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|  | **Reception** | **Y1** | **Y2** | **Y3** | **Y4** | **Y5** | **Y6** |
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| Patterns and  Rhymes | |  | | --- | | 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. | |  |  |  |  |
| Comprehension  And Understanding | |  | | --- | | Read & understand simple sentences.  Demonstrate understanding when talking with others about what they have read. | | |  | | --- | | 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. | |
| Prediction, Inference and Deduction | |  | | --- | | Make basic predictions. | | |  | | --- | | 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. | |  | | --- | | 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. | |  |
| Intonation and  Expression |  | |  | | --- | | Read aloud with pace & expression, i.e. pause at full stop, raise voice for question. | | |  | | --- | | 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. |
| Punctuation, Grammatical Features and the Writer’s Craft | |  | | --- | | Identify **start** and **end** of a sentence. | | |  | | --- | | Recognise:  **capital letters**  **full stops**    **question marks**    **exclamation marks**  **ellipsis**  Know why the writer has used the above punctuation in a text. | | |  | | --- | | Recognise:  **commas in lists**  **apostrophe of omission & possession (singular noun)**  Identify past/present tense and why the writer has used a tense | | |  | | --- | | Recognise: **inverted commas**  Recognise: **plurals**    **pronouns and how used**  **collective nouns**  **adverbs**  Explain the difference that the precise choice of adjectives and verbs make. | | |  | | --- | | 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. | | |  | | --- | | Recognise:  **clauses within sentences**  Explain how and why a writer has used clauses to add information to a sentence. | | |  | | --- | |  | | 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. | | |
| Research |  | |  | | --- | | Know difference between fiction and non-fiction texts. | | |  | | --- | | 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. | |