

## Reading Skills Progression Map

|               |  | Nursery  |  |  |
|---------------|--|--|--|--|
|               |  | Autumn Term  | Spring Term  | Summer Term  |
| Word Reading  |  | <ul style="list-style-type: none"> <li>• Listen attentively.</li> <li>• Explore and experiment with sounds and words.</li> <li>• Distinguishing between different sounds in the environment and sounds in words (phonemes).</li> <li>• Sing songs independently.</li> <li>• Enjoy songs and rhymes.</li> <li>• Notice some print.</li> <li>• Enjoy rhythmic and musical activities.</li> <li>• Play percussion instruments.</li> </ul> | <ul style="list-style-type: none"> <li>• Develop understanding of rhyme and alliteration and the rich rhythm of stories.</li> <li>• Discriminate phonemes.</li> <li>• Talk about and join in with stories, poems, rhymes and new vocabulary.</li> <li>• Be a 'beginner reader' – they may not access print independently and need to be immersed in a language rich environment, exploring different texts and beginning to develop their understanding of the skills they need to read and begin to see that there are different strategies they can use as they develop their reading skills.</li> <li>• Enjoy sharing new stories, rhymes and poems - texts, rhymes and poems will be an integral part of their time in Nursery.</li> <li>• Begin to understand the 5 Key concepts of print:               <ul style="list-style-type: none"> <li>○ Print has meaning;</li> <li>○ Print can have different purposes;</li> <li>○ We read English text from left to right and from top to bottom;</li> <li>○ The names of the different parts of a book;</li> <li>○ The page sequencing.</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• Show an awareness of rhyme and alliteration.</li> <li>• Reproduce audibly, the phonemes they hear, in order, all through the word.</li> <li>• Use sound-talk to segment words into phonemes.</li> <li>• Begin to orally blend phonemes.</li> <li>• Enjoy sharing new stories, rhymes and poems - texts, rhymes and poems will be an integral part of their time in Nursery.</li> <li>• Understand the 5 Key concepts of print:               <ul style="list-style-type: none"> <li>○ Print has meaning;</li> <li>○ Print can have different purposes; We read English text from left to right and from top to bottom;</li> <li>○ The names of the different parts of a book;</li> <li>○ The page sequencing.</li> </ul> </li> <li>• To be immersed in Phase 1 activities of Letters and Sounds and show their phonological awareness by:               <ul style="list-style-type: none"> <li>○ Spotting and suggesting rhymes;</li> <li>○ Counting/clapping syllables in a word;</li> <li>○ Recognising words with the same initial sound, e.g., money and Mummy;</li> <li>○ Having some awareness of rhyme and alliteration;</li> <li>○ Hearing and saying initial sounds in words.</li> </ul> </li> <li>• Know a few core words, letter names and/or sounds, especially any of personal significance.</li> <li>• Over time, to play a more active role in 'reading'.</li> </ul> |
| Comprehension |  | <ul style="list-style-type: none"> <li>• Enjoy sharing books with adults.</li> <li>• Repeat words and phrases.</li> <li>• Ask questions about simple stories.</li> <li>• Touch and handle books and digital devices.</li> <li>• Notice pictures and symbols and begin to recognise what they stand for.</li> </ul>   | <ul style="list-style-type: none"> <li>• Have favourite stories they love to share.</li> <li>• React and respond to illustrations, characters and narratives through sharing books, using questions and imaginative play.</li> <li>• Handle a book carefully.</li> <li>• Engage with print around them - digital and media texts.</li> <li>• Talk about stories.</li> </ul>  | <ul style="list-style-type: none"> <li>• Use their memory of story to retell and recount and perform, interpret and invent based on what they have seen and heard.</li> <li>• Be increasingly familiar with a storyline and increasingly predict when they work with memorable texts.</li> <li>• Become an oral storyteller and re-enact a text. These skills help them to develop a growing awareness of what is involved for being able to read themselves.</li> </ul>   |

|              |               | Reception  |   |  |
|--------------|---------------|--|---|--|
|              |               | Autumn Term  | Spring Term   | Summer Term  |
| Word Reading |               | <ul style="list-style-type: none"> <li>Develop their phonological awareness to:               <ul style="list-style-type: none"> <li>Spot rhymes in familiar stories and poems.</li> <li>Count or clap syllables in a word.</li> <li>Recognise words with the same initial sound.</li> </ul> </li> <li>Begin to read individual letters by saying the sounds for them.</li> <li>Begin to blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</li> <li>Begin to read CVC words containing known letter-sound correspondences.</li> <li>Match taught graphemes and phonemes.</li> <li>Blend and read cvc words containing taught sounds.</li> <li>Read taught tricky words.</li> </ul> | <ul style="list-style-type: none"> <li>Develop their phonological awareness to:               <ul style="list-style-type: none"> <li>Complete a rhyming string.</li> <li>Begin to use sound buttons to identify how many sounds are in a word.</li> <li>Supply words with the same initial sound for phase 2 single sounds.</li> </ul> </li> <li>Recognise all taught sounds, including some digraphs.</li> <li>Re-read phonetically decodable books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</li> <li>Blend sounds into words, so they can read short words made up of known letter-sound correspondences.</li> <li>Read simple sentences containing known letter-sound correspondences containing 1 or 2 common exception words.</li> </ul> | <ul style="list-style-type: none"> <li>Say a sound for each letter in the alphabet and at least 10 digraphs</li> <li>Read words consistent with their phonic knowledge by sound blending.</li> <li>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul>  |
|              | Comprehension | <ul style="list-style-type: none"> <li>Have a love of stories and listen attentively to story time.</li> <li>Ask questions about stories.</li> <li>Repeat words and phrases from familiar stories.</li> <li>Repeat new vocabulary in a context of a story.</li> <li>Have favourite books and seek them out, to share with an adult, with another child, or to look at alone.</li> <li>Talk about the main events in the story and predict what might happen.</li> <li>Retell a story using role-play or small world resources, using some story language.</li> </ul>   | <ul style="list-style-type: none"> <li>Answer questions about a text that has been read to them.</li> <li>Begin to predict what might happen next in a story.</li> <li>Begin to use modelled vocabulary during role-play, for example in the Small World.</li> <li>Seek familiar texts or stories to re-read in the book area. Request favourite stories and poems, for example during Vote for a story.</li> <li>Retell or make up own stories using vocabulary that has been learnt.</li> <li>Identify non-fiction texts, remembering facts.</li> </ul>   | <ul style="list-style-type: none"> <li>Can share a favourite book with a peer, retelling the story in their own way repeating known phrases from the text.</li> <li>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> <li>Anticipate – where appropriate – key events in stories.</li> <li>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</li> </ul> |

| Year 1  | Year 2  | Year 3  | Year 4   | Year 5   | Year 6  |
|---|---|---|--|--|---|
| <b>Vocabulary (2a)</b><br><i>Give/explain the meaning of words in context</i>   |   |   |  |  |   |
| <p><b>Decoding</b></p> <ul style="list-style-type: none"> <li>• Apply phonic knowledge and skills as the route to decode words</li> <li>• Read speedily all 40+ phonemes, including, where applicable, alternative sounds for graphemes</li> <li>• Read accurately by blending sounds in unfamiliar words</li> <li>• Read common exception words</li> <li>• Read words containing taught GPCs and Year 1 suffixes</li> <li>• Read other words of more than one syllable that contain taught GPCs</li> <li>• Read words with contractions</li> <li>• Read books aloud, accurately, that are consistent with their developing phonic knowledge</li> </ul> | <p><b>Decoding</b></p> <ul style="list-style-type: none"> <li>• Consolidate their phonics knowledge and apply it to new and unfamiliar texts.</li> <li>• Read out loud and begin to explain the meaning of new words.</li> <li>• Read Year 1 and 2 common exception words.</li> </ul> | <p><b>Decoding</b></p> <ul style="list-style-type: none"> <li>• Use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words).</li> <li>• Apply their growing knowledge of root words, prefixes and suffixes taught in KS1 and Year 3, when reading aloud and explain the meaning of new words.</li> <li>• Read some further exception words, noting the unusual correspondences between spelling and sounds and where these occur in the word.</li> <li>• Begin to read Y3/Y4 exception words</li> </ul> | <p><b>Decoding</b></p> <ul style="list-style-type: none"> <li>• Read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill.</li> <li>• Apply their growing knowledge of root words, prefixes and suffixes taught in KS1 and LKS2, when reading aloud and explain the meaning of new words</li> <li>• Independently read further exception words, explaining the unusual correspondence between the spelling and sound and where these occur in the word.</li> </ul> | <p><b>Decoding</b></p> <ul style="list-style-type: none"> <li>• Read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual clues.</li> <li>• Apply their understanding of new words referring to known root words, prefixes and suffixes taught throughout KS1, LKS2 and Year 5.</li> <li>• Apply their knowledge of morphology and etymology to explain unfamiliar words.</li> </ul> | <p><b>Decoding</b></p> <ul style="list-style-type: none"> <li>• Read fluently with full knowledge of all Y5/Y6 exception words, root words, prefixes, suffixes/word endings taught throughout KS1 and KS2.</li> <li>• Decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual clues.</li> </ul> |

| Year 1   | Year 2   | Year 3   | Year 4  | Year 5  | Year 6  |
|--|--|--|---|---|---|
| <p><b>Word meanings</b></p> <ul style="list-style-type: none"> <li>Discuss key vocabulary, linking meaning of new words to those already known.</li> </ul> | <p><b>Word meanings</b></p> <ul style="list-style-type: none"> <li>Discuss and explicitly teach strategies for finding out the meaning of new and unfamiliar words.</li> </ul>   | <p><b>Word meanings</b></p> <ul style="list-style-type: none"> <li>Explicitly teach and provide assistance in using dictionaries to check meaning of words.</li> <li>Discuss their favourite words and phrases.</li> </ul>   | <p><b>Word meanings</b></p> <ul style="list-style-type: none"> <li>Explicitly teach and provide some assistance in using dictionaries to check meaning of words.</li> </ul>   | <p><b>Word meanings</b></p> <ul style="list-style-type: none"> <li>Apply their understanding of how to use a dictionary to become increasingly more independent in checking the meaning of words that they have read.</li> </ul>  | <p><b>Word meanings</b></p> <ul style="list-style-type: none"> <li>Independently use dictionaries to check the meaning of words that they have read.</li> </ul>   |
| <p><b>Understanding</b></p> <ul style="list-style-type: none"> <li>Talk about the meaning of key words</li> </ul>  | <p><b>Understanding</b></p> <ul style="list-style-type: none"> <li>Explicitly teach how to use the context of a text to understand the meaning of words.</li> <li>Begin to explain the meaning of words independently, making some references to the text they are reading.</li> </ul> | <p><b>Understanding</b></p> <ul style="list-style-type: none"> <li>Explicitly teach and begin to use meaning breakdown and background knowledge to discuss their understanding and explain meaning of words in a text.</li> <li>Explain the meaning of the words, making references to a section of text or paragraph.</li> <li>Ask questions to improve their understanding of a text.</li> </ul> | <p><b>Understanding</b></p> <ul style="list-style-type: none"> <li>Explicitly teach and independently use meaning breakdown and background knowledge to explain the meaning of words in a text.</li> <li>Explain the meaning of words, referring to a specific paragraph.</li> <li>Ask questions to improve their understanding of a text.</li> </ul> | <p><b>Understanding</b></p> <ul style="list-style-type: none"> <li>Discuss their understanding of a text using the VIP words and all other comprehension strategies.</li> <li>Explain the meaning of words, referring to a specific page in the text.</li> <li>Ask questions to improve their understanding of a text.</li> </ul> | <p><b>Understanding</b></p> <ul style="list-style-type: none"> <li>Discuss their understanding of the text using all comprehension strategies.</li> <li>Explain the meaning of words, referring to the longer, whole texts.</li> <li>Use their word knowledge to find synonyms for words in a whole text.</li> <li>Ask questions to improve their understanding of a text.</li> </ul> |

| Year 1   | Year 2  | Year 3  | Year 4  | Year 5   | Year 6   |
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| <p style="text-align: center;"><b>Inference (2d)</b><br/><i>Make inferences from the text/explain and justify inferences with evidence from the text</i></p>   |   |   |   |  |  |
| <ul style="list-style-type: none"> <li>• Make inferences on the basis of what is being said and done</li> <li>• Answer 'why' questions requiring basic inference eg. Why do you think he said...? Why do you think he did that?</li> </ul> | <ul style="list-style-type: none"> <li>• Make simple inferences from any part of the text, referring to settings or characters.</li> </ul>                                      | <ul style="list-style-type: none"> <li>• Draw inference from across a paragraph referring to simple settings and characters.</li> </ul>   | <ul style="list-style-type: none"> <li>• Draw inferences from across a page of text referring to settings and characters using evidence from the text.</li> </ul>   | <ul style="list-style-type: none"> <li>• Use quotations from the text to explain characters' thoughts, feelings and motives from their actions and settings using evidence from a chapter.</li> </ul>  | <ul style="list-style-type: none"> <li>• Concisely paraphrase evidence from the text to explain character's thoughts, feelings and motives from their actions and settings using evidence from across the whole text.</li> </ul>                       |
| <p style="text-align: center;"><b>Prediction (2e)</b><br/><i>To predict what might happen from details stated and implied</i></p>  |   |   |   |  |  |
| <ul style="list-style-type: none"> <li>• Discuss the title and predict what the story may be about.</li> <li>• Make predictions based on what has been read so far and give simple reasons</li> </ul>                                      | <ul style="list-style-type: none"> <li>• Understand what the skill of prediction means.</li> <li>• Use knowledge of events in the text to make sensible predictions.</li> </ul> | <ul style="list-style-type: none"> <li>• Use background knowledge and prediction reading strategies.</li> <li>• Use events that have happened in the text to make an accurate prediction from a short passage.</li> <li>• Begin to justify predictions using evidence from the text.</li> </ul> | <ul style="list-style-type: none"> <li>• Explain reading strategies (using background knowledge, asking questions and inferring)</li> <li>• Use events that have happened in the text and background knowledge to make an accurate prediction from what has been read.</li> <li>• Justify predictions from details stated and implied.</li> </ul> | <ul style="list-style-type: none"> <li>• Use all reading strategies to help make their prediction.</li> <li>• Infer and retrieve details stated and implied to make an accurate prediction based on quotations from the previous chapter.</li> <li>• Justify predictions in detail with evidence from the text.</li> </ul> | <ul style="list-style-type: none"> <li>• Use all reading strategies to help make their prediction.</li> <li>• Infer and retrieve details stated and implied to make an accurate prediction based on evidence from chapters previously read.</li> </ul> |

| Year 1  | Year 2  | Year 3   | Year 4  | Year 5   | Year 6  |
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| <p><b>Explain (2f, 2g, 2h)</b></p> <p><i>Identify/explain how information/narrative content is related and contributes towards meaning as a whole.</i></p> <p><i>Identify/explain how meaning is enhanced through choice of words and phrases.</i></p> <p><i>To make comparisons within a text.</i></p>   |   |  |   |  |   |
| <ul style="list-style-type: none"> <li>• Demonstrate understanding of texts by answering questions related to who, what, where, when, how, why.</li> <li>• Identify and describe main characters in stories.</li> <li>• Give opinions and when prompted, support with reasons</li> <li>• Relate texts to own experience and describe in some detail.</li> </ul> | <ul style="list-style-type: none"> <li>• Explain what new words mean, based on the context.</li> <li>• Explain what parts of a text they find interesting and why.</li> <li>• Discuss how word choices effect the meaning.</li> <li>• Demonstrate understanding of fiction and non-fiction texts by answering questions related to who, what, where, when, how, why (orally and in writing).</li> </ul> | <ul style="list-style-type: none"> <li>• Be introduced to each comprehension strategy and use some of the reading strategies (e.g., meaning breakdown) to check that a text makes sense to them.</li> <li>• Explore which comprehension strategy helps to check the meaning of words in context.</li> <li>• Identify words and phrases that capture the reader’s interest and imagination from a short passage.</li> <li>• Discuss and identify how language, structure and presentation contribute to meaning.</li> </ul> | <ul style="list-style-type: none"> <li>• Explain what each comprehension strategy is and explore which reading strategy they could use (e.g., meaning breakdown) to check the text makes sense to them.</li> <li>• Explain which comprehension strategy helps check the meaning of words in context.</li> <li>• Discuss and identify words and phrases that capture the reader’s interest and imagination from a page of text.</li> <li>• Identify and explain how language, structure and presentation contribute to meaning.</li> </ul> | <ul style="list-style-type: none"> <li>• Explain which comprehension strategy they are using to check the text makes sense to them and using VIP words (e.g., I am using meaning breakdown because...)</li> <li>• Accurately choose which comprehension strategies help to check the meaning of words in context.</li> <li>• Discuss how language, structure and presentation contribute to meaning in a chapter.</li> <li>• Discuss how authors use language, including figurative language, considering the impact on the reader.</li> </ul> | <ul style="list-style-type: none"> <li>• Explain which comprehension strategies (might be using multiple) they are using to check the text makes sense to them (e.g., I used meaning breakdown and my background knowledge...)</li> <li>• Discuss and explain the comprehension strategies used to check the meaning of words in context.</li> <li>• Discuss how language, structure and presentation contribute to meaning in a whole text</li> <li>• Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</li> </ul> |

| Year 1  | Year 2  | Year 3   | Year 4  | Year 5   | Year 6   |
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| <p><b>Retrieval (2b)</b></p> <p><i>Retrieve and record information/identify key details from fiction and non-fiction.</i></p> |   |  |   |  |  |
| <ul style="list-style-type: none"> <li>Locate parts of text that give particular information eg. titles, contents.</li> </ul> | <ul style="list-style-type: none"> <li>Retrieve and record information from fiction and non-fiction, based on a specific question.</li> <li>Explain the difference between fact and opinion.</li> </ul> | <ul style="list-style-type: none"> <li>Retrieve and record information from fiction and non-fiction from a passage.</li> <li>Explain the difference between statements of fact and opinion.</li> <li>Retrieve, record and present information from non-fiction.</li> <li>Use high-quality non-fiction materials for purposeful informational retrieval across the curriculum (e.g. Science, History, Geography) and in contexts where children are genuinely motivated to find out information about their theme.</li> </ul> | <ul style="list-style-type: none"> <li>Retrieve and record information from fiction and non-fiction from a page of text.</li> <li>Explain the difference between statements of fact and opinion.</li> <li>Retrieve, record and present information from non-fiction.</li> <li>Use high-quality non-fiction materials for purposeful informational retrieval across the curriculum (e.g. Science, History, and Geography) and in contexts where children are genuinely motivated to find out information about their theme.</li> </ul> | <ul style="list-style-type: none"> <li>Retrieve and record information from fiction and non-fiction from a chapter.</li> <li>Explain the difference between statements of fact and opinion using examples from the text.</li> <li>Retrieve, record and present information from non-fiction.</li> <li>Use high-quality non-fiction materials of increasing complexity for purposeful informational retrieval across the curriculum (e.g. Science, History, Geography) and in contexts where children are genuinely motivated to find out information about their theme.</li> </ul> | <ul style="list-style-type: none"> <li>Retrieve and record information from fiction and non-fiction from a whole text</li> <li>Explain the difference between statements of fact and opinion using examples from the text.</li> <li>Retrieve, record and present information from non-fiction.</li> <li>Use high-quality non-fiction materials of increasing complexity for purposeful informational retrieval across the curriculum (e.g. Science, History, Geography) and in contexts where children are genuinely motivated to find out information about their theme.</li> </ul> |

| Year 1  | Year 2  | Year 3  | Year 4   | Year 5  | Year 6  |
|---|---|---|--|---|---|
| <b>Sequence</b>   |   | <b>Summarise (2c)</b><br><i>Summarise main ideas from more than one paragraph</i>   |  |   |   |
| <ul style="list-style-type: none"> <li>Identify and discuss the main events in stories using words like first, next, after that, later on, at the end.</li> </ul> | <ul style="list-style-type: none"> <li>Begin to identify the main ideas drawn from one paragraph and begin to summarise using a short passage.</li> <li>Discuss the main events in stories using prompts (pictures, objects, questions) or language such as 'First of all... Moments later... After a while... Finally..</li> </ul> | <ul style="list-style-type: none"> <li>Identify the main ideas drawn from more than one paragraph and summarise using a short passage.</li> </ul>   | <ul style="list-style-type: none"> <li>Identify the main ideas drawn from more than one paragraph and summarise using a chapter of text.</li> </ul>  | <ul style="list-style-type: none"> <li>Summarise the main ideas drawn from more than one paragraph identifying key details to support the main ideas.</li> </ul>  | <ul style="list-style-type: none"> <li>Concisely summarise the main ideas drawn from more than one paragraph using the key details to support the main ideas.</li> </ul>  |
| <b>Poetry and Performance</b>   |   |   |  |   |   |
| <ul style="list-style-type: none"> <li>Learn to appreciate rhymes and poems, and to recite some by heart.</li> </ul>  | <ul style="list-style-type: none"> <li>Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.</li> </ul>  | <ul style="list-style-type: none"> <li>Prepare and perform poems and play scripts that show some awareness of the audience when reading aloud.</li> <li>Begin to use appropriate intonation and volume when reading aloud.</li> </ul> | <ul style="list-style-type: none"> <li>Recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry).</li> <li>Prepare and perform poems and playscripts with appropriate techniques (intonation, tone, volume and action) to show awareness of the audience when reading aloud.</li> </ul> | <ul style="list-style-type: none"> <li>Continually show awareness of audience when reading aloud, using intonation, tone, volume and action.</li> <li>Show an increased understanding of the authors intention through analysing technique and language.</li> </ul> | <ul style="list-style-type: none"> <li>Confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect.</li> <li>Show an increased understanding of the author's intention through analysing technique and language.</li> </ul> |

| Year 1   | Year 2  | Year 3   | Year 4   | Year 5  | Year 6  |
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| <b>Reading for pleasure</b>  |   |  |  |   |   |
| <ul style="list-style-type: none"> <li>• Become very familiar with key stories, fairy stories and traditional tales, retell them and considering their particular characteristics</li> </ul> | <ul style="list-style-type: none"> <li>• Become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales.</li> </ul> | <ul style="list-style-type: none"> <li>• Develop an awareness of preference in reading.</li> <li>• Read books that are structured in different ways and read for a range of purposes.</li> </ul> | <ul style="list-style-type: none"> <li>• Sustain reading for enjoyment.</li> <li>• Develop reading stamina as they read longer texts.</li> <li>• Read books that are structured in different ways and read for a range of purposes.</li> <li>• Listen to texts read to them. Read favourite authors and choose books to read on the recommendation of others.</li> </ul> | <ul style="list-style-type: none"> <li>• Choose to read for pleasure.</li> <li>• Recommend books that they have read to their peers, giving reasons for their choices</li> <li>• Plan personal reading goals which reflect their interests and extend their range.</li> </ul> | <ul style="list-style-type: none"> <li>• Choose to read for pleasure.</li> <li>• Listen to texts read to them and sustain their reading of longer and more challenging texts</li> <li>• Develop their reading stamina and complete the independent reading of some longer texts.</li> </ul> |

| Year 1  | Year 2  | Year 3   | Year 4   | Year 5   | Year 6  |
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| <b>Discussing texts</b>   |   |  |  |  |   |
| <ul style="list-style-type: none"> <li>• Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</li> <li>• Participate in discussion about what is read to them, taking turns and listening to what others say</li> </ul> | <ul style="list-style-type: none"> <li>• Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently</li> </ul> | <ul style="list-style-type: none"> <li>• Discuss a range of fiction, poetry, plays, non-fiction and reference books or textbooks that they have read themselves and which have been read to them.</li> <li>• Take turns, listen to what others say.</li> <li>• Discuss specific events, characters or sections of a text.</li> <li>• Discuss words and phrases which capture the readers' interest and imagination.</li> </ul> | <ul style="list-style-type: none"> <li>• Discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks that they have read themselves and which have been read to them.</li> <li>• Take turns, listen to what others say and ask follow up questions to contributions made by others.</li> <li>• Identify and discuss the purpose of a text and the intended impact on the reader.</li> <li>• Identify and discuss the difference between fact and opinion.</li> <li>• Discuss the impact of words and phrases, which capture the readers' interest.</li> </ul> | <ul style="list-style-type: none"> <li>• Participate in discussions about books, building on their own and others' ideas.</li> <li>• Ask questions to clarify others' opinions.</li> <li>• Explain and discuss their understanding of what they have read.</li> <li>• Provide reasoned justifications for their views.</li> <li>• Identify and discuss themes and points of view within and across texts.</li> </ul> | <ul style="list-style-type: none"> <li>• Participate in discussions about books, building on their own and others' ideas.</li> <li>• Challenge views courteously.</li> <li>• Explain and discuss their understanding of what they have read through formal debates.</li> <li>• Provide reasoned justifications and a wider range of evidence to support their views.</li> <li>• Comment on the overall impact of a text on the reader.</li> </ul> |

| Year 1  | Year 2   | Year 3  | Year 4  | Year 5   | Year 6   |
|---|--|---|---|--|--|
| <b>Making links</b>   |  |   |   |  |  |
| <ul style="list-style-type: none"> <li>• Be encouraged to link what they read or hear to their own experiences</li> <li>• Recognise and joining in with predictable phrases.</li> </ul> | <ul style="list-style-type: none"> <li>• Recognise simple recurring literary language in stories and poetry.</li> </ul>  | <ul style="list-style-type: none"> <li>• Identify and compare themes of fictional stories.</li> </ul>   | <ul style="list-style-type: none"> <li>• Identify and compare themes in a wider range of fiction and nonfiction.</li> </ul> | <ul style="list-style-type: none"> <li>• Compare how a common theme is presented in a range of texts.</li> </ul>                     | <ul style="list-style-type: none"> <li>• Compare and contrast themes and topics in stories of the same genre, e.g. mysteries and adventure stories.</li> <li>• Explain the relationship between characters, plot, setting, point of view and theme.</li> </ul> |
| <b>Non-Fiction</b>  |  |   |   |  |  |
|   | <ul style="list-style-type: none"> <li>• Be introduced to non-fiction books that are structured in different ways.</li> <li>• Locate specific information from a non-fiction text eg. sub-headings, contents, bullet points, glossary, diagrams, index, labelled diagrams and charts.</li> </ul> | <ul style="list-style-type: none"> <li>• Identify the differences between a wider range of non-fiction text types (e.g. instructions, explanations).</li> </ul> | <ul style="list-style-type: none"> <li>• Use appropriate headings and sub-headings to locate information.</li> </ul>        | <ul style="list-style-type: none"> <li>• Compare and discuss the structures and features of a range of non-fiction texts.</li> </ul> | <ul style="list-style-type: none"> <li>• Use non-fiction materials for purposeful information retrieval (e.g. in reading history, geography and science) motivated to find out information.</li> </ul>   |