



	Reception Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Enjoyment - <i>Developing a pleasure and motivation to read</i>							
Listening to, discussing and retelling texts	<p>Listen to stories and rhymes, and engage in storytime. Engage, listen to and talk about selected non-fiction books, developing a deep familiarity with new knowledge and vocabulary.</p> <p>Attend to and take account of what others say.</p> <p>Talk about stories and retell them, using both exact repetition and their own words.</p> <p>Recognise and join in with predictable phrases.</p>	<p>Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.</p> <p>Take turns and listen to what others say.</p> <p>Become very familiar with key stories, fairy stories and traditional tales, retelling them with the support of props and considering their particular characteristics.</p> <p>Recognise and join in with predictable phrases.</p>	<p>Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently.</p> <p>Take turns and listen to what others say.</p> <p>Become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales, with the support of props.</p> <p>Recognise simple recurring literary language in stories and poetry.</p>	<p>Listen to and discuss a wide range of fiction (including fairy stories, myths and legends), poetry, plays, non-fiction and reference books or textbooks.</p> <p>Take turns, listen to what others say and respond appropriately.</p> <p>Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally, using actions and visual cues.</p> <p>Identify themes and conventions in a wide range of books.</p>	<p>Listen to and discuss a wide range of fiction (including fairy stories, myths and legends), poetry, plays, non-fiction and reference books or textbooks.</p> <p>Take turns, listen to what others say and ask interesting follow-up questions.</p> <p>Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally, using actions and visual cues.</p> <p>Identify themes and conventions in a wide range of books.</p>	<p>Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Build on their own and others' ideas. Listen carefully and ask questions to clarify the opinions of others. Justify their views.</p> <p>Increase 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. Retell some of these orally.</p> <p>Identify and discuss themes and conventions in and across a wide range of writing.</p>	<p>Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Build on their own and others' ideas. Listen carefully and challenge views courteously. Provide reasoned justifications and a wider range of evidence to support their views. Participate in formal debates.</p> <p>Increase 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. Retell some of these orally.</p> <p>Identify and discuss themes and conventions in and across a wide range of writing.</p>
Audience and Purpose				<p>Begin to read for a range of purposes - e.g. research, pleasure, locate specific information.</p> <p>Recognise the intended audience and purpose of some non-fiction genres studied.</p>	<p>Read for a range of purposes - e.g. research, pleasure, locate specific information.</p> <p>Recognise the intended audience and purpose of a range of non-fiction genres studied.</p>	<p>Read for a range of purposes - e.g. research, pleasure, locate specific information, gain an overview.</p> <p>Recognise the intended audience and purpose of a range of non-fiction genres studied, and justify decisions.</p>	<p>Read for a range of purposes - e.g. research, pleasure, locate specific information, gain an overview, compare and contrast.</p> <p>Recognise the intended audience and purpose of a range of non-fiction genres studied, and justify decisions.</p>



	Reception Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Enjoyment- <i>Developing a pleasure and motivation to read</i>							
Evaluating and Reviewing	State whether they like a story or poem.	State whether they like a story or poem.	State whether they like a story and characters within the story. State which text or poem they prefer and give a reason to support their opinion.	Write structured reviews of a text, stating which were their favourite parts and why.	Write structured reviews of a text, evaluating the overall text as well as reviewing specific elements.	Recommend to their peers orally and in writing books and poems that they have read. Give reasons for recommendations. Write independent reviews of a text.	Recommend books and poems that they have read to wider audiences - e.g. online, local library. Write independent reviews and give reasons for specific recommendations.
Poetry and Performance	Recite some repetitive phrases in known poems.	Learn to appreciate rhymes and poems, and to recite some by heart - at least once per half term.	Continue to build up a repertoire of poems learnt by heart, appreciate these and recite some, with appropriate intonation to make the meaning clear - at least once per half term.	Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action - at least once per half term. Begin to recognise some different forms of poetry (e.g. Haiku, Limerick, Cinquain, Sonnet, Tanka, Riddle, Acrostic, Ode).	Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action - at least once per half term. Recognise some different forms of poetry (e.g. Haiku, Limerick, Cinquain, Sonnet, Tanka, Riddle, Acrostic, Ode).	Learn a wider range of poetry by heart, 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 - at least once per half term. Recognise and know the features of an increasing number of different forms of poetry (e.g. Haiku, Limerick, Cinquain, Sonnet, Tanka, Riddle, Acrostic, Ode).	Learn a wider range of poetry by heart, 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 -- at least once per half term. Recognise and know the features of an increasing number of different forms of poetry (e.g. Haiku, Limerick, Cinquain, Sonnet, Tanka, Riddle, Acrostic, Ode).
Drama and Role Play	Represent their own ideas, thoughts & feelings through role play & stories.	Explore characters through roleplay and drama, such as through hot seating and freeze frames	Explore and take on the role of characters through roleplay and drama, such as through hot seating and freeze frames.	Explore characters' actions and feelings through role play and drama such as through hot seating, freeze frames and conscience alley. Create short, simple improvisations in role.	Explore characters' actions, feelings and motives through role play and drama such as through hot seating, freeze frames and conscience alley. Create short improvisations in role, conveying character empathy through expression.	Explore a range of contrasting characters' actions, feelings and motives through role play and drama such as through hot seating, freeze frames and conscience alley. Create improvisations in role, creating new or alternative scenes.	Explore a range of contrasting characters' actions, feelings and motives through role play and drama such as through hot seating, freeze frames, conscience alley and flashbacks. Create improvisations in role, creating new or alternative scenes.



	Reception Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Fluency - <i>phonics and decoding</i>						
Phonics	Respond increasingly speedily with the correct sound to graphemes for most of the taught GPCs at RWI Pink Level. Read most words containing taught GPCs at RWI Pink Level.	Respond speedily with the correct sound to graphemes for most 40+ phonemes. Read most words containing taught GPCs at RWI Yellow Level.	Read accurately most words of two or more syllable (see Spelling Appendix 1 for details).	Read most words in age-appropriate books confidently and fluently (see Spelling Appendix 1 for details).	Read most words in age-appropriate books confidently and fluently (see Spelling Appendix 1 for details).	Read most words in age-appropriate books confidently and fluently (see Spelling Appendix 1 for details).	Read most words in age-appropriate books confidently and fluently (see Spelling Appendix 1 for details).
Common Exception Words and Word Lists	Read most Reception tricky words, as per Red Word List from RWI.	Read y1 common exception words.	Read y2 common exception words.	Read a range of words from the statutory y3/4 word list.	Read words from the statutory y3/4 word list.	Read a range of words from the statutory y5/6 word list.	Read words from the statutory y5/6 word list.
Prefixes and Suffixes	Understand through 5-a-Day story read-alouds, teacher modelling and role play, how the prefix <i>un</i> gives the opposite meaning to actions: - e.g. happy/unhappy; tidy/untidy; helpful/unhelpful.	Read and understand the use of the common suffixes listed in the y1 Spelling Appendix 1 (i.e. -s, -es, -ing, -ed, -er, -est).	Read words containing common suffixes listed in the y2 Spelling Appendix 1 (ness, ful, less, ly).	Read some words containing the following suffixes, placed after root words that do and do not have a stressed double consonant at the ed (e.g. forgetting, forgotten, beginning, beginner, prefer, preferred, gardening, gardener, limiting, limited, limitation). Read some words containing the suffixes - <i>ation</i> , - <i>ly</i> and - <i>ous</i> (e.g. information, adoration, , admiration, sadly, completely, usually, poisonous, famous, various, serious). 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 they meet, as per long term	Read words containing the following suffixes, placed after root words that do an do not have a stressed double consonant at the ed (e.g. forgetting, forgotten, beginning, beginner, prefer, preferred, gardening, gardener, limiting, limited, limitation). Read words containing the suffixes - <i>ation</i> , - <i>ly</i> and - <i>ous</i> (e.g. information, adoration, sensation, preparation, admiration, sadly, completely, usually, finally, comically, poisonous, famous, various, serious). 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 they meet, as per long term root word spelling program	Read some words containing suffixes beginning with vowel letters, added to words ending in -fer (e.g. referring, referred, referral, preferring, preferred, transferring, transferred reference, referee, preference, transference). 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 they meet, as per long term root word spelling program	Read words containing suffixes beginning with vowel letters, added to words ending in -fer (e.g. referring, referred, referral, preferring, preferred, transferring, transferred reference, referee, preference, transference). 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 they meet, as per long term root word spelling program



	Reception Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
				root word spelling program.			
	Reception Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Fluency - <i>phonics and decoding</i>							
Use of punctuation when reading words			<p>Read a range of contracted words (e.g. can't, didn't, hasn't, couldn't, it's, I'll).</p> <p>Read a range of words containing an apostrophe for singular possession (e.g. Megan's, Ravi's, the girl's, the child's, the man's).</p>	<p>Read some words containing an apostrophe for plural possession (e.g. girls', boys', babies', children's, men's, mice's).</p>	<p>Read words containing an apostrophe for plural possession (e.g. girls', boys', babies', children's, men's, mice's).</p>	<p>Read some words containing a hyphen to join prefixes to root words that begin with a vowel (e.g. co-ordinate, re-enter, co-operate, co-own).</p>	<p>Read words containing a hyphen to join prefixes to root words that begin with a vowel (e.g. co-ordinate, re-enter, co-operate, co-own).</p>
Homophones and near homophones			<p>Read and understand the difference in a range of homophones as per NC Spelling Appendix 1 (e.g. there/their/they're, here/hear, quite/quiet, see/sea, bare/bear, one/won, sun/son, to/too/two, be/bee, blue/blew, night/knight).</p>	<p>Read and understand the difference in some homophones as per NC Spelling Appendix 1 (e.g. accept/except, affect/effect, ball/bawl, berry/bury, brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll).</p>	<p>Read and understand the difference in a range of homophones as per NC Spelling Appendix 1 (e.g. accept/except, affect/effect, ball/bawl, berry/bury, brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll).</p>	<p>Read and understand the difference in some further homophones and other words that are confused, as per NC Spelling Appendix 1 (e.g. advice/advise, device/devise, licence/license, practice/practise, prophecy/prophesy).</p>	<p>Read and understand the difference in a range of further homophones and other words that are confused, as per NC Spelling Appendix 1 (e.g. advice/advise, device/devise, licence/license, practice/practise, prophecy/prophesy).</p>



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Vocabulary - word meaning and impact of word choices							
Identifying and Understanding Vocabulary	Recognise and join in with predictable and patterned language in a key stories.	Recognise and join in with predictable and patterned language in a range of stories.	Recognise and join in with predictable language in fairy stories, traditional stories and poems. Identify and discuss their favourite words and phrases from a range of stories, non-fiction and poems.	Identify, understand and suggest age-appropriate synonyms and antonyms. Identify and discuss a range of words and phrases from a wide range of stories, non-fiction and poems that capture their imagination.	Identify, understand and suggest age-appropriate synonyms and antonyms. Identify and discuss a range of words and phrases from a wide range of stories, non-fiction and poems that capture their imagination, commenting on their choices.	Identify, understand and suggest a wide range of age-appropriate synonyms and antonyms, beginning to discuss the nuances between these words. Identify, discuss and compare their favourite words and phrases from a wide range of stories, non-fiction and poems, explaining their choices. Understand and use a range of age-appropriate, academic vocabulary that is studied in other subjects.	Identify, understand and suggest a wide range of age-appropriate synonyms and antonyms, discussing the nuances between these words. Identify, discuss and compare their favourite words and phrases from a wide range of stories, non-fiction and poems, explaining their choices. Understand and use a range of age-appropriate, academic vocabulary that is studied in other subjects.
Dictionaries and Thesauruses				Explore the meaning of age-appropriate vocabulary, supported with dictionaries.	Explore the meaning of age-appropriate vocabulary, supported with dictionaries and thesauruses.	Explore the meaning of age-appropriate vocabulary, supported with dictionaries and thesauruses. Describe and explain what this vocabulary tells the reader about a character, setting, event or element of non-fiction text.	Explore the meaning of age-appropriate vocabulary, supported with dictionaries and thesauruses. Describe and explain what this vocabulary tells the reader about a character, setting, event or element of non-fiction text.
Impact of Language				Identify and comment on how vocabulary enhances meaning (e.g. to create tension), describing the effect on the reader with reference to the text. Begin to identify, use and comment on repetition, rhyme, alliteration, similes, metaphors and personification.	Identify and comment on how vocabulary enhances meaning (e.g. to create tension), describing the effect on the reader with reference to the text. Identify, use and comment on repetition, rhyme, alliteration, similes, metaphors and personification.	Recognise, understand and explain the author's use of similes, metaphors, personification, hyperbole, onomatopoeia, analogy and idioms, considering the impact upon the reader, in age-appropriate texts. Begin to compare these across texts.	Recognise, understand, explain and critically analyse the author's use of similes, metaphors, personification, hyperbole, onomatopoeia, analogy and idioms, considering the impact upon the reader, in age-appropriate texts. Compare these across texts.



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Retrieval - finding facts that are explicit in a text							
Skimming and Scanning	Begin to scan a small text to find given words and phrases. (RWI reference: Fastest Finger.)	Begin to scan a small text to find given words and phrases.	Scan a short text to find given words and phrases.	Skim and scan longer age-related texts, and use headings and sections (e.g. contents page) to locate key information, words and phrases.	Skim and scan longer age-related texts, and use text-level features (e.g. contents page; labels; diagrams) to locate key information, words and phrases.	Skim and scan longer age-related texts, and use text-level features (e.g. contents page; labels; diagrams) to locate key information, words and phrases. Speed read or skim the text to gain the gist or main idea.	Skim and scan longer age-related texts across the curriculum, and use text-level features (e.g. contents page; labels; diagrams) to locate key information, words and phrases. Speed read or skim the text to gain the gist or main idea.
Asking Questions	Ask a simple question about a familiar story. (RWI reference: Think Out Loud)	Ask a simple question about a familiar story.	Ask relevant who, what, when, where, why and which questions about a story or on-fiction text.	Ask relevant and thoughtful who, what, when, where, why and which questions about a story or on-fiction text.	Ask relevant and thoughtful who, what, when, where, why and which questions about a story or on-fiction text.	Ask relevant and thoughtful who, what, when, where, why and which questions about a story or on-fiction text, which explore detail and require comparisons within or across texts.	Ask relevant and thoughtful who, what, when, where, why and which questions about a story or on-fiction text, which explore detail and require comparisons within or across texts.
Answering Questions	Answer simple who and what questions: (RWI reference: Fastest Finger.)	Answer simple who, what, when, where, why and which questions about a short two or three sentence passage.	Answer simple who, what, when, where, why and which questions about characters, setting and key events, in paragraphs and short texts.	Answer a range of who, what, when, where, why and which questions about groups of paragraphs and longer texts, finding and selecting the key words and phrases in the text that relate to the question.	Answer a range of who, what, when, where, why and which questions about groups of paragraphs and longer texts, finding and selecting the key words and phrases in the text that relate to the question.	Answer a range of who, what, when, where, why and which questions about fiction and non-fiction texts, finding and selecting the key words and phrases in the text that relate to the question, and explicitly referencing the text in answering the question.	Answer a range of who, what, when, where, why and which questions about fiction and non-fiction texts, finding and selecting the key words and phrases in the text that relate to the question, and explicitly referencing the text in answering the question.
Facts and Opinion						Use understanding of the world, context of a text and language used to identify the difference between statements of fact and opinions.	Use understanding of the world, context of a text and language used to identify the difference between statements of fact and opinions.



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Summarising - <i>communicating main points about a portion of text</i>							
Sequencing Events	Retell a story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words supported by a story map, actions and props. Sequence pictures for the beginning, middle and end of a story.	Orally retell a story in the correct sequence. Sequence pictures for the beginning, middle and end of a story read and begin to sequence five events in a story.	Sequence five events in a story.	Sequence five summary statements from fiction and non-fiction age-appropriate texts.	Sequence five summary statements from fiction and non-fiction age-appropriate texts and justify choices.	Sequence five summary statements from a range of fiction and non-fiction age-appropriate texts and justify choices with detailed reference to the text.	Sequence five summary statements from a range of fiction and non-fiction age-appropriate texts and justify choices with detailed reference to the text. Explore stories with more complex narrative sequencing - e.g. dual narration, flashbacks.
Events and Themes	Identify the Who, What and Where in a story supported by props and story maps.	Identify the Who, What and Where in a story supported by story maps.	Distinguish between main and minor events in a story.	Identify some main ideas from a text and summarise these in one or two sentences.	Identify most of the main ideas from a text and summarise these succinctly in one or two sentences.	Identify the main ideas, themes or viewpoints from a text, give relevant details and use quotations for illustration.	Identify the main ideas, themes or viewpoints from a collection of texts, give relevant details and use quotations for illustration.
Sequencing of Non-Fiction Texts	Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Learn early concepts around print: front cover, title, title page, blurb, page numbers, author.	Describe some unique features of non-fiction such as contents and photographs.	Identify where non-fiction information is in sequential order.	Describe both the chronological and non-chronological sequencing of non-fiction texts, using the different structural and presentational features to support (e.g. contents page, headings, index, glossary, sub-headings and diagrams).	Describe both the chronological and non-chronological sequencing of non-fiction texts, using the different structural and presentational features to support (e.g. contents page, headings, index, glossary, sub-headings, diagrams, captions, labels and bibliography).	Describe and explain both the chronological and non-chronological sequencing of non-fiction texts, using the different structural and presentational features to support (e.g. contents page, headings, index, glossary, sub-headings, diagrams, captions, labels and bibliography), and compare the sequencing between two different texts.	Describe and explain both the chronological and non-chronological sequencing of non-fiction texts, using the different structural and presentational features to support (e.g. contents page, headings, index, glossary, sub-headings, diagrams, captions, labels and bibliography), and compare the sequencing between two different texts.
Notetaking				Make simple notes about the main points of a paragraph. Draw simple visual maps or flowcharts to represent and summarise a text or paragraph that has been read.	Make simple notes about the main points of a paragraph or group of paragraphs. Draw simple visual maps or flowcharts to represent and summarise a text or paragraph that has been read. Complete tables and charts to summarise information.	Retrieve information from several paragraphs and make summary notes for presentations to the class. Draw a range of diagrams, charts and tables to represent and summarise a text or paragraph.	Retrieve information from several paragraphs and make notes for summary presentations to different audiences. Draw a range of diagrams, charts and tables to represent and summarise a text or paragraph.



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Inferring - <i>deduce something that is not explicitly stated in the text.</i>							
Asking Questions	Listen to stories and respond with simple questions.	Begin to ask simple detective questions about stories and simple non-fiction texts.	Ask simple detective questions about stories and simple non-fiction texts.	Ask detective questions about stories and non-fiction texts - including in order to begin to develop an understanding of feelings and actions.	Ask detective questions about stories and non-fiction texts - including in order to develop an understanding of feelings and actions.	Ask detective questions about stories and non-fiction texts - including in order to develop an understanding of feelings, actions, thoughts and motives.	Ask detective questions about stories and non-fiction texts - including in order to develop an understanding of feelings, actions, thoughts and motives.
Cause and Effect	Listen to 5-a-Day stories and ask how and why questions. Begin to talk about what happens and why these things occur. (RWI reference: Have a Think: HaT)	Listen to 5-a-Day stories and ask how and why questions. Make simple inferences on the basis of what is being said and done (e.g. why a character is feeling a certain way).	Make inferences about what characters are saying, doing and feeling. Begin to describe (in book talk) cause and effect - e.g. the effect a character's actions have on other characters.	In age-appropriate texts, draw inferences such as inferring characters' feelings, thoughts and motives from their actions and dialogue and, when prompted, begin to justify inferences with some reference to the text. Identify the cause of an event. Infer an effect of a specific event or action.	In age-appropriate texts, draw inferences such as inferring characters' feelings, thoughts and motives from their actions and dialogue, and when prompted, justify with reference to the text. Infer characters' feelings, thoughts and motives from their actions at different points in a story. Identify the multiple causes of an event. Infer and comment on a range of possible effects of a specific event or action.	In age-appropriate texts, infer a character's feelings, thoughts and motives from their actions and dialogue, and justify with detailed evidence from the text. Infer and explain how a character's thoughts, feelings or motives have changed over the course of the text. Infer and comment on the possible causes of events and actions. Infer and comment on a range of possible effects of events and actions. Identify which causes are most/least likely based upon evidence in the text and beyond.	In age-appropriate texts, infer a character's feelings, thoughts and motives from their actions and dialogue, and justify with multiple pieces of detailed evidence from the text. Infer and explain how a character's thoughts, feelings or motives have changed over the course of the text, and infer and compare different characters' thoughts, feelings and motives at the same points in a story. Infer and comment on the possible causes of events and actions. Infer and comment on a range of possible effects of events and actions. Identify which causes are most/least likely based upon evidence in the text and beyond, and evaluate the impact of different causes and effects on people and places.



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Inferring - <i>deduce something that is not explicitly stated in the text.</i>							
Justifying Inferences	Listen to 5-a-Day Stories. Begin to connect ideas or events.	Begin to justify simple inferences, drawing upon personal experience.	Justify simple inferences, drawing upon personal experience, wider knowledge of the topic and other books.	Begin to justify inferences with reference to the text.	Use Read, Explain, Example, Point (REEP) by referring to the text to support <i>some</i> inferences.	Use Read, Explain, Example, Point (REEP) to support inferences in age-appropriate texts, with references to the text.	Use Read, Explain, Example, Point (REEP) to support inferences in age-appropriate texts, with multiple references to the text.



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Predicting - <i>working out what will happen next</i>							
Before Reading	Listen to 5-a-Day Stories. Predict whether a book will be story or non-fiction based upon the cover and title.	Predict whether a book will be story or non-fiction based upon the cover and title.	Make predictions prior to reading based upon the title, cover and skim reading of illustrations.	Make predictions prior to reading based upon the title, cover and skim reading of illustrations, contents page and headings.	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.	Make predictions prior to reading about the likely type of characters, events and plots of stories based upon the front cover, title knowledge of fiction genres and other books by the same author.	Make predictions prior to reading about the likely type of characters, events, plots and themes of stories based upon the front cover, title, knowledge of fiction genres and other books by the same author.
Based on the Text	Listen to 5a-Day Stories Talk about what may happen next	Predict what might happen based on what has been read so far.	Make predictions about characters and events based upon what has been read so far.	Make plausible predictions about characters and events based upon what has been read so far, reading between the lines to predict from details implied.	Make plausible predictions about characters and events based upon what has been read so far, reading between the lines to predict from details implied.	Make plausible predictions about characters and events based upon what has been read so far, reading between the lines to predict from details implied, giving a detailed explanation or multiple examples.	Make plausible, detailed predictions about characters and events based upon what has been read so far, reading between the lines to predict from details implied, giving a detailed explanation or multiple examples.
Using Text to Support Prediction					Use Read, Explain, Example, Point (REEP) by referring to the text to support predictions.	Use Read, Explain, Example, Point (REEP) by referring to the text to support predictions.	Use Read, Explain, Example, Point (REEP) by referring to the text to support predictions.
Predictions from Other Sources			Make predictions drawing upon knowledge of other familiar texts.	Make predictions based upon background knowledge of the topic and drawing upon knowledge from other similar texts.	Make predictions based upon background knowledge of the topic and drawing upon knowledge from other similar texts.	Make predictions based upon background knowledge of the text and drawing upon knowledge from other similar texts.	Make predictions based upon background knowledge of the text and drawing upon knowledge from other similar texts.
Responding to Predictions						Categorise predictions as likely/unlikely based upon what has been read so far.	Categorise predictions as likely/unlikely based upon what has been read so far. Confirm or refute predictions and make adjustments. Recognise whether predictions are reasonable by weighing information against prior experience and known facts from the text.



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Text Structure - explaining how elements of text are related and contribute to meaning as a whole							
Non-Fiction Text Features	Know that information can be retrieved from some books.	Understand the difference between fiction and non-fiction by looking at elements of a text.	Recognise and describe some typical features, similarities and differences between fiction and non-fiction texts.	Identify and describe different structural and presentational features of a range of non-fiction texts and use them to gain an overview of the text, including the contents page, headings, index, glossary, sub-headings and diagrams.	Identify and describe different structural and presentational features of a range of non-fiction texts, use them to gain an overview and explain how they help the reader to draw meaning, including contents, headings, index, glossary, sub-headings, diagrams, captions, labels and the bibliography.	Identify and describe different structural and presentational features of a range of non-fiction texts (see LKS2), use them to gain an overview of the text, explain how they help the reader to draw meaning, and compare these features within and across texts.	Identify and describe different structural and presentational features of a range of non-fiction texts (see LKS2), use them to gain an overview of the text, explain how they help the reader to draw meaning, and compare these features within and across texts.
Other Text Features				Understand that pictures and photographs can also support the meaning within an age-appropriate text.	Understand that pictures, photographs, diagrams, bold type, italic type and bullet points can also support the meaning within an age-appropriate text.	Understand that pictures, photographs, diagrams, bold type, italic type and bullet points can also support the meaning within an age-appropriate text.	Understand that pictures, photographs, diagrams, bold type, italic type and bullet points can also support the meaning within an age-appropriate text.
Story Structure and Fiction Genres	Describe main story settings, events and principle characters.	Begin to describe the overall structure of a story - e.g. What is the problem in the story?	Describe the overall structure of a story, including how the beginning introduces the story and the ending concludes the action.	Identify how main events in an age-appropriate text (e.g. problem, solution) are linked (e.g. causal relationship) and support the plot of the story. Recognise and describe some features of fiction genres studied.	Identify how main events in an age-appropriate text (e.g. problem, solution) are linked (e.g. causal relationship) and support the plot of the story. Recognise and describe some features of fiction genres studied.	Identify how main events in an age-appropriate text (e.g. problem, solution) are linked (e.g. causal relationship) and support the plot of the story. Identify, compare, contrast & explain major differences between fiction genres.	Identify how main events in an age-appropriate text (e.g. problem, solution) are linked (e.g. causal relationship) and support the plot of the story. Identify, compare, contrast & explain major differences between fiction genres.
Characters				Identify where a character's thoughts, feelings and actions change in an age-appropriate text and identify how this contributes to the meaning of the whole story.	Identify where a character's thoughts, feelings and actions change in an age-appropriate text and identify how this contributes to the meaning of the whole story.	Identify where a character's thoughts, feelings and actions change in an age-appropriate text and identify how this contributes to the meaning of the whole story.	Identify where a character's thoughts, feelings and actions change in an age-appropriate text and identify how this contributes to the meaning of the whole story.
Topic Sentences, Chapters, Scenes and Stanzas				Describe how each successive part of a text builds on the meaning of earlier sections.	Explain how topic sentences help cue the reader into the content of paragraphs.	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	Analyse how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
Poetry	Listen carefully to rhymes and songs, paying attention to	Listen carefully to rhymes and songs, paying attention	Listen carefully to rhymes and songs, paying attention	Recognise and name some different forms of poetry	Recognise and describe the typical features of a wider	Identify, compare and contrast the features of a	Identify, compare and contrast the features of a



	Reception Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>how they sound. Learn rhymes, poems and songs and clap out their beat structure. Enjoy alliteration games.</p>	<p>to how they sound. Learn rhymes, poems and songs & clap out beat structure. Enjoy alliteration games.</p>	<p>to how they sound. Learn rhymes, poems and songs & clap out their beat structure. Enjoy alliteration games.</p>	<p>(e.g. Haiku, Limerick, Cinquain, Sonnet, Tanka, Riddle, Acrostic, Ode).</p>	<p>range poetry (e.g. Haiku, Limerick, Cinquain, Sonnet, Tanka, Riddle, Acrostic, Ode).</p>	<p>range of poetry (e.g. Haiku, Limerick, Cinquain, Sonnet, Tanka, Riddle, Acrostic, Ode).</p>	<p>range of poetry (e.g. Haiku, Limerick, Cinquain, Sonnet, Tanka, Riddle, Acrostic, Ode).</p>



	Reception Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Comparisons - <i>making comparisons within and across texts</i>							
Characters and Settings Within Books	Compare and contrast a character's feelings in two key parts of a RWI storybook: (RWI reference: Freeze Frames.)	Compare and contrast a character's feelings in two key parts of a RWI storybook: (RWI reference: Freeze Frames.)	Compare and contrast a character's feelings in two key parts of a RWI storybook: (RWI reference: Freeze Frames.)	Compare and contrast characters and settings within an age-appropriate text.	Compare and contrast characters and settings within an age-appropriate text.	Compare and contrast characters and settings within an age-appropriate text, and the thoughts, feelings and actions of a character at different points within a text.	Compare and contrast characters and settings within an age-appropriate text, and the thoughts, feelings and actions of a character at different points within a text.
Characters, Settings and Plots Across Books.	Make links in 5-a-Day stories e.g.: the character of a Big Bad Wolf in traditional stories.	Make links across 5-a-Day stories e.g. the character of the Big Bad Wolf in traditional tales and settings such as forests.	Compare and contrast characters, settings, openings and endings across age-appropriate texts.	Compare and contrast characters, settings, openings and endings across age-appropriate texts.	Compare and contrast characters, settings, openings and endings across age-appropriate texts.	Compare and contrast character development, settings, openings, endings, plots, themes and viewpoints across age-appropriate texts, including stories, plays, poetry and non-fiction texts.	Compare and contrast character development, settings, openings, endings, plots, themes, viewpoints, values and attitudes across age-appropriate texts, including stories, plays, poetry and non-fiction texts.
Author's Intent						Compare and contrast authors' styles.	Compare and contrast authors' styles, purpose and viewpoints.
Language	Identify similar and repeated language which occurs in more than one story - e.g. once upon a time.	Identify similar and repeated language which occurs in more than one story - e.g. once upon a time.	Compare and contrast language within a type of story read - e.g. traditional tales –one early morning/ once upon a time.	Compare and contrast language within a type of story read - e.g. in fairy tales and plays.	Compare and contrast language across different types of stories read - e.g. fairy tales, myths and legends and science fiction.	Compare the language of poetry, prose and non-fiction for the same theme.	Compare the language of poetry, prose and non-fiction for the same theme.