapters or paragraphs are linked together.
	Identify the features of different non-fiction text, including content, structure e.g. recounts, instructions, explanations, persuasive writing and argument.	Identify the features of different non-fiction text, including content, structure, style and layout e.g. recounts, instructions, explanations, persuasive writing and argument.	Identify the features of different non-fiction text, including content, structure, style, layout and purpose, e.g. recounts, instructions, explanations, persuasive writing and argument.		Understand how writers use the features and structure of information texts to help convey their ideas or information
		Read poems by significant poets and identifies what is distinctive about the style or presentation of their poems	Read poems by significant poets and identifies what is distinctive about the style or presentation of their poems and how this contributes to the meaning.		Analyse how the structure or organisation of a poem supports the author's expression of moods and feelings
					Analyse how the structure or organisation of a poem supports the author's expression of moods, feelings and attitudes.