

## Reading

At Stokes Wood Primary School we teach children the content of the national curriculum 2014 in reading. The programme of study for each year group is separated into two strands: Word reading and reading (and listening) comprehension.

In Nursery, Reception and KS1, the phonics element of the word reading strand is taught using the ALS Phonics Programme, a scheme of work rolled out across Leicester City Local Authority Schools. This scheme of work meets the core criteria for phonics teaching laid out by the Department for Education. It also includes other strategies and approaches to teach early reading skills.

The ALS approach to reading is the quality-first teaching of phonics, shared and guided reading led by Ann Smalberger. Ann Smalberger is an independent teaching and learning consultant who has been teaching children to read for more than twenty years. She has supported teachers to develop their skills as ASTs, CLLD (Communication, Language and Literacy Development) consultants and (Ethnic Minority Achievement) consultants.

Ann has adapted the planning for the teaching of phonics, shared and guided reading. The approach is multi-sensory and caters for all learning styles (visual, auditory and kinaesthetic).

The ALS training program is funded by the Leicester Local Authority by de-delegated funding.

All Nursery, Reception and KS1 teachers and teaching assistants at Stokes Wood Primary School have received training from Ann Smalberger in all aspects of the ALS programme. Teachers and teaching assistants in Year 3 and other KS2 year groups also use this approach to support pupils who have some SEND or have fallen behind for other reasons. They have received the relevant training.

**Phonics** – The programme recommends whole class discrete daily phonics lessons starting at Phase 1 in the Nursery, Phase 2, 3 and 4 in Reception and continuing with Phase 4 and 5 in Year 1. The lesson plan changes according to the Phase, however it follows the same structure – Review, Teach, Practice, Apply. Children who are falling behind also receive phonics interventions at the appropriate level in each year group. However, the sequence is adapted for cohorts where there is a wide range of ability or where there has been disruption to teaching (for example Covid). In these situations, year groups **may** be set to ensure pupils are receiving teaching in the appropriate phase and or pupils will receive additional interventions to secure their basic phonic knowledge. Pupils' reading books are closely matched to the phonic knowledge they have been taught so they can practise it in their reading.

**Phase 1 Phonics** is taught throughout the Nursery year. It has 7 different aspects which all develop auditory skills. The aspects are as follows: Environmental Sounds; Instrumental Sounds; Body percussion; Rhythm and Rhyme; Alliteration; Voice sounds and Oral Blending and Segmenting. An aspect is taught every day, either whole class or in groups, depending on the aspect being taught. Rhythm and Rhyme and Alliteration continue to be taught throughout the primary years.

Phase 1 continues to be taught and reviewed during the first half term of the Reception year.

**Phase 2 Phonics** begins when the children are secure with their oral blending and segmenting. During the daily whole class lessons the children are taught phoneme-grapheme correspondence. There are 18 phonemes and 23 graphemes taught in Phase 2. Four phonemes are taught every week, with a revision lesson on the fifth day. The children learn how to blend to read and segment to write words and sentences containing these phonemes. Emphasis is made on

learning new vocabulary and reading is familiar and meaningful to the children. Reading and writing strategies (or mantras) are taught so that the children will apply the strategies in their independent work - (for reading - 'look at the letters, make the sounds and blend the sounds together' and for writing – 'say the word, robot the word and write the word').

These are also used during shared and guided reading and writing. Letter formation and handwriting practice is embedded into the lessons.

**Phase 3 Phonics** begins to introduce digraphs and trigraphs (25 phonemes).

**Phase 4 Phonics** introduces adjacent consonants.

**Phase 5 Phonics** introduces alternative spellings. These lessons revise the previously learnt grapheme and then introduce the new grapheme. Phase 5 usually finishes at the end of Year 1 although Year 2 will revise the Phase during the first term.

**Assessment** – All children are baseline assessed at the beginning of the academic year. They are then assessed at the end of every phonic block or earlier. This will give an early indication of those children who need additional interventions outside the daily phonics lessons.

**High Frequency Words** – High frequency words or tricky words, as they are also known, are taught during and outside of the phonics lessons. Children are given flashcards or word mats to take home to learn to read and spell. Some of the high frequency words are decodable. The children are encouraged to see the word and say the word where they can but apply their phonics where possible and for unknown tricky words to build up fluency in their reading.

**Shared Reading** – whole class lessons to teach the strategies used for reading. Many strategies are taught using 'mantras' that the children have learnt in their phonics lessons. They apply their phonic knowledge during the lessons and answer comprehension questions. Lessons cater for all learning styles and emphasise speaking and listening. Talk partners are used in most lessons.

**Guided Reading** – the children are grouped into ability groups of up to 6 children. Where children are still receiving phonics sessions or interventions, the children each have a phonetically decodable book and are encouraged to apply the skills they have learnt in shared reading. They read individually by themselves and the teacher listens to them in turn, asking questions. After the children have read, they are asked questions about what they have read and to find evidence in the text. Inference questions are also asked. Speaking and listening is emphasised. Group or individual assessments are kept throughout the sessions.

Pupils read books which allow them to practise their phonic skills at the appropriate level and build their comprehension strategies.

**Interventions** – Appropriate interventions are provided for those pupils falling behind age related expectations for as long as they need it. Phonics is delivered in Year 3 and Year 4 as interventions address gaps in learning in part due to the Covid period. These are in the form of small group phonics interventions, BRP (Better Reading Partners), Reciprocal Reading and others which are relevant for particular groups and cohorts.

**Shared Writing** - whole class lessons to teach the strategies used for writing, using the mantras taught in the phonics lessons.

**Guided writing** – the children are grouped in ability groups and are encouraged to apply the writing strategies taught during shared writing. Work is planned to support and challenge children appropriately.

In all year groups, there are number of processes, skills and expectations which all children should develop, working with books at their independent level for reading and using books which are shared and read to them.

## Year by year objectives and progression statements

For each year group, the reading comprehension strand of the programme of study is further broken down.

There is added detail in these aspects to support the progression in skills children need to take in order to become proficient readers by the age of eleven. Key objectives are shown in bold. Additional progression statements beyond the NC2014 expectations are shown in italics. See below.

## Key pupil targets

We believe that children should understand the progress they are making and the steps they need to take. The long list of criteria is for teacher and parent use. We have identified the key learning steps for each year group that should be used as targets. This should be used flexibly, identifying others from the long list if these are required.

**NB It is not intended that any of these documents be used as a tick-sheet of skills. Teacher and pupil judgements should be based on how well the child is achieving within each of these aspects and with what level or reading age of text the children is able to do these with.**

## **Reading Strands**

The development of reading is made on the basis of a series of strands:

### **Word reading**

Children should decode using phonics and graphic knowledge (phonics first approach) and through reading common exception words/sight words. As decoding develops children should learn to read quickly and fluently words they have decoded on several occasions and not decode every word.

### **Reading (and listening) comprehension:**

This is separated into 2 strands: Comprehension strategies and Response to texts. Within each of these there are generic skills that need to be taught to children at all ages.

### Key strands for focus:

- Children should be taught to develop pleasure in reading, motivation to read, vocabulary and understanding
- Children should listen to and discuss a wide range of poetry, stories and non-fiction including reference books

### Comprehension Strategies

Children should be taught to understand the books they can read and those read aloud to them by:

1. Visualising
2. Predicting
3. Understanding vocabulary: developing strategies for this including recognising what they don't understand
4. Use background knowledge and experiences
5. Asking questions about the text
6. Developing inference
7. Summarising

### Children need to:

- Read aloud and learn: poetry, plays and stories (*and non-fiction texts too!*)
- Discuss what they read with other children and adults with developing confidence and independence and in developing detail.
- Listen to stories read aloud by the teacher and understand these, including being encouraged to visualise, make inferences and ask questions as an active listener (shared reading).

**NB: One of the main key performance indicators for reading achievement is based on the level of text the child can decode and comprehend simultaneously. Bold type in the book bands at the top of each page indicate expected levels for the end of each year. B, W, S indicate the target tracker levels of beginning, working within and secure (having achieved) the end of year expectation.**

# Progression Map for Reading © Jo Puttick, Louise Jenkins, Anna Harrison

	R	Y1	Y2	Y3	Y4	Y5	Y6
ARE book levels	BM 6	BM 16-17	BM21-22	BM24	BM26-27	BM29-30	BM30+
ARE AR ZPD			2.0 – 2.9	2.8 – 3.5	3.5 – 4.5	4.0 – 6.0	5.0 – 7.0
<b>Fiction genres</b>	Traditional Tales Fairy Tales Stories from other cultures Rhyming stories Modern picture books	Classic stories Traditional Tales Fairy Tales Stories from other cultures	Stories from different cultures Myths, legends and folk-tales Stories from the Bible Fairy-tales re-formed and original Classic tales Modern picture books Rhyming stories Wordless picture books Stories that help children to understand issues or challenge stereotypes	Stories from different cultures Myths and legends Aesops Fables Parables Fairy tales re-formed, humorous Classic novels	Historical stories Classic novels Mystery and adventure stories Stories from different cultures Myths and legends Traditional stories Parables	Stories with Issues and Dilemmas Classic stories Historical fiction Time-slip stories Inspirational stories Dystopian novels Stories from different cultures Legends Parables	Stories with Issues and Dilemmas Classic stories Historical fiction Time-slip stories Inspirational stories Dystopian novels Stories from different cultures Legends Parables
<b>Poetry genres</b>	Nusery Rhymes Rhyming strings, Rhymes, Giles Andreas poetry books.	Rhyme, Performance Poetry, Senses Poetry Poetry based on the seasons	Classic poetry	Classic poetry Humorous rhymes and narrative poems	Classic poetry Modern poetry	Poetry with unusual voices and perspectives Poetry from other religions Narrative poems Poems based on topics Classic poetry Poems from different cultures Political poetry	Poetry with unusual voices and perspectives Poetry from other religions Narrative poems Poems based on topics Classic poetry Poems from different cultures Political poetry
<b>Non-fiction text types</b>	Captions Recount Bean diary Life cycles Seasons Real Bears	Captions, Recount Non-chronological reports Explanation text Instructions	Recount Non-chronological report and other information texts Explanation text Instructions Letter for different purposes	Diary entries Lettres Persuasion Explanations Information texts Newspaper Reports Biographies	Recount /diary Persuasive texts Explanations Newspaper reports Information texts Biographies	Newspaper reports Biography Persuasive writing Speech making Information texts	Persuasive Newspaper reports (3 weeks) Speech making Information texts Biography
<b>Novel / picture book / film Literacy units</b>		The Jolly Postman Room on the Broom Tiddler Town Mouse & Country Mouse	(something similar to The Snowman) You're Safe with Me??? – or a different story from / represents another culture – Tango / Something Else / Amazing Grace Giraffe, Pelly and Me	Flat Stanley (including story) ??? Magic Faraway Tree	The Witches Charlotte's Web /Stig of the Dump Titanium	Where the Poppies Now Grow Christmas Carol The Happy Prince Macbeth Biographies based on Inspirational People	Biographies based on Inspirational People World War II week The Silver Sword by I. Serrailier Romeo and Juliet Titanic
<b>Graphic organiser use</b>	Story maps	Spider diagrams, story maps	Spider diagrams, story maps, explanations	Graphic organisers for most non-fiction text types, boxed up text	Graphic organisers for most non-fiction text types, boxed up text for fiction	Graphic organisers for all text types	Graphic organisers for all text types

## Word Reading

R	Y1	Y2	Y3	Y4	Y5	Y6
I can orally blend and segment a word.  I use my phonic knowledge to decode CVC words.	I use phonic knowledge to help me to decode words	I use phonic knowledge to decode new text from automatically and fluently	I use phonic knowledge to decode new text from automatically and fluently			
I respond with the correct sound for graphemes for at least 36 phonemes including alternative sounds for graphemes	I respond speedily with the correct sound for graphemes for all 40+ phonemes including alternative sounds for graphemes	I sound out new words quickly in my head including words with alternative phonemes for graphemes				
I sound out and read many words within my graphemic knowledge.	I read many words within my graphemic knowledge without needing to sound them out	I read most words except new or unfamiliar words without having to sound and blend out loud.				
I read exception / tricky words from phase 2 to phase 3 and spot unusual letter sound correspondences.	I read exception / tricky words from phase 2 to phase 5 and spot unusual letter sound correspondences.	I read a range of common exception / tricky words I say which part of the word is tricky	I read a wider range of common exception / tricky words	I read a wider range of common exception / tricky words and I can see what makes them tricky.		
	I read words containing graphemes I know that have endings -s, -es, -ing,-ed, -ed, -er, and -est	I read words with common suffixes ed, ing, est, er, ful	I use my developing understanding about root words, prefixes and suffixes to help me to read aloud with increasing fluency and understanding.	I use what I know about root words, prefixes and suffixes to help me to read aloud with fluency, understanding and expression	I often apply my knowledge of root words, prefixes and suffixes to help me to read fluently and understand the meaning of new words.	I apply my knowledge of root words, prefixes and suffixes to help me to read fluently and understand the meaning of new words.
I am beginning to read words that have more than one syllable and am developing strategies to 'break them down'.	I read words with more than one syllable that contain graphemes I know	I read words of two or more syllables using a range of graphemes	I break words into syllables to decode unknown words speedily using good graphemic knowledge.	I break words into different sized chunks, including syllables, to decode unknown words	<i>I break long polysyllabic words into syllables with speed and read across the entire word.</i>	<i>I break long polysyllabic words into syllables with speed and read across the entire word.</i>
	I recognise words with missing letters and understand the apostrophe shows there is a missing letter e.g. I'm, I'll, we'll	I read and understand words with missing letters e.g. I'm, I'll, we'll				

## Wider decoding skills

R	Y1	Y2	Y3	Y4	Y5	Y6
I understand how words come together to make captions and sentences.  I am beginning to read captions and sentences with confidence and fluency.	I am beginning to read as if I am talking I re-read sentences and books to build up fluency and confidence in word reading	I re-read books with fluency, expression and intonation	I read with developing fluency by seeing the words that go together in phrases in sentences by being able to scan ahead.  I am beginning to use expression to demonstrate	I read with developing fluency by seeing the words that go together in phrases in sentences and scan ahead while reading to see what is coming.	I read fluently with intonation, expression, appropriate pace and use of pauses to entertain and maintain interest I change my tone of my voice to react to word and text meaning	I read fluently with intonation and expression, pauses, pace and emphasis to interest and entertain the audience. I change my tone to suit my interpretation of the text.

I re-read sentences if I have stopped to work out a word.			different tones in the text eg negative/ positive	I can demonstrate emotions in my tone that are appropriate to the context.		
I check that what I say matches the expected letters and graphemes across the word (within my graphemic knowledge).	I check that what I say matches the expected letters and graphemes across the word. I use pictures to check my decoding is correct and try to correct myself when it doesn't. I repeat words or phrases to check / confirm or problem - solve	I check that the text makes sense to me as I read, thinking does it look right and make sense and I correct my mistakes. I notice when a small mistake I make doesn't fit with the meaning.	I notice mistakes I make in my reading using meaning, language structures and visual information and correct myself as a result	I notice mistakes I make in my reading and correct them because the text doesn't make sense using meaning, language structure and visual information	<i>I notice mistakes in my reading when reading higher level texts and correct them because the text doesn't make sense. I use a wider range of breakdown strategies to do this.</i>	<i>I notice mistakes in my reading when reading higher level texts and correct them because the text doesn't make sense. I use a range of breakdown strategies to do this.</i>
I look at label and pictures to scan for information	I scan labels and pictures to find something / information I need. I locate pages / sections of interest.	I scan the information in the classroom to find what I need. I scan text to find answers to questions or specific words.	I scan text to find given words and phrases and retrieve information.	I scan text to find key words and phrases that I have identified for myself from a question. I am starting to skim read in order to get a sense for a piece of text.	I scan text to find key words and phrases, and for synonyms and related words. I am developing my skim reading skills by noticing to key words (nouns / verbs) and can piece information together to give the gist of a paragraph.	<i>I scan text quickly to find key words and phrases and for synonyms and related words  I skim read text to get the gist of a passage.</i>
I am beginning to self-correct when I am reading.	I try to correct myself "on the run"	I re-read sentences from the beginning if I stopped to decode a difficult word	I re-read sentences from the beginning if I stop to decode a difficult word to maintain the sense and my understanding of it	I re-read sentences from the beginning if I stopped to decode a difficult word to maintain fluency, sense and understanding.	<i>I know that I sometimes need to reread text carefully to understand it fully.</i>	<i>I reread text carefully to understand it fully.</i>
		I am developing my skills to read quietly to myself. I know that to read in my head I need to hear a voice in my head.	I read silently some of the time and am developing better pace in reading. I am beginning to sustain interest in longer texts, returning to them easily after a break	I can read in my head	<i>I read longer texts with increasing pace and stamina in my head.</i>	I read effectively in my head with pace and stamina
I know how print works in English: left to right, top to bottom; front / back cover of the book						

## Grammar for Reading

R	Y1	Y2	Y3	Y4	Y5	Y6
<p>I show awareness of capital letters and full stop.</p> <p>I recognise speech bubbles.</p>	<p>I show awareness of a range of punctuation marks.</p>	<p>I use punctuation to help me to read with expression and to keep track of information in longer sentences.</p>	<p>I use the range of punctuation accurately at the end of the sentence and commas within sentences to help to read with expression and understanding</p>	<p>I use the range of punctuation accurately both at the end of the sentence and within the sentence to help expression, pace, fluency and understanding. I can scan ahead to spot punctuation that I am coming to.</p>	<p><i>I understand how the meaning of sentences is shaped by punctuation, word order and linking words and phrases (including pronouns) and use the punctuation to help to understand this.</i></p>	<p><i>I read longer complex sentences using commas, brackets, semi colons, colons and dashes accurately to help me and others to understand.</i></p>
		<p>I can track simple pronouns to help me to understand text.</p>	<p>I understand clearly the common pronoun references.</p>	<p>I can track pronouns in reading to help me to understand the text.</p>	<p><i>I can work out the references to characters and places in a text using a range of pronouns, determiners and alternative noun references</i></p>	<p><i>I can work out the references to characters, places and specific events in text using a range of pronouns, determiners and alternative noun references.</i></p>
		<p>I understand the information in expanded noun phrases and use this to help me to understand.</p>	<p>I can identify simple expanded noun phrases within a text and I am starting to use this to add detail to the picture in my head.</p>	<p>I can identify expanded noun phrases within a text and I can use this to add detail to the picture in my head.</p>	<p>I can identify more complex noun phrases within a text and I can use this to add detail to the picture in my head.</p>	<p>I can identify complex noun phrases within a text and I use this information to make inferences and deductions about the noun.</p>
					<p><i>I can identify different conjunctions and I am starting to understand the impact they have on my understanding of the text.</i></p>	<p><i>I understand and can explain what different conjunctions mean and how they impact on my understanding of the text.</i></p>

## Reading comprehension strategies

R	Y1	Y2	Y3	Y4	Y5	Y6
I use the pictures to help me to understand what a word means.	I talk about word meanings and I link new meanings to these I can use pictures to help me to understand what a word means as opposed to using pictures to help to read words. I notice words I don't understand.	I talk about and clarify the meanings of words, linking new meanings to what I already know If I don't know the meaning of a word, I read the whole sentence to try to work it out. I can think of alternative words for specific words in the text.	I use my developing knowledge about root words, prefixes and suffixes to help me to understand the meaning of new vocabulary. I explain the meaning of words in context I identify and ask about words I don't understand. I can match words with synonyms.	I use what I know about root words, prefixes and suffixes to help me to understand the meaning of new vocabulary. I can replace a word with a different word to help me to understand it. If I don't understand a word, I read the sentences around it to help me. I explain the meaning of words in context I ask about the meanings of words I don't understand I use dictionaries to check the meaning of words I have read.	I explore the meaning of words in <i>context</i> and I ask about the meanings of words I don't understand . I try to use a range of strategies to use to help me understand a word I don't understand including root words / prefixes / suffixes / background knowledge / understanding the context of the text / visualisation / inference. I can identify words and phrases closest in meaning to a given word	I explore the meaning of words in context and I ask about the meanings of words I don't understand I can identify which strategy to use to help me understand a word I don't know and give reasons for my choice. I can give a range of words with a similar meaning to a given word
		I can understand basic jokes	I can understand basic jokes and why they are funny	I understand a wider range of jokes and play on words and know why they are funny.	I understand puns and some idioms. I understand metaphorical language.	I understand sarcasm in text I understand a wider range of idioms.
I understand that I might not understand a word or things might not make sense when I read.	I recognise when I don't understand a word. I check the sentence makes sense to me as I read and I self-correct when I make mistakes.	I recognise when I don't understand a word. I check that each sentence makes sense to me.	I identify and ask about words I don't understand. I check the text makes sense to me	I check the text makes sense to me	I check books make sense to me and can talk about my understanding of significant ideas, events and characters.	<i>I monitor my reading for sense and can talk in detail about my understanding including giving the gist.</i>
I understand what I read and retell at least three key events.	I understand what I read and can retell it in sequence	I can use subheadings as labels that summarise what a text is about. I recall specific information from my reading or look back at the text to find information	I can match a summary label to a paragraph.  I identify main ideas taken from a paragraph and summarise these	I can match different summary labels to a sequence of paragraphs. I identify main ideas taken from more than one paragraph and summarise these in own words	I can annotate the main ideas from a text. I summarise the key points of a paragraph and the main ideas drawn from more than one paragraph	I summarise succinctly the key point of a paragraph
		I discuss the sequence of events in books and how information is related	I can retell the gist of what I have read in my own words by identifying key words.	I can retell the gist of what I have read in my own words, by identifying key words showing understanding of inferences	<i>I can give the gist of what I have read in my own words including what I have inferred</i>	I summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.
I am beginning to make pictures in my head when someone reads to me.	I can make simple pictures in my head as I move beyond reading picture books	I can make simple pictures in my head as I move beyond reading picture books	I can picture characters, settings and events to help me understand a text.	I can visualise based on noun phrases, verbs and adjectives to build a moving picture.	<i>I can use a range of grammatical information in a text to create a picture in my head accurately</i>	I can visualise a text based on using the full range of word classes and the figurative language
I use story maps and sequence pictures to help me visualise the story..	I understand the link between key words in texts and what they represent.	I can visualise settings and characters and recognise when they change.	I recognise when the picture in my head may be wrong.	I can picture characters, settings and events to help me understand a text I recognise when the picture in my head may be wrong.	<i>I recognise that my ideas and visualised images can and do change during the course of reading and I am able to</i>	<i>I recognise that my ideas and visualised images can and do change during the course of reading and I am able to</i>

		With support, I recognise when the picture in my head may be wrong.			<i>change my mind if I have made a mistake.</i>	<i>change my mind if I have made a mistake.</i>
I predict what might happen next using the pictures clues to help.	I predict what might happen based on the front cover and on some pictures.	I predict what might happen on the basis of what I have read so far	I predict what might happen from details that are stated and implied I can justify the predictions someone else makes.	I make sensible predictions about what might happen from details that are stated and implied and change my predictions in the light of new information.	I make sensible predictions about what might happen from details that are stated and implied and can justify my prediction by referring to the story	I predict what might happen from details stated and implied and can justify my predictions by reference to both the text and my background knowledge.
I can make comments linking stories to my own experiences.	I am beginning to link what I read or hear read to my own experiences	I know I need to use knowledge I already have to help me to understand text.	I use my background knowledge from what I know or have read about to help me to understand.	I use past experiences, what I have previously read and what I know about to support my understanding	I use background knowledge to help me to understand all aspects of a text	I can relate a text to my background knowledge and use this to empathise with characters' thoughts and feelings.
I make comments, ask questions and answer who, what, why and how questions about what I hear or read.	I answer questions about what I read.	I answer and ask questions about what I read	I ask questions and wonder to improve my understanding of a text	I ask questions and wonder to improve my understanding of a text	I ask questions ( <i>and wonder</i> ) to improve my understanding.	I ask questions ( <i>and wonder</i> ) to improve my understanding <i>actively looking for answers to these</i>
I know some simple difference between non-fiction and fiction.	I know some simple differences between non-fiction and fiction.	I know how non-fiction text is presented differently to fiction text.	I know how non-fiction text is presented differently to fiction text.	I identify how language, structure and presentation contribute to meaning and can recognise the different features of non-fiction text types.	I understand how the language, structure and presentation contribute to meaning and that these features vary depending on the audience and purpose of a text.	I understand how the language, structure and presentation contribute to meaning and that these features vary depending on the audience and purpose of a text.
I can make simple inferences about pictures and text that is read to me.	I make simple inferences on the basis of what is being done.	I make simple inferences on the basis of what is being said and done	I make inferences such as inferring characters' feelings and thoughts from their actions or from what they say.	I find evidence from the text to help me to support inferences I make inferences such as inferring characters' feelings, thoughts and motives from their actions	I make inferences such as inferring characters' feelings, thoughts and motives from their actions and I can sometimes find evidence to support this.	I make inferences such as inferring characters' feelings, thoughts and motives from their actions and justify these with evidence.
		I can say the information in a sentence in my own words using my working memory.	I make simple connections within a text between one sentence and the next	I make connections across different sentences I read and say them back in my own words using working memory.	<i>I connect the information that I read within paragraphs, across texts and to other books</i>	<i>I make comparisons within and across books commenting on similarities and differences.</i>

## Response to text including in reading across the curriculum

R	Y1	Y2	Y3	Y4	Y5	Y6
I enjoy listening to a range of stories, poem and non-fiction text. I am starting to talk about what I hear.	I listen to and discuss a wide range of poems, stories and non-fiction	I listen to and can talk about different poetry, stories and information text including what I like and don't like	I listen to and can discuss a range of fiction, poetry, non-fiction and plays and make recommendations to others.	I listen to and can discuss a wide range of fiction, poetry, non-fiction and plays and make recommendations to others.	I read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction building on my own and others' ideas, beginning to use this to influence my further reading and that of others.	I read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction building on my own and others' ideas, using this to influence my further reading and that of others.
I am familiar with key stories and traditional tales and I can retell them using puppets, props and pictures.	I am becoming very familiar with key stories, fairy stories and traditional tales and I can retell them.	I understand what I read in books and can comment on characters and events	I understand what I read in books and can discuss this including expressing opinions about what I have read.	I understand what I read in books and can discuss this, expressing opinions and giving evidence for this.	I sometimes give reasoned justifications for my views based on evidence from the text.	I give reasoned justifications for my views based on precise evidence from the text including quotations.
			I am beginning to find evidence from the text to help me to show my understanding	I can identify the important information in a text. I can find evidence from the text to help me to show my understanding	I can retrieve pertinent information when required rather than giving longer vague responses. I can use evidence to explain or justify my understanding.	I can paraphrase a point in a text. I can use a range of evidence to explain or justify my understanding.
I know some simple difference between non-fiction and fiction.  I can identify features of simple non-fiction- e.g. title and content page, front cover.	I know some differences between fiction and non-fiction. I can identify features of simple non-fiction. (font styles, labels, titles, captions)	I talk about how non-fiction books are structured e.g. contents, index, glossary, titles, sub title and I know the purposes of these.	I find and record information from non-fiction texts I use the different organisational features in non-fiction texts to help me navigate my way around a page and I know the purposes of these.	I find and record information from non-fiction texts and use the different organisational features to help me navigate my way around a page efficiently. I can explain the purpose of these features.	I can find, record and present information from non-fiction texts I am beginning to understand the difference between fact and opinion I navigate different types of non-fiction in different ways.	I find, record and present information from non-fiction texts efficiently. I know the difference between fact and opinion <i>and can identify this in a text</i>
I know stories have a beginning, middle and end.	I identify simple features of structure in stories and poems.	I identify structural features of some stories and poems.	I recognise different forms of poetry and stories I am beginning to understand how the text contributes to meaning.	I recognise different forms of poetry and stories. I understand how the text contributes to meaning.	I read and understand fictional texts (paper based and digital) that are structured in different ways and read for a range of purposes and can explain the main purpose of these.	I read and understand fictional texts (paper based and digital) that are structured in different ways and read for a range of purposes and can explain the main purpose of these
I make comments on what I hear and see when sharing a book with an adult, which shows my understanding	I can explain clearly what I understand when someone reads to me.	I explain and discuss my understanding of books, poems and other writing that I read for myself. I identify parts of the text that make me respond in different ways and link this to other texts	I identify themes from a given range in stories, poems and books.	I identify themes, structures and some purposes in a wide range of books.	I identify and discuss themes and conventions in a range of writing.	I know that texts have a range of themes and can identify prominent and lesser themes and can make connections between these and others I have read.
I recognise rhyming words in stories and join in with repeated refrains in familiar tales.	I identify simple features of language in key stories and	I recognise simple recurring literary language in stories and poems I talk about my favourite words and phrases and identify familiar patterns in language	I identify and discuss words and phrases that make the reader interested.	<i>I am beginning to understand why authors have chosen particular words and phrases over alternative options based on the different shades of meaning.</i>	<i>I understand why authors have chosen particular words and phrases to enhance meaning and that words make you feel a certain way.</i>	I comment on how and why a writer has used certain language, including figurative language (e.g. simile, metaphor, personification) <i>and the effect this has on the reader.</i>

I enjoy listening to stories, poems and rhymes. I can recite simple poems and rhymes by heart.	I am learning to appreciate stories, rhymes and poems and I can recite some by heart.	I know and can recite stories and poems with appropriate intonation to make the meaning clear.	I read aloud and perform poems and play scripts showing my understanding through intonation, volume and actions.	I read aloud and perform poems and play scripts showing my understanding through intonation, tone, volume and actions.	I read, recite and performs poems and plays, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.	I read, recite and perform poems and plays showing understanding through intonation, tone and volume so that prompt an emotional response from the audience.
I know basic words to identify how I feel about characters in stories.	I can state a simple opinion about specific characters or events	I use wider vocabulary to talk about characters, or events.	I can give an opinion about a character's personality and events	I can discuss a character's personality, events or actions and justify my ideas.	I can identify what it means to form an impression about a character, actions or events and discuss these and justify these.	I can justify varied perceptions people may have about different characters, themes, events or actions.
I talk about what I like and don't like in stories and texts	I talk about what I like and don't like in stories and texts and can name my favourite book.	I talk about what I like and don't like in stories and texts and am can talk about favourite titles and begin to give reasons for this.	I am beginning to develop knowledge of genre and can discuss which genres I like and dislike.	I can identify my favourite genres and use this to inform my book choices and make recommendations to others.	I know what types of books and I enjoy but also challenge myself to read a wider range of genres.	I discuss preferences confidently about different texts and genres and can explain my preferences.
I know that an author is somebody who writes stories.	I can use the front cover of a text to identify the author.	I am able to name my favourite author and explain why I like their stories.	I am beginning to develop a knowledge of different authors and I can list a few different titles written by the same author.	I know a range of different authors and can talk more confidently about how their books are similar and different.	I can talk confidently about which authors I enjoy and list the books they have written. I compare and contrast the work of different authors and use this knowledge to inform my book choices.	I can discuss similarities and differences between authors and can comment on how an author's heritage or the time in which they lived may influence the themes within their writing.