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|  | **Reception** | **Y1** | **Y2** | **Y3** | **Y4** | **Y5** | **Y6** |
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| Decoding Phonics | Secure with year group phonic expectations. Read some common irregular words. Use phonic knowledge to decide regular words & read aloud accurately.  | Secure with year group phonic expectations.  | Secure with year group phonic expectations.  |
|  | Identify rhymes and alliteration. Join in with rhyming patterns.  | Identify which words appear again and again. Recognise & join in with predictable phrases.  | Recognise simple recurring literary language.  |
|  |  | Relate reading to own experiences. Re-read if reading does not make sense. Re-tell with considerable accuracy. Discuss significance of title & events.  | Read ahead to help with fluency & expression. Comment on plot, setting & characters in familiar & unfamiliar stories. Recount main themes & events. Comment on structure of the text.  | Comment on the way characters relate to one another. Know which words are essential in a sentence to retain meaning.  | Give a personal point of view on a text. Re-explain a text with confidence.  | Summarise main points of an argument or discussion within their reading & make up own mind about issue/s. Compare between two texts. Appreciate that people use bias in persuasive writing. Appreciate how two people may have a different view on the same event.  | Refer to text to support opinions and predictions. Give a view about choice of vocabulary, structure, etc. Distinguish between fact & opinion.  |
|  |  | Make predictions on basis of what has been read. Make inferences on basis of what is being said & done.  | Draw inferences such as inferring characters’ feelings, thoughts & motives from their actions.  | Justify inferences with evidence, predicting what might happen from details stated or implied.  | Draw inferences and justify with evidence from the text.  |
|  |  | Use commas, question marks & exclamation marks to vary expression. Read aloud with expression & intonation.  | Recognise how commas are used to give more meaning.  | Use appropriate voices for characters within a story.  | Vary voice for direct or indirect speech.  | Appreciate how a set of sentences has been arranged to create maximum effect.  |
|  |  | Recognise: o capital letters o full stops o question marks o exclamation marks o ellipsis Know why the writer has used the above punctuation in a text.  | Recognise: o commas in lists o apostrophe of omission & possession (singular noun) Identify past/present tense and why the writer has used a tense.  | Recognise: o inverted commas Recognise: o plurals o pronouns and how used o collective nouns o adverbs Explain the difference that the precise choice of adjectives and verbs make.  | Recognise: o apostrophe of possession (plural) Identify how sentence type can be changed by altering word order, tenses, adding/deleting words or amending punctuation. Explain why a writer has used different sentence types or a particular word order and the effect it has created.  | Recognise: o clauses within sentences Explain how and why a writer has used clauses to add information to a sentence.  | Recognise: o complex sentences with more than one subordinate clause o phrases which add detail to sentences Explain how a writer has used sentences to create particular effects.  |
|  |  | Use content and index to locate information.  | Skim & scan to locate information and/or answer a question.  | Use more than one source when carrying out research. Create a set of notes to summarise what has been read.  | Skim and scan to aide note-taking.  |

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| Secure with year group phonic expectations. Read some common irregular words. Use phonic knowledge to segment and blend regular words & read aloud accurately.  |

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| Secure with year group phonic expectations.  |

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| Secure with year group phonic expectations and moving into analytic reading approach e.g. recognising syllables. Also recognising whole words and sight recognition of many high frequency words. |

 | Fluent in decoding quickly and using several strategies to decode unusual words.Chunking, context, semantics. | Children are fluent. Develop stamina with more challenging texts. |

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| Continue to develop stamina and challenge. |

 | As year 5 with focus on SATs. |
| Patterns and Rhymes |

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| Identify rhymes and alliteration. Join in with rhyming patterns.  |

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| Identify which words appear again and again. Recognise & join in with predictable phrases.  |

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| Recognise simple recurring literary language.  |

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| Comprehension And Understanding |

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| Read & understand simple sentences. Demonstrate understanding when talking with others about what they have read.  |

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| Relate reading to own experiences. Re-read if reading does not make sense. Re-tell with considerable accuracy. Discuss significance of title & events.  |

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| Read ahead to help with fluency & expression. Comment on plot, setting & characters in familiar & unfamiliar stories. Recount main themes & events. Comment on structure of the text.  |

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| Comment on the way characters relate to one another. Know which words are essential in a sentence to retain meaning.  |

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| Give a personal point of view on a text. Re-explain a text with confidence.  |

 | Summarise main points of an argument or discussion within their reading & make up own mind about issue/s. Compare between two texts. Appreciate that people use bias in persuasive writing. Appreciate how two people may have a different view on the same event. |

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| Refer to text to support opinions and predictions. Give a view about choice of vocabulary, structure, etc. Distinguish between fact & opinion.  |

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| Prediction, Inference and Deduction |

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| Make basic predictions.  |

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| Make predictions on basis of what has been read. Make inferences on basis of what is being said & done.  |

 | Make predictions on basis of what has been read. Make inferences on basis of what is being said & done. |

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| Draw inferences such as inferring characters’ feelings, thoughts & motives from their actions.  |

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|  Justify inferences with evidence, predicting what might happen from details stated or implied.  |

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| Draw inferences and justify with evidence from the text.  |

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| Intonation and Expression |  |

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| Read aloud with pace & expression, i.e. pause at full stop, raise voice for question.  |

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| Use commas, question marks & exclamation marks to vary expression. Read aloud with expression & intonation  |

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| Recognise how commas are used to give more meaning.  |

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|  Use appropriate voices for characters within a story.  |

 | Vary voice for direct or indirect speech.  | Appreciate how a set of sentences has been arranged to create maximum effect. |
| Punctuation, Grammatical Features and the Writer’s Craft |

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| Identify **start** and **end** of a sentence.  |

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| Recognise:**capital letters** **full stops** **question marks****exclamation marks** **ellipsis** Know why the writer has used the above punctuation in a text.  |

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| Recognise: **commas in lists** **apostrophe of omission & possession (singular noun)** Identify past/present tense and why the writer has used a tense  |

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| Recognise: **inverted commas** Recognise: **plurals** **pronouns and how used** **collective nouns** **adverbs** Explain the difference that the precise choice of adjectives and verbs make.  |

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| Recognise: **apostrophe of possession (plural)** Identify how sentence type can be changed by altering word order, tenses, adding/deleting words or amending punctuation. Explain why a writer has used different sentence types or a particular word order and the effect it has created.  |

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| Recognise: **clauses within sentences** Explain how and why a writer has used clauses to add information to a sentence.  |

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| Recognise: **complex sentences with more than one subordinate clause** **phrases which add detail to sentences** Explain how a writer has used sentences to create particular effects.  |

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| Research |  |

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| Know difference between fiction and non-fiction texts.  |

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| Use content and index to locate information.  |

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| Skim & scan to locate information and/or answer a question.  |

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| Use more than one source when carrying out research. Create a set of notes to summarise what has been read.  |

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|  Skim and scan to aide note-taking.  |

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