| | Year 3 | Year 4 | Year 5 | Year 6 |
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| **Decoding** | • Read words with contractions<br>• Read accurately by blending sounds in words<br>• Read accurately words of more than two syllables<br>• Read words containing common suffixes<br>• apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet (to include 'dis-', 'mis-', 'in-', 'il-', 'im-', 'ir-', '-ly')<br>• read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word | • apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet (to include 're-', 'sub-', 'inter-', 'super-', 'anti-', 'auto-', '-ation', '-ous')<br>• read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word | • apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet to the expectations of year 5 spellings | • apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet to the expectations of year 6 spellings |
| **Range of Reading** | • listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks<br>• increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling | • listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks<br>• reading books that are structured in different ways and reading for a range of purposes | • continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks<br>• reading books that are structured in different ways and reading for a range of purposes | • continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks<br>• reading books that are structured in different ways and reading for a range of purposes |

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| | some of these orally<br>*reading books that are structured in different ways and reading for a range of purposes | | • making comparisons within and across books | • making comparisons within and across books |
| **Familiarity with texts** | • increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally<br>• Recognise themes in age-appropriate texts, such as the triumph of good over evil<br>• Recognise conventions in age-appropriate texts e.g. the use of magical devices in fairy stories and folk tales, or the use of first person in diaries<br>• Begin to discuss how language, structure and presentation help the reader to understand the text<br>• identifying themes and conventions in a wide range of books | • increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally<br>• identifying themes and conventions in a wide range of books<br>• Explore underlying themes and ideas<br>• Recognise conventions in age-appropriate texts, such as the use of 'the power of 3' (wishes, characters, e.g. the king's 3 sons etc.) in fairy stories and folk tales<br>• Recognise themes in age-appropriate texts, such as bullying<br>• Identify similarities in themes and conventions across a range of books<br>• Identify specific techniques, e.g. simile, metaphor, repetition, exaggeration and explain the effect on them as a reader | • increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions<br>• identifying and discussing themes and conventions in and across a wide range of writing 'heroism' or 'loss', across a range of age-appropriate texts, explaining the theme in the context of the writing<br>• Discuss how the organisation of a text supports its purpose, e.g. persuading, explaining, informing etc.<br>• Identify and comment on genre-specific language features used in age-appropriate texts, e.g. related language to convey information in a non-fiction text<br>• Understand and begin to use technical terms to discuss language effects, e.g. simile, metaphor, personification, with reference to the text | • increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions<br>• identifying and discussing themes and conventions in and across a wide range of writing |

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| **Poetry & Performance** | • preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action<br>• recognising some different forms of poetry | • preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action Recognise some different forms of poetry [Haiku, nonsense, List poems Kennings] | • learning a wider range of poetry by heart<br>• preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience | • learning a wider range of poetry by heart<br>• preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience |
| **Word meanings** | • using dictionaries to check the meaning of words that they have read<br>• Use known strategies appropriately to establish meaning, in books that can be read independently<br>• Self-correct misread words when reading age-appropriate texts and discuss the meaning of new words in context | • using dictionaries to check the meaning of words that they have read<br>• Use known strategies appropriately to establish meaning<br>• Self-correct misread words when reading age-appropriate texts and suggest the meaning of new words in context<br>• Discuss understanding as it develops and explain the meaning of words in context | • Use contextual and genre knowledge to determine alternate meanings of known words | • Identify and comment on genre-specific language features used in age appropriate texts, e.g. shades of meaning between similar words |
| **Comprehension: Understanding** | • checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context<br>• Show understanding of the main points drawn from more than one paragraph<br>• asking questions to improve their understanding of a text<br>• Extract information from | • checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context<br>• asking questions to improve their understanding of a text<br>• identifying main ideas drawn from more than one paragraph and summarising these<br>• Summarise main details | • checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context<br>• asking questions to improve their understanding<br>• summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas | • checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context<br>• asking questions to improve their understanding<br>• summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas |

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| | the text and make notes using reference to the text<br>• identifying main ideas drawn from more than one paragraph and summarising these<br>• Begin to use vocabulary from the text to support responses and explanations<br><br>• Summarise the main details from more than one paragraph in a few sentences, using vocabulary from the text | from more than one paragraph in a few sentences accurately and succinctly using, using vocabulary from the text<br>• Understand how paragraphs are used to order and build up ideas and can be used by readers to monitor and summarise<br>• Use specific vocabulary and ideas expressed in the text to support own responses, explanations and own views | • Ask pertinent and helpful questions to improve their understanding of a text<br>• Understand what they read, in books they can read independently, by checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context | • Produce a succinct summary, paraphrasing the main ideas from across the text or a range of sources |
| **Inference** | • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence<br>• Discuss the actions of characters<br>• Draw generally accurate inferences such as inferring character's feelings form their thoughts and acitons, sometimes, but not always, fully supported through reference to the text | • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence<br>• Draw generally accurate inferences including inferring a character's motives from their thoughts and actions, sometimes supported through reference to the text<br>• Discuss how speech can show a character's emotions<br>• Infer underlying themes and ideas | • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence<br>• Begin to make links between the authors' use of language and the inferences drawn<br>• Refer accurately to elements from across the text to support predictions and opinions | • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence<br>• Refer to the text to support predictions and opinions (expanding responses to provide Evidence + Explanation)<br>• Begin to see how inferences draw on the connotations of words, their use in context and that they can be cumulative, as clues are picked up through a text, e.g. action and dialogue (as well as descriptive language) enable inferences to be developed |
| **Prediction** | • predicting what might happen from details | • predicting what might happen from details | • Make predictions and express opinions, | • Make predictions and express opinions, |

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|  | stated<br>• Make plausible predictions based on knowledge of the text | stated and implied<br>• Make plausible predictions based on knowledge of the text<br>• Predict from details implied | explaining and justifying these with reference to the text | explaining and justifying these with reference to the text |
| **Authorial Intent** | • discussing words and phrases that capture the reader's interest and imagination<br>• Identify specific language which contributes to the development of meaning<br>• Discuss the effect specific language has on the reader | • discussing words and phrases that capture the reader's interest and imagination<br>• identifying how language, structure, and presentation contribute to meaning<br>• Discuss how language used has an effect on the reader<br>• Notice and discuss the author's choice and order of content linked to purpose. For example *Why has the author started the story in the middle of the events? Why has the author included that the Vikings created beautiful jewellery?* | • identifying how language, structure and presentation contribute to meaning<br>• discuss and evaluate how authors use language, including figurative language, considering the impact on the reader<br>• Identify and explain the author's point of view with reference to the text<br>• Consider the similarities and differences in approaches taken and viewpoints of authors and of fictional characters | • identifying how language, structure and presentation contribute to meaning<br>• discuss and evaluate how authors use language, including figurative language, considering the impact on the reader |
| **Non-fiction** | • retrieve and record information from non-fiction<br>• Uses text features to locate information e.g. contents, indices, subheadings<br>• Begin to recognise fact and opinion in non fiction texts<br>• Locate information using skimming, scanning and text marking | • retrieve and record information from non-fiction<br>• Identify a range of presentational devices used to guide the reader in non-fiction, e.g. appropriate subheadings<br>• Recognise and distinguish between fact and opinion in nonfiction texts<br>• Use features to locate information e.g. contents, indices, subheadings<br>• Locate information using skimming, scanning and | • distinguish between statements of fact and opinion and understand why this is important to interpreting the text<br>• retrieve, record and present information from non-fiction<br>• Retrieve and record information from non-fiction by using features to locate information e.g. contents, indices, subheadings<br>• Skim and scan | • distinguish between statements of fact and opinion and recognise in the language used by authors to influence readers<br>• retrieve, record and present information from non-fiction<br>• Skim and scan efficiently to extract information from age-appropriate texts and make well organised notes of the main ideas |

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| | | text marking • Retrieve and record information from non-fiction, extracting information from age-appropriate texts and make notes using quotation and reference to the text | efficiently for vocabulary, key ideas and facts on both the printed page and screen • Retrieve, record and present information from non-fiction extracting information from age-appropriate texts and make notes using quotation and reference to the text | using quotation and reference to the text using own words |
| **Discussing reading** | • participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say • making simple links to other known texts or personal experience • Identify specific techniques, e.g. simile, metaphor, repetition, exaggeration, and say why they interest them • Use specific vocabulary and ideas expressed in the text to support own views | • participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say • Make RELEVANT links to other known texts or personal experience • Discuss words and phrases that capture the reader's interest and imagination • Identify features that characterise books set in different cultures or historical settings • Make links between texts and to the wider world • Give examples to illustrate how language, structure and presentation help the reader to understand the text | • recommending books that they have read to their peers, giving reasons for their choices • participate in discussions about books, building on their own and others' ideas and challenging views courteously • explain and discuss their understanding of what they have read, including through formal presentations and debates, • provide reasoned justifications for their views • Make comparisons within and across books by comparing information, characters or events within and between age-appropriate texts • Identify how presentational and organisational choices vary according to the form and purpose of the | • recommending books that they have read to their peers, giving reasons for their choices • participate in discussions about books, building on their own and others' ideas and challenging views courteously • explain and discuss their understanding of what they have read, including through formal presentations and debates, • provide reasoned justifications for their views • Identify and comment on genre-specific language features used in age-appropriate texts, e.g. shades of meaning between similar words • Understand and begin to use technical terms to discuss language effects, e.g. symbol, imagery, analogy |

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| | | | writing<br>• Make simple links between age-appropriate texts and their audience, purpose, time and culture drawing on a good knowledge of authors | • Explain and justify how texts relate to audience, purpose, time and culture, and refer to specific aspects of a text which exemplify this<br>• Compare and discuss accounts of the same event or characters or settings or viewpoints in texts, exploring a similar theme or topic, or written in a similar genre |