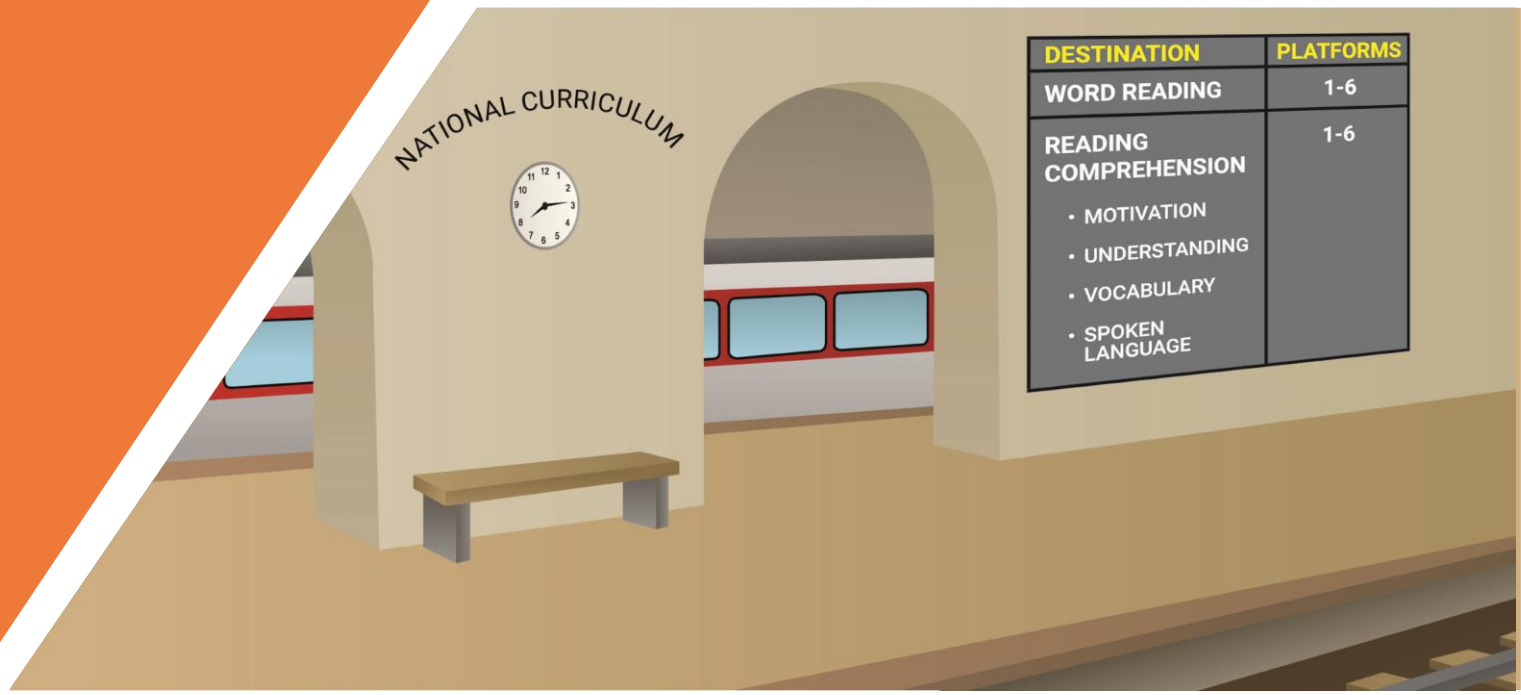
Progression in Teaching Reading

The Planning Platforms: Years 1-6



Knowledge and skills for reading developed from the 2014 national curriculum mapped from Year 1 to Year 6

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Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

Reading – word reading	Reading – word reading	Reading – word reading	Reading – word reading	Reading – word reading	Reading – word reading
Pupils should be taught to:					
apply phonic knowledge and skills as the route to decode words accurately	continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent	continue to apply phonic knowledge and skills as the route to decode words which are outside their spoken vocabulary	use strategies such as recognising syllables /phonemes to decode most new words outside their spoken vocabulary	use strategies such as recognising syllables /phonemes to decode new or unfamiliar words	use strategies such as recognising syllables /phonemes to decode new or unfamiliar words
read left-to-right through words, attending to known GPCs in order	read all the words in a sentence and do this accurately, so that their understanding of what they read is not hindered by imprecise decoding (for example, by reading 'place' instead of 'palace')	match what they decode to words they may have already heard but may not have seen in print [for example, in reading 'technical', the pronunciation /tɛtʃnɪkəl/ ('tetchnical') might not sound familiar, but /tɛknɪkəl/ ('teknical') should]	match what they decode to words they may have already heard but may not have seen in print [for example, in reading 'technical', the pronunciation /tɛtʃnɪkəl/ ('tetchnical') might not sound familiar, but /tɛknɪkəl/ ('teknical') should]	focus on all the letters in unfamiliar words so that they do not, for example, read 'invitation' for 'imitation' simply because they might be more familiar with the first word	focus on all the letters in unfamiliar words so that they do not, for example, read 'invitation' for 'imitation' simply because they might be more familiar with the first word



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Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

Reading – word reading	Reading – word reading	Reading – word reading	Reading – word reading	Reading – word reading	Reading – word reading
Pupils should be taught to:					
	re-read word groups that are tricky to read aloud smoothly on first attempt	re-read and refine reading of phrases or clauses that are tricky to read aloud smoothly on first attempt so that fluency is improved	re-read and refine reading of phrases or clauses that are tricky to read aloud smoothly on first attempt so that fluency is improved	re-read, as needed to take account of especially challenging word order and phrasing	re-read, as needed to take account of especially challenging word order and phrasing



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Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

Reading – word reading	Reading – word reading	Reading – word reading	Reading – word reading	Reading – word reading	Reading – word reading
Pupils should be taught to:					
respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes read words containing previously taught GPCs (grapheme/ phoneme correspondence) without overt sounding and blending after a few encounters	read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered read unfamiliar words containing previously taught GPCs (grapheme/phoneme correspondence), accurately and without undue hesitation	read most words accurately and at a speed that is sufficient for them to focus on understanding what they read rather than on decoding individual words	read most words accurately and at a speed that is sufficient for them to focus on understanding what they read rather than on decoding individual words	read most words effortlessly and with increasing automaticity	read most words effortlessly and with increasing automaticity



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Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

Reading – word reading	Reading – word reading	Reading – word reading	Reading – word reading	Reading – word reading	Reading – word reading
Pupils should be taught to:					
read accurately by blending sounds within unfamiliar words containing GPCs (grapheme/ phoneme correspondence) that have been taught	read accurately by blending the sounds in unfamiliar words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes	test out different plausible pronunciations for less familiar words	test out different plausible pronunciations for less familiar words	test out different plausible pronunciations for less familiar words	test out different plausible pronunciations for less familiar words
read common exception words [according to school's chosen phonics programme], noting unusual correspondences between spelling and sound and where these occur in the word	read further common exception words [according to school's chosen phonics programme], noting unusual correspondences between spelling and sound and where these occur in the word	read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word	read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word	*[children should be able to read further exception words independently. If they are not able to do so, please refer to previous year groups]*	*[children should be able to read further exception words independently. If they are not able to do so, please refer to previous year groups]*



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Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

Reading – word reading	Reading – word reading	Reading – word reading	Reading – word reading	Reading – word reading	Reading – word reading
Pupils should be taught to:					
read words containing taught GPCs (grapheme/phoneme correspondence) and –s, -es, -ing, -ed, -er and –est endings read words with suffixes by being helped to build on the root words that they can read already read other words of more than one syllable that contain taught GPCs	read words containing common suffixes read suffixes by building on the root words that they have already learnt read accurately words of two or more syllables that contain the graphemes taught so far use syllable boundaries to read each syllable separately before they combine them to read longer words use morphology (such as prefixes) to work out unknown words	apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English appendix 1, both to read aloud and to understand the meaning of new words they meet read longer words, using syllable boundaries and reading each syllable separately before they combine them to read the word	apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English appendix 1, both to read aloud and to understand the meaning of new words they meet read longer words, using syllable boundaries where needed	apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology) as listed in English appendix 1, both to read aloud and to understand the meaning of new words that they meet read longer words, using syllable boundaries where needed	apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology) as listed in English appendix 1, both to read aloud and to understand the meaning of new words that they meet read longer words, using syllable boundaries where needed



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Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

Reading – word reading	Reading – word reading	Reading – word reading	Reading – word reading	Reading – word reading	Reading – word reading
Pupils should be taught to:					
read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)	read further words with contractions [for example, couldn't, wouldn't, shouldn't, can't], and understand that the apostrophe represents the omitted letter(s)	*[children should be able to read and understand words with contractions independently. If they are not able to do so, please refer to previous year groups.]*	*[children should be able to read and understand words with contractions independently. If they are not able to do so, please refer to KS1]*	*[children should be able to read and understand words with contractions independently. If they are not able to do so, please refer to KS1]*	*[children should be able to read and understand words with contractions independently. If they are not able to do so, please refer to KS1]*
read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words re-read these books to build up their fluency and confidence in word reading	read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation re-read these books to build up their fluency and confidence in word reading	read aloud unfamiliar words or challenging sections of text, where needed, to support accuracy and automaticity re-read words or challenging sections of text to ensure understanding through fluency	read aloud unfamiliar words or challenging sections of text, where needed, to support accuracy and automaticity re-read words or challenging sections of text to ensure understanding through fluency	read aloud unfamiliar words or challenging sections of text, where needed, to support accuracy and automaticity re-read words or challenging sections of text to ensure understanding through fluency	read aloud unfamiliar words or challenging sections of text, where needed, to support accuracy and automaticity re-read words or challenging sections of text to ensure understanding through fluency



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Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

Reading – word reading	Reading – word reading	Reading – word reading	Reading – word reading	Reading – word reading	Reading – word reading
Pupils should be taught to:					
read age-appropriate texts fluently (including pausing appropriately, reading in phrases, responding to punctuation)	read age-appropriate texts fluently (including pausing appropriately, reading in phrases, responding to punctuation)	read age-appropriate texts fluently (including pausing appropriately, reading in phrases, responding to punctuation)	read age-appropriate texts fluently (including pausing appropriately, reading in phrases, responding to punctuation)	read age-appropriate texts fluently (including pausing appropriately, reading in phrases, responding to punctuation)	read age-appropriate texts fluently (including pausing appropriately, reading in phrases, responding to punctuation)



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Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

Reading – reading comprehension	Reading – reading comprehension	Reading – reading comprehension	Reading – reading comprehension	Reading – reading comprehension	Reading – reading comprehension
Pupils should be taught to:					
Develop pleasure in reading, motivation to read, vocabulary and understanding by:	**Develop pleasure in reading, motivation to read, vocabulary and understanding by:**	**Develop positive attitudes to reading and understanding of what they read by:**	**Develop positive attitudes to reading and understanding of what they read by:**	**Maintain positive attitudes to reading and understanding of what they read by:**	**Maintain positive attitudes to reading and understanding of what they read by:**
listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently	listening to, discussing and expressing 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	listening to, reading and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or text books	listening to, reading and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or text books	continuing to listen to, read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks	continuing to listen to, read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks



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Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Pupils should be taught to:					
Develop pleasure in reading, motivation to read, vocabulary and understanding by:	**Develop pleasure in reading, motivation to read, vocabulary and understanding by:**	**Develop positive attitudes to reading and understanding of what they read by:**	**Develop positive attitudes to reading and understanding of what they read by:**	**Maintain positive attitudes to reading and understanding of what they read by:**	**Maintain positive attitudes to reading and understanding of what they read by:**
sharing and discussing non-fiction books and how they can be used to find things out	exploring non-fiction books that are structured in different ways, and how they can be used to find things out	reading books that are structured in different ways and reading for a range of purposes	reading books that are structured in different ways and reading for a range of purposes	reading books that are structured in different ways and reading for a range of purposes	reading books that are structured in different ways and reading for a range of purposes



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Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Pupils should be taught to:					
Develop pleasure in reading, motivation to read, vocabulary and understanding by:	**Develop pleasure in reading, motivation to read, vocabulary and understanding by:**	**Develop positive attitudes to reading and understanding of what they read by:**	**Develop positive attitudes to reading and understanding of what they read by:**	**Maintain positive attitudes to reading and understanding of what they read by:**	**Maintain positive attitudes to reading and understanding of what they read by:**
identifying with, and exploring characters through role play	empathising with characters, based on their descriptions and actions identifying with, and exploring characters, using a range of drama techniques *e.g. through role play, improvisation, using voice, gesture or movement, hot seating, freeze framing; role on the wall; conscience alley*	empathising with characters, based on their descriptions and actions identifying with, and exploring characters , using a range of drama techniques *e.g. through role play, improvisation, using voice, gesture or movement, hot seating, freeze framing; role on the wall; conscience alley*	empathising with different characters within a book considering actions and interactions with other characters identifying with, and exploring characters , using a range of drama techniques *e.g. through role play, improvisation, using voice, gesture or movement, hot seating, freeze framing; role on the wall; conscience alley*	empathising with different characters within a book considering actions, motivations, complexities and interactions with other characters identifying with, and exploring characters , using a range of drama techniques *e.g. through role play, improvisation, using voice, gesture or movement, hot seating, freeze framing; role on the wall; conscience alley*	empathising with a number of different characters within a book considering actions, motivations, complexities and interactions with other characters identifying with, and exploring characters , using a range of drama techniques *e.g. through role play, improvisation, using voice, gesture or movement, hot seating, freeze framing; role on the wall; conscience alley*



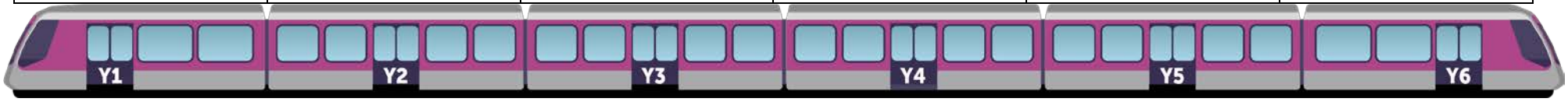
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Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Pupils should be taught to:					
Develop pleasure in reading, motivation to read, vocabulary and understanding by:	**Develop pleasure in reading, motivation to read, vocabulary and understanding by:**	**Develop positive attitudes to reading and understanding of what they read by:**	**Develop positive attitudes to reading and understanding of what they read by:**	**Maintain positive attitudes to reading and understanding of what they read by:**	**Maintain positive attitudes to reading and understanding of what they read by:**
being encouraged to link what they read or hear with their own experiences	linking what they read or hear with their own experiences	linking what they read or hear with their own experiences and beginning to link with others' experiences	linking what they read or hear with their own and others' experiences and beginning to use these to make sense of more complex texts	linking what they read or hear with known experiences in order to make sense of complex text	linking what they read or hear with known experiences in order to make sense of complex text
becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics	becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales	increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally	increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally	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	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



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Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Pupils should be taught to:					
Develop pleasure in reading, motivation to read, vocabulary and understanding by:	**Develop pleasure in reading, motivation to read, vocabulary and understanding by:**	**Develop positive attitudes to reading and understanding of what they read by:**	**Develop positive attitudes to reading and understanding of what they read by:**	**Maintain positive attitudes to reading and understanding of what they read by:**	**Maintain positive attitudes to reading and understanding of what they read by:**
discussing the sequence of events in texts	discussing the sequence of events in texts and how items of information are related	discussing the sequence of events in texts and how items of information are related	discussing the sequence of events in texts and how items of information are related, and beginning to consider non-linear texts, *e.g. 'demanding plot unfolds sequentially with a number of additional subplots fleshing out the story.'* *'Shift from Wiltshire to South African veld presents some challenge, as does the shift to World War'*	discussing the sequence of events in both linear and non-linear texts and how the different elements relate to one another within the text *e.g. 'Story unfolds sequentially and rapidly with lots of detail and multiple events.'* *'Chapters change with the movement of the plot but are interspersed with the dream sequences.'*	discussing the sequence of events in both linear and non-linear texts and how they the different elements relate to one another within the text *e.g. 'A linear narrative with some flashbacks to the past, interspersed with occasional visits to 'another world'.* *'Book moves between passages dominated by third person narration and stretches where characters and dialogue move the plot forward.'*



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Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Pupils should be taught to:					
Develop pleasure in reading, motivation to read, vocabulary and understanding by:	**Develop pleasure in reading, motivation to read, vocabulary and understanding by:**	**Develop positive attitudes to reading and understanding of what they read by:**	**Develop positive attitudes to reading and understanding of what they read by:**	**Maintain positive attitudes to reading and understanding of what they read by:**	**Maintain positive attitudes to reading and understanding of what they read by:**
recognising elements that have been encountered in other texts *e.g talking animals, grandparents, cottage in the woods, family home, magical objects, friends/friendship*	identifying elements that have been encountered in other texts *e.g talking animals, grandparents, cottage in the woods, family home, magical objects, friends/friendship*	identifying common themes *e.g. friendship, school life, sibling rivalry* and conventions *e.g. use of magic objects, good overcoming evil, a bad character learning a lesson and overcoming their behaviour* in a wide range of texts	identify themes *e.g. friendship and separation, animal welfare, conquering fears,* and conventions in a wide range of texts including narrative and poetry *e.g. overcoming a common enemy, magical objects* recognise that a text may have multiple themes	identifying and discussing themes understanding family dynamics, courage over adversity, justice, perseverance, and conventions in a wide range of texts including narrative and non-fiction, poetry *e.g. help coming in the form of an animal; the wise mentor* recognise that a text may have multiple themes	Identifying and discussing themes *e.g. resilience, differing responses to hardship or danger, belonging, relationships between people and wildlife*, and conventions in a wide range of texts in a wide range of narrative, non-fiction and poetry *e.g. symbolic objects; movement between dimensions* recognise where a text may have multiple themes



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Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Pupils should be taught to:					
Develop pleasure in reading, motivation to read, vocabulary and understanding by:	**Develop pleasure in reading, motivation to read, vocabulary and understanding by:**	**Develop positive attitudes to reading and understanding of what they read by:**	**Develop positive attitudes to reading and understanding of what they read by:**	**Maintain positive attitudes to reading and understanding of what they read by:**	**Maintain positive attitudes to reading and understanding of what they read by:**
		making comparisons within a book *e.g. characters, settings*	making comparisons within a book *e.g. characters, settings, themes*	making comparisons within and across books *e.g. characters, settings, themes, layout, structure*	making comparisons within and across books *e.g. characters, settings, themes, layout, structure*



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Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Pupils should be taught to:					
Develop pleasure in reading, motivation to read, vocabulary and understanding by:	**Develop pleasure in reading, motivation to read, vocabulary and understanding by:**	**Develop positive attitudes to reading and understanding of what they read by:**	**Develop positive attitudes to reading and understanding of what they read by:**	**Maintain positive attitudes to reading and understanding of what they read by:**	**Maintain positive attitudes to reading and understanding of what they read by:**
discussing word meanings, linking new meanings to those already known	discussing and clarifying the meanings of words, linking new meanings to known vocabulary	discussing and clarifying the meanings of words, linking new meanings to known vocabulary using dictionaries to check the meanings of words that they have read identifying words and phrases which are unknown *e.g. scrambled; potion; glanced; mangy old parrot*	discussing and clarifying the meanings of words, linking new meanings to known vocabulary using dictionaries to check the meanings of words that they have read identifying words and phrases which are unknown *e.g. windblown; veranda; nightwatchman; piercing dark eyes*	discussing and clarifying the meanings of words, linking new meanings to known vocabulary continuing to use dictionaries to check the meanings of words that they have read identifying words and phrases which are unknown *e.g. blurted; territory; carrion; neutral ground*	discussing and clarifying the meanings of words, linking new meanings to known vocabulary continuing to use dictionaries to check the meanings of words that they have read identifying words and phrases which are unknown *e.g. abruptly, requisitioner; tendrils; hind feet dragging*



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Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Pupils should be taught to:					
Develop pleasure in reading, motivation to read, vocabulary and understanding by:	**Develop pleasure in reading, motivation to read, vocabulary and understanding by:**	**Develop positive attitudes to reading and understanding of what they read by:**	**Develop positive attitudes to reading and understanding of what they read by:**	**Maintain positive attitudes to reading and understanding of what they read by:**	**Maintain positive attitudes to reading and understanding of what they read by:**
	discussing their favourite words and phrases	discussing words and phrases that capture the reader's interest and imagination	discussing words and phrases that capture the reader's interest and imagination	discussing words and phrases that capture the reader's interest and imagination	discussing words and phrases that capture the reader's interest and imagination
sustaining engagement with a book	sustaining interest in longer narratives	sustaining interest in longer narratives reading silently with good understanding asking for help with unfamiliar pronunciations and meanings	reading silently with good understanding asking for help with unfamiliar pronunciations and meanings	reading silently with good understanding, working out how to pronounce unfamiliar words	reading silently with good understanding, working out how to pronounce unfamiliar words



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Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		beginning to recommend books that they have enjoyed to their peers	beginning to recommend books that they have enjoyed to their peers, sometimes giving reasons for their choices	recommending books that they have read to their peers, giving reasons for their choices	recommending books that they have read to their peers, giving reasons for their choices



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Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Pupils should be taught to:					
Develop pleasure in reading, motivation to read, vocabulary and understanding by:	**Develop pleasure in reading, motivation to read, vocabulary and understanding by:**	**Develop positive attitudes to reading and understanding of what they read by:**	**Develop positive attitudes to reading and understanding of what they read by:**	**Maintain positive attitudes to reading and understanding of what they read by:**	**Maintain positive attitudes to reading and understanding of what they read by:**
recognising and joining in with predictable phrases *e.g. How goes the work?; Run, run as fast as you can. You can't catch me, I'm the Gingerbread Man!'*	recognising simple recurring literary language in stories and poetry *e.g. All the better to see/hear/eat you with; Once upon a time ...*	beginning to respond to literary language by phrasing appropriately when reading aloud *e.g puffed himself up like a turkey; rang with the sound of hobnailed boots; shouts rent the air* beginning to internalise rhythms/ stresses signalled by grammatical structures *e.g. questions, conjunctions*	responding to literary language by phrasing appropriately when reading aloud *e.g. sidled back into the picture; kite swirled crazily away; dragged interminably* continuing to internalise rhythms/ stresses signalled by grammatical structures *e.g. questions, conjunctions, fronted adverbials*	internalising the rhythms/stresses of literary language *e.g. caked with grime; faint, faraway roar; scent-laden winds* and grammatical structures *e.g. questions, a range of conjunctions, fronted adverbials*	internalising the rhythms/stresses of literary language *e.g. snow-covered branches; dance and drift; spread like a heath fire* and grammatical structures *e.g. questions, a range of conjunctions, fronted adverbials*
reciting some rhymes and poems learnt by heart	building a repertoire of poems learnt by heart	building upon a repertoire of poems learnt by heart	building upon a repertoire of poems learnt by heart	learning a wider range of poetry by heart	learning a wider range of poetry by heart



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Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Pupils should be taught to:					
Develop pleasure in reading, motivation to read, vocabulary and understanding by:	**Develop pleasure in reading, motivation to read, vocabulary and understanding by:**	**Develop positive attitudes to reading and understanding of what they read by:**	**Develop positive attitudes to reading and understanding of what they read by:**	**Maintain positive attitudes to reading and understanding of what they read by:**	**Maintain positive attitudes to reading and understanding of what they read by:**
learning to appreciate rhymes and poems	appreciating poems, reciting some, with appropriate intonation to make the meaning clear	preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action	preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action	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	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
		recognising some different forms of poetry	recognising some different forms of poetry	recognising some different forms of poetry	recognising some different forms of poetry



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Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Understand both the books they can already read accurately and fluently and those they listen to by:	**Understand both the books they can already read accurately and fluently and those they listen to by:**	**Understand what they read, in books they can read independently, by:**	**Understand what they read, in books they can read independently, by:**	**Understand what they read by:**	**Understand what they read by:**
drawing on what they already know or on background information and vocabulary provided by the teacher	drawing on what they already know or on background information and vocabulary provided by the teacher	drawing on what they already know or on background information and vocabulary provided by the teacher	drawing on what they already know or on background information and vocabulary provided by the teacher	drawing on what they already know or on background information and vocabulary provided by the teacher	drawing on what they already know or on background information and vocabulary provided by the teacher
checking that the text makes sense to them as they read and correcting inaccurate reading	checking that the text makes sense to them as they read and correcting inaccurate reading	checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context	checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context	checking that the text makes sense to them, discussing their understanding and exploring the meaning of words in context	checking that the text makes sense to them, discussing their understanding and exploring the meaning of words in context
reading with some appropriate expression	reading with appropriate expression and phrasing	reading with appropriate expression through phrasing, stress and pitch	reading with appropriate expression through phrasing, stress and pitch	reading with appropriate expression through phrasing, stress and pitch	reading with appropriate expression through phrasing, stress and pitch



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Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Understand both the books they can already read accurately and fluently and those they listen to by:	**Understand both the books they can already read accurately and fluently and those they listen to by:**	**Understand what they read, in books they can read independently, by:**	**Understand what they read, in books they can read independently, by:**	**Understand what they read by:**	**Understand what they read by:**
responding to open questions and prompts *e.g. tell me about…*	responding to open questions and prompts *e.g. tell me about…*	responding to open questions and prompts *e.g. tell me about…*	responding to open questions and prompts *e.g. tell me about…*	responding to open questions and prompts *e.g. tell me about…*	responding to open questions and prompts *e.g. tell me about…*



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Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Understand both the books they can already read accurately and fluently and those they listen to by:	**Understand both the books they can already read accurately and fluently and those they listen to by:**	**Understand what they read, in books they can read independently, by:**	**Understand what they read, in books they can read independently, by:**	**Understand what they read by:**	**Understand what they read by:**
asking questions to improve their understanding of a text, including through individual inner dialogue while reading and discussion after/during reading e.g. *What if a tiger came to my house? Why did the tiger drink all of the milk?* using tentative language to speculate on possibilities raised by the text *e.g. Maybe he likes farms. That is why he is called Farmer Duck. I think Farmer Duck must be very tired*	asking questions to improve their understanding of a text, including through individual inner dialogue while reading and discussion after/during reading e.g. *Would I give away all of my nice clothes if I'd only just got them? Who was helped most by the giant?* using tentative language to speculate on possibilities raised by the text *e.g Rapunzel probably feels worried about*	asking questions to improve their understanding of a text, including through individual inner dialogue while reading and discussion after/during reading *e.g. How would I feel if I suddenly developed a superpower? Why did the brother and sister join forces in America?* using tentative language to speculate on possibilities raised by the text *e.g. After the competition with*	asking questions to improve their understanding of a text, including through individual inner dialogue while reading and discussion after/during reading *e.g. What if I could make objects levitate? Why didn't Harry run away from the Dursley's?* using tentative language to speculate on possibilities raised by the text *e.g. I wonder what magical animal Harry would have had, if Hagrid*	asking questions to improve their understanding, including through individual inner dialogue while reading and discussion after/during reading *e.g. What would I do if I met scary people in an alleyway? How will he ever get back over the wall again?* using tentative language to speculate on possibilities raised by the text *e.g. What if another robot had also worked after the*	asking questions to improve their understanding, including through individual inner dialogue while reading and discussion after/during reading *e.g. What if I had to travel across Europe with only my older sister to look after me? Why did Ruth put with Jan's stealing?* using tentative language to speculate on possibilities raised by the text *e.g. It could be that Markinka will*



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Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

Understand both the books they can already read accurately and fluently and those they listen to by:	Understand both the books they can already read accurately and fluently and those they listen to by:	Understand what they read, in books they can read independently, by:	Understand what they read, in books they can read independently, by:	Understand what they read by:	Understand what they read by:
	what the witch will do to her. Maybe she should say she is sorry but then she can sneak out again.	*the strong man, Josie could ... We know Mr Two-suit likes money, what else might he be after?*	*hadn't bought him an owl? Possibly Harry could be feeling ... when McGonagall took him inside after the flying lesson.*	*shipwreck? Perhaps Roz will make friends with the animals in the end.*	*get more power if she goes through the gate. Perhaps she will be the last of the Yagas because …*



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Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Understand both the books they can already read accurately and fluently and those they listen to by:	**Understand both the books they can already read accurately and fluently and those they listen to by:**	**Understand what they read, in books they can read independently, by:**	**Understand what they read, in books they can read independently, by:**	**Understand what they read by:**	**Understand what they read by:**
making connections with what they read or hear to own experiences *e.g. 'I like going to the beach too'*	making connections with what they read or hear to own experiences e.g. *Sometimes you have to do things you don't want to, to help somebody else – like when the Winter's Child goes home. Like when me and my sister had to be quiet because my dad was ill.*	making connections *(with experiences and other texts)* in order to refine thoughts/responses e.g. *Mildred's spells go wrong and it's funny but it's also embarrassing for her, like when I first tried riding my bike and couldn't do it. I've read other books where children have to make new friends in a new place. It's hard at first but then they do it.*	making connections *(with experiences and other texts)* in order to refine thoughts/responses e.g. *When Bertie finds his lion again - when they're in the war, it felt sad and happy at the same time. Like when your lost pet comes back, or when the Ugly Duckling finds he's a swan.*	making connections *(with experiences, other texts, elsewhere in the same text)* in order to refine thoughts/responses e.g. *Roz and the other animals don't understand each other at all at the beginning. Then they start doing things with each other and try to solve problems – like when you're in a new group and you start to see a different side of people and it's easier to work with them.*	making connections *(with experiences, other texts, elsewhere in the same text)* in order to refine thoughts/responses *e.g.* *When her wolf died I could understand how upset she was because it reminded me of when my dog died.* *Theodora finds it difficult to understand the other children because at the beginning of the book we are told that she has always lived on her own with her mum for so long.*



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Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Understand both the books they can already read accurately and fluently and those they listen to by:	**Understand both the books they can already read accurately and fluently and those they listen to by:**	**Understand what they read, in books they can read independently, by:**	**Understand what they read, in books they can read independently, by:**	**Understand what they read by:**	**Understand what they read by:**
making inferences on the basis of what is being said and done recognising different thoughts/feelings of main characters within a text	making inferences on the basis of what is being said and done recognising different thoughts/feelings from characters within a text	drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence beginning to recognise that characters may have different perspectives in the story of the same event(s)	drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence recognising that characters may have different perspectives in the story of the same event(s) making deductions about the motives and feelings that might lay behind characters' words	drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence recognising that characters may have different perspectives in the story of the same event(s) making deductions about the motives and feelings that might lay behind characters' words	drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence recognising that characters may have different perspectives in the story making deductions about the motives and feelings that might lay behind characters' words



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Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Understand both the books they can already read accurately and fluently and those they listen to by:	**Understand both the books they can already read accurately and fluently and those they listen to by:**	**Understand what they read, in books they can read independently, by:**	**Understand what they read, in books they can read independently, by:**	**Understand what they read by:**	**Understand what they read by:**
recognise different settings within a text	beginning to recognise that settings may affect feelings and behaviours	recognising that settings may affect feelings and behaviours beginning to consider how setting descriptions may affect the reader	beginning to consider ways in which different settings affect the characters considering how setting descriptions may influence the reader	considering ways in which different settings influence the reader and/or the characters in the text	considering ways in which different settings influence the reader and/or the characters in the text
predicting what might happen on the basis of what has been read so far	predicting what might happen on the basis of what has been read so far	predicting what might happen from details stated and implied beginning to indicate the likelihood of a suggestion being correct	predicting what might happen from details stated and implied indicating the likelihood of a suggestion being correct	predicting what might happen from details stated and implied exploring the likelihood of a suggestion being correct beginning to adapt predictions in the light of new information	predicting what might happen from details stated and implied exploring the likelihood of a suggestion being correct adapting predictions in the light of new information



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Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Understand both the books they can already read accurately and fluently and those they listen to by:	**Understand both the books they can already read accurately and fluently and those they listen to by:**	**Understand what they read, in books they can read independently, by:**	**Understand what they read, in books they can read independently, by:**	**Understand what they read by:**	**Understand what they read by:**
making predictions about how a character might behave discussing settings and what they indicate about the story	making predictions about how a character might behave discussing settings and what they indicate about the story	predicting how characters might behave, thinking about events so far, settings and beginning to consider changes in atmosphere	predicting how characters might behave, considering motivation, events so far, settings and atmosphere	predicting how characters might behave, taking into account considerations such as motivations, events so far, atmosphere, relationships, settings, and levels of risk	predicting how characters might behave, taking into account considerations such as motivations, events so far, atmosphere, relationships, settings, and levels of risk
recalling main events/ideas from a text	recalling main events/ideas from a text conveying simple information derived from main ideas	recalling and sequencing main events from a text identifying main ideas (gist) drawn from more than one paragraph beginning to summarise main ideas drawn from more than one paragraph	recalling and sequencing main events from a text identifying main ideas (gist) drawn from more than one paragraph summarising main ideas drawn from more than one paragraph	identifying key details that support the main ideas (gist) summarising the main ideas drawn from more than one paragraph beginning to summarise varying thoughts, actions, feelings and/or opinions within a text	identifying key details that support the main ideas (gist) summarising the main ideas drawn from more than one paragraph summarising varying thoughts, actions, feelings and/or opinions within a text



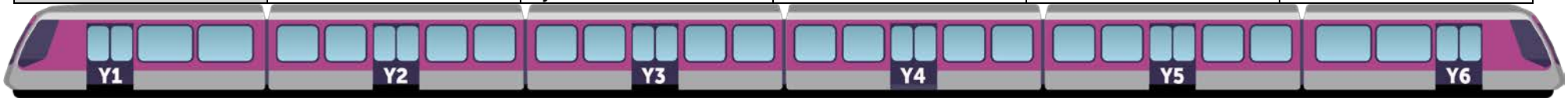
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Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Understand both the books they can already read accurately and fluently and those they listen to by:	**Understand both the books they can already read accurately and fluently and those they listen to by:**	**Understand what they read, in books they can read independently, by:**	**Understand what they read, in books they can read independently, by:**	**Understand what they read by:**	**Understand what they read by:**
re-reading to find specific information	re-reading to find specific information retrieves information from within a text	beginning to use skimming and scanning strategies retrieving information from the text then checking the selection is what is required beginning to select related information from more than one place in a text	using skimming and scanning strategies making precise selections when retrieving information selecting related information from more than one place in a text	finding information efficiently using skimming and scanning strategies, and beginning to make annotations where appropriate retrieving information, referring to more than one place in the text where required	finding information efficiently using skimming and scanning strategies, and beginning to make annotations where appropriate retrieving information, referring to more than one place in the text where required



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Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Understand both the books they can already read accurately and fluently and those they listen to by:	**Understand both the books they can already read accurately and fluently and those they listen to by:**	**Understand what they read, in books they can read independently, by:**	**Understand what they read, in books they can read independently, by:**	**Understand what they read by:**	**Understand what they read by:**
	understanding that language *structure and* presentation contribute to meaning (see Assessing with Age-Related Texts for fiction examples) for language: *'This is known as migration,'; 'Until recently many birds would fly to Africa for the winter.'* for structure: *distinct sections of information, e.g. grouped onto a double page spread; sub-headings* *for presentation:* *picture book covers*	identifying how language structure and presentation contribute to meaning (see Assessing with Age-Related Texts for fiction examples) for language: *'After many more years of trading and travelling…'; 'kept heading east'* for structure: *Use of increasing range of adverbials and prepositions to provide greater detail about when, where and how things happen.* *for presentation:* *Events are supported by illustrations.*	identifying how language, structure and presentation contribute to meaning (see Assessing with Age-Related Texts for fiction examples) for language: *'Those fearsome raiders were warriors known as Vikings' 'Like many Anglo-Saxons at the time, …'* for structure: *Increased use of synonymous words and phrases to refer to key elements and concepts (e.g. warriors, raiders, intruders). More developed blocks of*	identifying how language, structure and presentation contribute to meaning (see Assessing with Age-Related Texts for fiction examples) for language: *'Vitamins aren't an optional extra.'* *'Hunt was a military man who planned the expedition with absolute precision'* for structure: *More detailed sections of texts, which involve greater use of a range of conjunctions, relative clauses, and*	identifying how language, structure and presentation contribute to meaning (see Assessing with Age-Related Texts for fiction examples) for language: *'Darwin thought evolution by Natural Selection was gradual and ongoing'* *'With our ever-increasing modern knowledge,e it came to pass…'* for structure: *More extended blocks of text, featuring more technical tier 3 language. Passive constructions and*



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Understand both the books they can already read accurately and fluently and those they listen to by:	**Understand both the books they can already read accurately and fluently and those they listen to by:**	**Understand what they read, in books they can read independently, by:**	**Understand what they read, in books they can read independently, by:**	**Understand what they read by:**	**Understand what they read by:**
	and endpapers often provide clues about a story; bold and/or enlarged texts for more emphatic speech; speech bubbles and thought clouds *Illustrations are bright and engaging and illustrate concepts and processes.*		*text with a range of multiclause sentences.* *<u>for presentation</u>: Fewer illustrations to illustrate elements from the text.* *In non-fiction, illustrations are often accompanied by detailed captions.*	*passive constructions* *<u>for presentation</u>:* *Increasingly complicated processes (e.g. water cycle; Viking sailing routes) illustrated with complex diagrams, with more complex labels and captions.*	*address content succinctly but add to density. <u>for presentation</u>:* *Text dominates. Illustration may not serve major points and instead address interesting or curious elements. Illustrations more decorative than explanatory (outside of process diagrams)*



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Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Discuss how authors use language including literary language by:	**Discuss how authors use language including literary language by:**	**Discuss how authors use language, including figurative language, considering the impact on the reader by:**	**Discuss how authors use language, including figurative language, considering the impact on the reader by:**	**Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader by:**	**Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader by:**
discussing language choices that are key to the text	discussing effective language choices	discussing the way descriptive language and small details are used to create an impression for the reader	discussing the way descriptive language and small details are used to create an impression for the reader beginning to evaluate the use of particular words or phrases, and their effect on the reader	describing and evaluating the use of particular words or phrases, and their effect on the reader discussing language choices in the text that provides clues to the author's intent	describing and evaluating the use of particular words or phrases, and their effect on the reader discussing language choices in the text that provides clues to the author's intent



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Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Discuss how authors use language including literary language by:	**Discuss how authors use language including literary language by:**	**Discuss how authors use language, including figurative language, considering the impact on the reader by:**	**Discuss how authors use language, including figurative language, considering the impact on the reader by:**	**Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader by:**	**Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader by:**
recognising typical phrases found in stories	Identifying and discussing simple figurative words and phrases exploring synonyms and idiomatic language (often seemingly simple words working together for a particular meaning) *e.g. 'sharp ears' Tear Thief*	discussing the meaning of figurative words and phrases (fiction and non-fiction) exploring synonyms and idiomatic language (often seemingly simple words working together for a particular meaning e.g. *'Give me a break!' (Strongest Girl in the World)*)	discussing the meaning of figurative words and phrases (fiction and non-fiction) beginning to explore the effect of imagery sustained within a paragraph exploring synonyms and idiomatic language (often seemingly simple words working together for a	discussing the meaning of figurative words and phrases (fiction and non-fiction) exploring the effect of imagery sustained within a paragraph beginning to discuss how writers create shades of meaning exploring synonyms and idiomatic language (often seemingly simple words working together for a	discussing the meaning of figurative words and phrases (fiction and non-fiction) exploring the effect of imagery sustained within and across paragraphs discussing how writers create shades of meaning exploring synonyms and idiomatic language (often seemingly simple words working



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Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			Discuss how authors use language, including figurative language, considering the impact on the reader by:	**Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader by:**	**Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader by:**
			particular meaning) e.g. ' parted the crowd easily' (Harry Potter *and The Philosopher'Stone)*	particular meaning) e.g. *'pricked his ears' (Wolf Brother)*	together for a particular meaning) e.g. ' pick up speed' (House with Chicken Legs)
			beginning to discuss how the conventions of different types of writing (e.g. language features of specific genres and cohesive devices) are used to support the authors' aims considering language chosen by the author to influence the reader's feelings	exploring how the conventions of different types of writing (e.g. language features of specific genres and cohesive devices) are used to support the authors' aims discussing the impact of authorial choices on the reader	exploring how the conventions of different types of writing (e.g. language features of specific genres and cohesive devices) are used to support the authors' aims discussing the impact of authorial choices on the reader



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Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		Retrieve and record information from non-fiction by:	**Retrieve and record information from non-fiction by:**	**Retrieve, record and present information from non-fiction by:**	**Retrieve, record and present information from non-fiction by:**
		collecting and discussing unknown technical or subject specific vocabulary	identifying and discussing unknown technical or subject specific vocabulary	identifying and discussing unknown technical or subject specific vocabulary with increasing independence	exploring and discussing unknown technical or subject specific vocabulary with increasing independence
		using features such as: contents, index, headings and links within a web page to navigate a text	using features such as: contents, index, headings and links within a web page to navigate a text beginning to make decisions about which of the above would be the most useful for retrieving the information required	using the navigational features of a range of texts and beginning to make choices about which would be most useful for retrieving the information required beginning to make comparisons between forms, layouts and the ways in which information is presented	using the navigational features of a range of texts and making choices about which would be most useful for retrieving the information required making comparisons between forms, layouts, and the ways in which information is presented



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Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		Retrieve and record information from non-fiction by:	**Retrieve and record information from non-fiction by:**	**Retrieve, record and present information from non-fiction by:**	**Retrieve, record and present information from non-fiction by:**
		re-reading to find specific information in a non-fiction text retrieving information from specified aspects of a text e.g. headings, graphs, illustrations, subheadings	beginning to skim and scan a text to find specific information retrieving information from different sections or aspects of a text e.g. headings, graphs, illustrations, subheadings	skimming and scanning a text to find specific information retrieving information from more than one section or aspect of a text e.g. headings, graphs, illustrations, subheadings	skimming and scanning a range of texts to find specific information retrieving information from several sections or aspects of a text e.g. headings, graphs, illustrations, subheadings
		identifying keywords and main points within the text recording information gained from reading in a variety of simple forms e.g. notes, mind maps, flow charts and tables	identifying keywords and main points within texts recording information gained from reading in a variety of simple forms e.g. notes, mind maps, flow charts and tables	identifying keywords and main points within and across texts recording information gained from reading in a variety of forms e.g. notes, mind maps, flow charts tables, bullet points and questions for further research	identifying keywords and main points within and across texts recording information gained from reading in a variety of forms e.g. notes, mind maps, flow charts tables, bullet points and questions for further research



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Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
				Retrieve, record and present information from non-fiction by:	**Retrieve, record and present information from non-fiction by:**
				presenting information gained from reading e.g. orally, individual or group written outcomes	presenting information gained from reading e.g. orally, individual or group written outcomes



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Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			Distinguish between statements of fact and opinion by:	**Distinguish between statements of fact and opinion by:**	**Distinguish between statements of fact and opinion by:**
			beginning to identify facts within a text thinking about whether something is true/not true –real or imagined beginning to identify opinions within a text e.g. viewpoints, beliefs	identifying facts within a text thinking about whether something is true/not true –real or imagined identifying opinions within a text e.g. viewpoints, beliefs	identifying facts within a text and beginning to recognise that opinions are sometimes presented as facts identifying opinions within a text e.g. viewpoints, beliefs and beginning to identify varying opinions



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Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Provide reasons for their views by:	**Provide reasons for their views by:**	**Begin to provide reasoned justification for their views by:**	**Begin to provide reasoned justification for their views by:**	**Provide reasoned justification for their views by:**	**Provide reasoned justification for their views: by**
justifying (with support), their views about texts they have had read to them and others that they read for themselves *e.g. 'Puffin Peter looked and looked everywhere for Paul because he really missed him.'*	beginning to independently justify their views about texts they have had read to them and others that they read for themselves, beginning to refer back to the text for evidence *e.g. 'I think Tom really loves Nana because he chopped up his skis for firewood.'*	justifying their views about what they have read or have had read to them referring back to the text for evidence *e.g. Ethel seems to be very clever but she's not very nice because she's often mean to Mildred when her spells don't work.'*	beginning to reason by justifying their views about what they have read or have had read to them sometimes referring to more than one place in the text *e.g. 'After such a long and dangerous journey, Ivan must have felt so happy at first to see the dance but then so upset that it wasn't real.'*	forming conclusions based on, or inferred from, evidence within the text e.g. *Torak and Renn learn to trust each other and you see them become friends. They started out as sort of enemies because she was in the group when he was captured but their journey showed them they needed each other to survive.* justifying their opinions, sometimes referring to more than	forming conclusions based on, or inferred from, evidence within the text e.g. *Jan does things that you know are wrong, like telling lies, but there are lots of clues that his life must have been awful when he was younger and he must have had to do bad things to survive.* justifying their opinions, referring to more than one place in the text where appropriate e.g. *Jan can't get out of his bad habits because he's been living that way*



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Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Provide reasons for their views by:	**Provide reasons for their views by:**	**Begin to provide reasoned justification for their views by:**	**Begin to provide reasoned justification for their views by:**	**Provide reasoned justification for their views by:**	**Provide reasoned justification for their views: by**
				one place in the text e.g. Renn only helps him when they first meet because it could help her clan. Then they find they have to work together to escape the bear. By the end, Torak will risk getting the last bit of the Nanuak to save his friend Renn.	*for so long. He steals food for the children when they can't get it any other way, but then he carries on when he doesn't need to any longer – like when they're in the American unit and the Captain says, it's become a habit.*
sharing personal preferences regarding named books	sharing personal preferences regarding authors and named books	expressing and justifying personal preferences regarding authors/named books/poets/genres	expressing and justifying personal preferences regarding authors/named books/poets/genres	expressing and justifying personal preferences regarding authors/named books/poets/genres	expressing and justifying personal preferences regarding authors/named books/poets/genres



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Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Participate in a discussion about what is read to them, taking turns and listening to what others say by:	**Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say by:**	**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 by:**	**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 by:**	**Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously by:**	**Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously by:**
listening attentively in discussion and beginning to make related comments taking some account of other speakers' comments, e.g. in paired work	listening attentively in discussion and making related comments considers alternative viewpoints	listening and making relevant, related comments commenting or asking for an explanation beginning to recognise that opinions may change as a result of listening attentively to others	listening and making relevant, related comments commenting or asking for an explanation understanding that you may sometimes need to change your opinion as a result of listening attentively to others	sustaining attentive listening, building on others' ideas by agreeing or disagreeing challenging specific points within an argument for greater clarity/detail/accuracy beginning to draws on different points of view when responding	sustaining attentive listening, building on others' ideas by agreeing or disagreeing challenging specific points within an argument for greater clarity/detail/accuracy drawing on different points of view when responding



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Participate in a discussion about what is read to them, taking turns and listening to what others say by:	**Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say by:**	**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 by:**	**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 by:**	**Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously by:**	**Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously by:**
asking questions to find out specific information including 'How' and 'Why'	asking questions for clarification and understanding	asking questions for clarification and understanding posing 'what if?' questions that may change the outcome or direction of the line of enquiry/dilemma	asking questions for clarification and understanding posing 'what if?' questions that may change the outcome or direction of the line of enquiry/dilemma	asking questions for clarification and understanding) beginning to ask and answer open questions to explore a range of possibilities and justifies responses in relation to the text using tentative language (e.g. could it be?', I wonder whether ..? 'perhaps', possibly) to aid speculative thinking and deepen understanding when considering a line of enquiry/dilemma	asking questions for clarification and understanding) asking and answering open questions to explore a range of possibilities and justifies responses in relation to the text using tentative language (e.g. could it be? I wonder whether?', 'perhaps', possibly) to aid speculative thinking and deepen understanding when considering a line of enquiry/dilemma



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Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Participate in a discussion about what is read to them, taking turns and listening to what others say by:	**Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say by:**	**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 by:**	**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 by:**	**Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously by:**	**Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously by:**
participating in discussions	participating in discussions speaking audibly to a group	participating and speaking audibly in a range of situations beginning to use evidence to defend points of view	participating and speaking audibly in a range of situations beginning to make use of discursive techniques such as: defending views with evidence and making use of persuasive language	presenting spoken arguments, making use of some discursive techniques, such as: sequencing points logically, defending views with evidence and making use of persuasive language	presenting spoken arguments, making use of a range of discursive techniques, such as: sequencing points logically, defending views with evidence and making use of persuasive language



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Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Participate in a discussion about what is read to them, taking turns and listening to what others say by:	**Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say by:**	**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 by:**	**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 by:**	**Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously by:**	**Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously by:**
following agreed group discussion guidelines	following agreed group discussion guidelines	beginning to develop, agree and evaluate rules for effective discussion	developing, agreeing and evaluating rules for effective discussion	developing, agreeing and evaluating rules for effective discussion beginning to act upon feedback to improve the quality of their explanations and contributions to discussions	developing, agreeing and evaluating rules for effective discussion acting upon feedback to improve the quality of their explanations and contributions to discussions



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Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Participate in a discussion about what is read to them, taking turns and listening to what others say by:	**Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say by:**	**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 by:**	**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 by:**	**Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously by:**	**Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously by:**
taking turns sometimes expressing a view/opinion	taking turns in group or class conversations sharing a view/opinion considering the opinions of others (with support)	taking turns in group or class conversations beginning to follow up others' points showing whether they agree or disagree in a group or whole-class discussion	taking turns in group or class conversations following up others' points showing whether they agree or disagree in a group or whole-class discussion	following up and build upon ideas under discussion challenging others' views courteously considering possibilities and arriving at an agreement	following up and building upon ideas under discussion challenging others' views courteously considering possibilities and arriving at an agreement
			identifying key points following a discussion	beginning to summarise main ideas from a discussion	summarising main ideas from a discussion



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Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Explain clearly their understanding of what is read to them by:	**Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves by:**	**Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves by:**	**Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves by:**	**Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary by:**	**Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary by:**
sharing their own views about what has been read to them	talking about what they are reading and what has been read to them sharing personal responses	expressing ideas showing understanding of what has been read beginning to develop clarity of personal responses	expressing ideas showing understanding of what has been read developing clarity of personal responses	expressing ideas showing understanding of what has been read, drawing upon personal responses	expressing ideas showing understanding of what has been read, drawing upon personal responses



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Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Explain clearly their understanding of what is read to them by:	**Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves by:**	**Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves by:**	**Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves by:**	**Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary by:**	**Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary by:**
explaining their view using the word 'because'	explaining their view using words such as 'because' and using evidence from the context	explaining or giving reasons for their views or choices, referring to the context and offering evidence to support their opinion	explaining or giving reasons for their views or choices, referring to the context and offering evidence to support their opinion beginning to rephrase evidence from the context	beginning to communicate ideas with precision and clarity referring to text to support opinions rephrasing evidence from the context	communicating ideas with precision and clarity referring to text to support opinions rephrasing evidence from the context



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Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Explain clearly their understanding of what is read to them by:	**Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves by:**	**Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves by:**	**Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves by:**	**Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary by:**	**Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary by:**
	explaining to others what they have read or found out	explaining to others what they have read or found out beginning to provide a summary of what has been read or found out for own and others' use	providing a summary of what has been read or found out for own and others' use explaining to others what they have read or found out and begin to share views with justification	beginning to present their understanding of what they have read, sequencing points logically and supporting views with evidence beginning to make use of notes to support	present their understanding of what they have read, sequencing points logically and supporting views with evidence making use of notes to support
				taking part in a debate, demonstrating understanding of what they have read	taking part in a debate, demonstrating understanding of what they have read



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