



THE 21
STEPS

Year R	Step 1	Step 2	Step 3	End of year Expectations
	<ul style="list-style-type: none"> - Develop interest/pleasure in books and reading - Develop interest in wide range of reading materials for example books, poems etc. either read to or read themselves - Listen attentively to stories, anticipating key events and responding to what they hear with relevant comments, questions or actions. 			
Book Handling and Enjoyment	<ul style="list-style-type: none"> - Independently I show an interest in illustrations and print in books and the environment. - I know that information can be relayed in the form of print. - I can hold books the correct way up and turn pages. - I can listen to and join in with stories and poems, one-to-one and also in small groups. -I enjoy listening to stories. 	<ul style="list-style-type: none"> - I can look at books independently. - I can handle books carefully. - I know that print carries meaning and, in English, is read from left to right and top to bottom. - I know that in English we have a return sweep at the end of each line. - I am developing one to one matching of words on the page with the word I speak. - I can point to each word as I read. - I understand the concepts of <i>letter</i> and <i>word</i>. - I can identify an initial letter. - I know what grapheme means. 	<ul style="list-style-type: none"> - I enjoy an increasing range of books. - I can use vocabulary and forms of speech that are increasingly influenced by my experience of books. -I am secure with one to one matching. -I am able to control all aspects of book handling and am consistent with the direction I look at print when reading. 	<ul style="list-style-type: none"> - I enjoy looking at and reading books. - I enjoy reading / listening to a range of reading materials, for example stories, poems and information texts. -I am able to control many aspects of early book-handling and am consistent with the direction I look at print. -I can respond to stories through a variety of means, including role play. -I can recite familiar rhymes and refrains or short and simple poems.
Phonological Awareness and Word Reading	<ul style="list-style-type: none"> - I enjoy rhyming and rhythmic activities. - I show awareness of rhyme and alliteration. - I recognise rhythm in spoken language. - I can continue a rhyming string. - I can recognise familiar words and signs such as my own name and advertising logos. -I can hear syllables and clap the number I can hear. 	<ul style="list-style-type: none"> - I can locate the initial letter in words and say the initial sound. - I can segment the sounds in simple words (2/3 phonemes) and blend them together. - I know which letters represent some of the sounds. 	<ul style="list-style-type: none"> - I can link sounds to letters, naming and sounding the letters of the alphabet. -I can read words and simple sentences. - I am able to use my phonic knowledge of phonemes and graphemes as I read. - I self-correct sometimes if my reading is not phonologically correct, using the graphemes I know. 	<ul style="list-style-type: none"> - I can read and understand simple sentences. - I can use my phonic knowledge to decode regular words and read them aloud accurately. - I can read some common exception words. - I enjoy reading simple words /sentences with others.
Comprehension	<ul style="list-style-type: none"> - I anticipate key events and phrases in rhymes and stories. -I know something about a character and have a sense of what the story is about. -I can use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. 	<ul style="list-style-type: none"> - I am beginning to be aware of the way stories are structured. I can choose the main character and relate an event in the story. -With help, I can read some simple sentences. -I can suggest how the story might end. -I can listen to stories with increasing attention and recall. 	<ul style="list-style-type: none"> - I can say something about the character, setting and main event. -I can read and understand simple sentences. -I can ask how and why questions about stories I have read or listened to. - I know that information can be retrieved from books & computers. - I sometimes know when my reading doesn't make sense. 	<ul style="list-style-type: none"> -I can read and understand simple sentences - I can demonstrate my understanding when talking with others about what I have read. - I can ask 'how' and 'why' questions about stories I have read or listened to.

Year 1	Step 4	Step 5	Step 6	End of Year Expectations
	<p>- Re-read books to build up their fluency and confidence in word reading.</p> <p>- Pupils should revise and consolidate the GPCs and common exception words taught in Reception. As soon as they can read words comprising of the Y1 GPCs accurately and speedily, they should move onto the Y2 programme of study for word reading.</p> <p>- 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.</p> <p>- Explore the meaning of words and develop vocabulary knowledge when decoding real words.</p>			
<p>Word Reading</p>	<p>- I can sound out most single-letter phonemes (e.g. a, e, u, c, g, p) and I am able to identify common digraphs e.g. sh, th, ch, ng, ll, and some vowel digraphs and trigraphs e.g. ai, ee, igh, oo, or, ar.</p> <p>- I am beginning to blend simple CVC, CVCC and CCVC words.</p> <p>- I am learning new GPCs.</p> <p>- I can read most Common Exception Words (CEW) from EYFS and some from the Y1 POS.</p>	<p>- I can use my phonic knowledge to sound out a growing range of digraphs /trigraphs and split digraphs e.g. oa, ea, au, ou, air, i-e, u-e.</p> <p>- I can sound out graphemes (letters or groups of letters) for all 40+ phonemes.</p> <p>-I am learning a wider range of alternative graphemes e.g. ai/ay/a-e; igh/i/i-e/y.</p> <p>- I can read GPCs within known words with increasing accuracy.</p> <p>- I can recognise familiar words in simple texts, and read many CEW words in Y1 POS or similar.</p> <p>-I am learning to check that what I am reading makes sense.</p> <p>* These will vary according to the phonics programme being used in your school.</p>	<p>- I can respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.</p> <p>- I can blend sounds together to read words, including long vowel phonemes and other GPCs I know.</p> <p>- I can read some words without overt sounding and blending after a few encounters. (Not in POS)</p> <p>- I can read the common exception words* [from the Y1 POS and similar] noting unusual correspondences between spelling and sound.</p> <p>- I can read words containing taught GPCs and endings -s,-es, -ing, -ed, -er, and -est.</p> <p>- I read words with contractions e.g. I'm, I'll, we'll, and understand that the apostrophe represents the omitted letter/s.</p> <p>-I check the text makes sense to me as I read and correct inaccurate reading.</p>	<p>- Apply phonic knowledge and skills as the route to decode words.</p> <p>- Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.</p> <p>- Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.</p> <p>- Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word read other words of more than one syllable that contain taught GPCs.</p> <p>- Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings.</p> <p>-Read other words of more than one syllable that contain taught GPCs</p> <p>- Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s).</p>
<p>Range of texts</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <p>-Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond which they can read independently</p> <p>-Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.</p>				

<p>Y1 Comprehension</p>	<ul style="list-style-type: none"> - I know a few familiar stories and I can recall some events. - I can use pictures and texts to identify meaning. - I can discuss some simple features; answering questions relating to, for example, changes in font size, details in illustrations or diagrams, identifying when somebody is speaking. - I understand the features of a book and use these to help me understand what it is about, e.g. title, blurb... - I can join in with group reading of familiar stories. - I can ask what unfamiliar words mean. - I recognise what a poem is and understand that some sounds rhyme. - I am familiar with some traditional tales and I know some of the features. - I can say what I like about a story, in a simple way. 	<ul style="list-style-type: none"> - I know a range of familiar stories and I can talk about the main events, such as: beginning, middle and end. - I know what the title says and means. - I can use my knowledge of texts that I have read to answer questions, e.g. What usually happens to good and bad characters? - I can recognise the difference between a story and an information text. - I understand the familiar structure in certain stories and I can join in with repeated language. - I can use my knowledge of texts to support reading of unfamiliar words, and sometimes remember them the next time I come across them. - I can guess what new words mean, using clues from my teacher. - I understand rhyming words and how they can be used in poems. - I know a few traditional tales very well and I know the key characteristics. 	<ul style="list-style-type: none"> - I know why the main events are important; I can discuss the significance of the title. - I can answer straightforward questions about a story. - I can recognise some differences between fiction and non-fiction. - I can recognise story language e.g. 'Once upon a time.. Big Bad Wolf...' and recognise a range of patterns in texts, including stories, rhymes and non-fiction. - I can explain clearly my understanding of what is read to me. - I can recognise repetition of language in my reading. - I can discuss what new words mean, linking new meanings to those I already know. - I can appreciate rhymes and poems, and recite some by heart; join in with predictable phrases. - I am very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. - I can participate in discussion about what is read to me, taking turns and listening to what others say. 	<ul style="list-style-type: none"> - Draw on what they already know or on background information and vocabulary provided by the teacher. - Check that the text makes sense to them as they read, and correct inaccurate reading. - Discuss the significance of the title and events. - Recognise and join in with predictable phrases. - Explain clearly their understanding of what is read to them. - Discuss word meanings, linking new meanings to those already known. - Learn to appreciate rhymes and poems, and to recite some by heart. - Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. - Be encouraged to link what they read or hear read to their own experiences. - Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently. - Participate in discussion about what is read to them, taking turns and listening to what others say.
<p>Making Inferences</p>	<ul style="list-style-type: none"> - I can use stories I have already heard or read to make simple predictions. - I can sometimes understand what the main characters are doing, or what is happening in the text, even if it doesn't say so clearly. - When prompted, I can find a link with my own experience. 	<ul style="list-style-type: none"> - I am beginning to understand how the characters have an impact on the main events in a story. - I know the simple structure of the texts I am reading, and can make a prediction based on these. - I understand the feelings of the main characters within a story. I can link this to my own experience. 	<ul style="list-style-type: none"> - I can make inferences on the basis of what is said and done e.g. I can recognise why a character is feeling a certain way. - I can express opinions about main events and characters in a story - I can make predictions on the basis of what I have read so far, e.g. about what the character might do next. - I can link what I read or hear read to my own experiences. 	<ul style="list-style-type: none"> - Make inferences on the basis of what is being said and done. - Predict what might happen on the basis of what has been read so far. - Link what is read or listened to with own experiences.

Year 2	Step 7	Step 8	Step 9	End of Year Expectations
<p>- Re-read books to build up fluency and confidence in word reading.</p> <p>- Pupils should revise and consolidate the GPCs and common exception words taught in Yr1. As soon as pupils can read words comprising of the Year 2 GPCs accurately and speedily they should move onto the Years 3 and 4 programme of study for word reading.</p>				
<p>Word Reading</p>	<ul style="list-style-type: none"> - I can read a range of words on sight and am able to use my phonic strategies to read more complex words. - I can read words with common suffixes, e.g. -ing, -ed, -y, -er. -I can clap and count syllables in words. I know what 'syllable' means. -With occasional prompting, I can self-correct when I have read a word incorrectly. - I usually notice contractions, but need some support to read them accurately. - I know the function of full stops when reading and I show this when reading aloud. 	<ul style="list-style-type: none"> - I can read fluently and have started to use my phonic skills to decode unfamiliar words quickly and easily. - I can predict alternative grapheme sounds in unfamiliar words. - I can read multi syllabic words. I can read words containing common suffixes (Y1&2) -I am developing my habit of self-correcting when I read a word incorrectly. - In contractions, I understand the apostrophe is replacing the missing letters. I read many successfully. - I can read aloud, taking account of punctuation and author intention. 	<ul style="list-style-type: none"> - I can read words accurately and fluently without overt segmenting and blending e.g. at over 90 words per minute. - I can read most words containing common suffixes, e.g. -ing, -ed, -er, -est, -ly, -ness, -ment, understanding the impact on root words. - I can use syllable boundaries to read each syllable then combine them to read a word; I can read most words of two or more syllables, that contain the graphemes I know. - I can self-correct when I have read a word or sentence incorrectly. - I can accurately read words with contractions. - I can read most C E W (Y 1 & 2) . 	<ul style="list-style-type: none"> - Secure phonic decoding until reading is fluent and read accurately by blending, including alternative sounds for graphemes. - Read accurately most words of two or more syllables. - Read most words containing common suffixes -Read further common exception words, noting unusual correspondences. - Read most words quickly & accurately without overt sounding and blending. - Sound out unfamiliar words accurately and automatically.
<p>Range of Texts: Develop pleasure in reading ... by:</p> <ul style="list-style-type: none"> - Being introduced to non-fiction books that are structured in different ways. - Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales. 				
<p>- Listening to / discussing a wide range of contemporary / classic poetry. Continuing to build a repertoire of poems learnt by heart, reciting some with appropriate intonation to make the meaning clear.</p>				
<p>Comprehension</p>	<ul style="list-style-type: none"> - I can retell a story, including a traditional tale. I use prompts to help me remember the events. - I can comment on the beginning, middle and end. -I am learning to check the text makes sense as I read. - I can work with a group to answer questions about texts. - I know how non-fiction texts are usually set out and can name some of their features. -I can recognise interesting words. 	<ul style="list-style-type: none"> - I can retell a range of stories, feeling familiar with the sequence of events, characters and setting; sometimes I do this in a group. -I often re-read the word or sentence if the text doesn't make sense to me. - I can answer and ask questions about the text I have read. - I know how non-fiction texts are structured and I can find out facts. -I can talk about words and say which I like and why. 	<ul style="list-style-type: none"> - I can retell a wide range of stories, including traditional tales, referring to most of the key events in sequence; I understand setting and characters. -I can usually re-read or self-check when the text doesn't make sense. - I can find the answers to questions in non-fiction, stories and poems. I can raise suitable questions. - I can talk about how non-fiction texts are structured and can locate specific information. I am learning to decide how useful the text is for its purpose. -I discuss my favourite words/phrases and how they affect meaning. 	<ul style="list-style-type: none"> - Draw on what they already know or on background information and vocabulary provided by the teacher. - Check that the text makes sense to them as they read, and correct inaccurate reading. - Answer and ask questions. - Discuss the sequence of events in books and how items of information are related. - Discuss their favourite words and phrases.

Year 2	Step 7	Step 8	Step 9	End of Year Expectations
	<ul style="list-style-type: none"> - I am learning to use other words I know to help me talk about what words mean. I know that a dictionary can help me. - I can recite some lines from simple poems, saying what I like. - I can say what I think about books, poems and non-fiction. - I can use the front cover and book title, as well as illustrations to make reading choices. 	<ul style="list-style-type: none"> - I can talk about what words mean by using other words I know, sometimes accurately; I can use a picture dictionary by myself. - I can recite poems / parts of poems, appreciating these. - I am able to take part in discussions about books, poems and non-fiction texts. - I can use the front cover and book title, as well as illustrations and the words inside to make reading choices. 	<ul style="list-style-type: none"> - I can discuss and clarify the meanings of words, linking them to known vocabulary; I can look up some words in a dictionary or thesaurus. - I continue to build up a repertoire of poems learnt by heart, with appropriate intonation. - I can participate in discussion about books, poems and other works and can compare similarities and differences between texts. - I can make choices about which texts to read, based on prior reading experiences. 	<ul style="list-style-type: none"> - Discuss and clarify the meanings of words, linking new meanings to known vocabulary. - Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves. - Take turns and listen to what others say. - Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.
Language for Effect	<ul style="list-style-type: none"> I can recognise rhyming words. - I am learning about some word-play, with guidance [e.g. tongue twisters]. - I know that some words affect the way I feel e.g. make the story scary or funny. 	<ul style="list-style-type: none"> - I can identify and think of some rhyming words by myself. - I notice some word-play e.g. tongue twisters; sounds which are like their meaning; I recognise 'Once upon a time' in some stories. - I am familiar with typical 'story language'. - I can talk about the effect some words have on the story. 	<ul style="list-style-type: none"> - I am growing successful in identifying rhyming words. I can independently recognise simple recurring literary language in stories and poetry. - I can understand some differences between spoken and written language. 	<ul style="list-style-type: none"> - Recognise simple recurring literary language in stories and poetry.
Making Inferences	<ul style="list-style-type: none"> - I can comment on something about the character, which I can work out by myself e.g. what mood they are in. - I can provide a simple explanation about events, even if the information is not exactly written on the page. - I can explore what I think is going to happen in a text. 	<ul style="list-style-type: none"> - I am beginning to understand the reasons for a character's behaviour. - I can discuss possible reasons for events. I am sometimes able to answer questions which show that I can work things out for myself. - I can explore what I think is going to happen and suggest why I think this. 	<ul style="list-style-type: none"> - I can make some inferences about thoughts and feelings of characters and reasons for their actions. - I can discuss reasons for events, by using clues in the story. - I understand why a writer has written a text e.g. 'She wants you to know how to make a kite'. - I can make predictions based on reading other books by the author, and my own experiences. - I understand how the author uses words to convey thoughts, feelings and actions, including 'reading between the lines'. 	<ul style="list-style-type: none"> - In a book that they can already read accurately and fluently, make some inferences on the basis of what is being said and done. - Predict what might happen on the basis of what has been read so far.

Year 3	Step 10	Step 11	Step 12	End of year expectations
<p>At this stage teaching comprehension should take precedence over teaching word reading directly. Any word reading should support the development of vocabulary.</p> <p>- To check that the text makes sense.</p> <p>- To ask questions to improve understanding.</p>				
<p>Word Reading</p>	<p>- I can read an increasing number of exception words, building on those from KS1, sometimes noticing why they are 'tricky'.</p> <p>- I can read aloud using a range of strategies appropriately, including decoding, to establish meaning (e.g. <i>reading books within gold and white bands, or similar.</i>)</p> <p>-I can apply my increasing knowledge of root words, prefixes and suffixes, using all those from Y2 and a few of those in the age-related POS e.g. -er, -est, -ure, -ness,- less, -tion, dis-</p>	<p>- I can read a range of exception words and can talk about the tricky parts.</p> <p>- I can read aloud with expression and intonation taking into account punctuation (e.g. <i>reading books within white or lime book bands, or similar.</i>)</p> <p>-I can apply my increasing knowledge of root words, prefixes and suffixes, using some of those from the age-related POS e.g. forgot/forgotten; dis-, -tion/-sion/-ssion.</p>	<p>- I can read a wide range of exception words, explaining the unusual correspondences between spelling and sound.</p> <p>- I can read aloud with intonation and expression, taking punctuation into account (e.g. <i>reading books within lime and brown book band or similar.</i>)</p> <p>- I read with sufficient fluency to focus on understanding.</p> <p>-I can apply my increasing knowledge of root words, prefixes and suffixes, using a growing range from the age-related POS.</p> <p>-I can test out different pronunciations of longer words.</p>	<p>- Read more exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p> <p>- Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p> <p>-Apply their growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words they meet.</p> <p>-Test out different pronunciations of longer words.</p>
<p>Range of texts:</p> <p>Develop positive attitudes to reading and understanding of what they read by:</p> <p>-Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or text books Be introduced to a range of authors that they might not choose themselves</p> <p>- Reading books that are structured in different ways and reading for a range of purposes</p> <p>-Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</p> <p>-Having opportunities to select their own books, and being taught how to do so. [Non-statutory guidance]</p> <p>- 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.</p>				
<p>Comprehension</p>	<p>- I can find out facts and information, sometimes by myself. I can record some things I find out.</p> <p>- I begin to use knowledge of alphabet to locate information and meaning (dictionary/index).</p> <p>-I self-correct when the text doesn't make sense.</p>	<p>- I am learning to quote directly from the text when I record the things I find out from fiction and non-fiction texts.</p> <p>- I can increasingly use knowledge of alphabet to locate information and meaning in a dictionary / thesaurus.</p>	<p>- I can locate information by skimming (for a general impression and scanning to locate specific information). I can record information I discover (e.g. text-marking / highlighting / notes in margin).</p> <p>- I can use a dictionary to check the meaning of words I have read.</p>	<p>- Retrieve and record information from fiction and non-fiction.</p> <p>- Use dictionaries to check the meaning of words that they have read.</p> <p>-As in Y2, I can self-correct when the text doesn't make sense. [Implied]</p>

Year 3	Step 10	Step 11	Step 12	End of year expectations
Y3 Themes and Conventions	<ul style="list-style-type: none"> -I recognise the main difference between a fiction and non-fiction text, giving examples. -I know how to find out what each section is about. -I can recognise some differences between different poems - I can explore some straightforward underlying themes and ideas. 	<ul style="list-style-type: none"> -I am beginning to identify the differences between a wider range of non-fiction text types (<i>e.g. instructions, explanation, poetry</i>) and fiction texts. -I can recognise presentation devices e.g. numbering and headings in instructions. -I can use some appropriate vocabulary to describe different poems. - I can summarise and explain the main points in a text. 	<ul style="list-style-type: none"> -I can identify differences between different fiction and non-fiction genres. -I can name different types of poems. -I can discuss the merits of different presentational devices in helping clarity of meaning. 	<ul style="list-style-type: none"> -Identify themes and conventions in a wide range of books. - Identify how language, structure and presentation contribute to meaning. -Recognise presentational devices - Recognise some different forms of poetry. - Identify main themes from more than one paragraph and summarise.
Language for effect	<ul style="list-style-type: none"> - I can identify where language is used to create mood, build tension or 'paint a picture'. - I can talk about the meaning of (WOW) effective words in context, e.g. precise verbs, descriptive vocabulary. - I can discuss how the words make me feel. 	<ul style="list-style-type: none"> - I can comment on author's choice of language to create mood and build tension. - I can explore potential meanings of (WOW) ambitious vocabulary in context, identifying the ways in which they have impact. -I can state my opinion about which words or phrases have caught my imagination and why. 	<ul style="list-style-type: none"> - I can identify language features of some different text types (e.g. that the language of recount is different to the language of instructions). - I can explain the meaning of effective words and/or phrases in context. - I can discuss the effects of words and phrases to create different images and atmosphere (powerful verbs, descriptive adjectives and adverbs). I can discuss why the author might have chosen these words/phrases. 	<ul style="list-style-type: none"> - Discuss words and phrases that capture the reader's interest and imagination. - Discuss their understanding and explain the meaning of words in context.
Making Inferences	<ul style="list-style-type: none"> - I can sometimes empathise with different characters' points of view in order to explain what they are thinking/feeling and the way they act. - I can make a likely prediction about what might happen in a story. -I talk about books with others; sometimes I ask a question to improve my understanding, particularly when prompted. 	<ul style="list-style-type: none"> - I can explain how and why main characters act in certain ways in a story. - I can draw inferences from a growing range of texts. - When prompted, I can justify and elaborate on opinions and predictions. - During discussion about books, my questions help me to understand the text better; I listen to others' comments too. 	<ul style="list-style-type: none"> - I can explain how and why main characters act in certain ways in a story, using evidence from the text. - I can justify and elaborate on opinions and predictions with reference to the text, sometimes independently. - I participate in discussion about books, listening and responding to what others have to say; I ask meaningful questions to further my understanding of a range of texts. 	<ul style="list-style-type: none"> - Draw inferences such as inferring character's feelings, thoughts and motives from their actions, and justifying inferences from evidence. - Predict what might happen from details stated and implied. -Ask questions to improve their understanding of the text.

Year 4	Step 13	Step 14	Step 15	End of year expectations
	<p>At this stage teaching comprehension should take precedence over teaching word reading directly. Any word reading should support the development of vocabulary.</p> <ul style="list-style-type: none"> - Ask questions to clarify understanding. - Identify main themes/ideas based on evidence drawn from different points in the text. - 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. 			
Word Reading	<ul style="list-style-type: none"> - I can read a range of age-appropriate texts developing fluency and accuracy. - I can recognise prefixes and suffixes in words, according to the POS. - I can read many CEW Y3-4 by sight, understanding the correspondence between spelling and sound. -I can identify syllables when reading unfamiliar polysyllabic words. 	<ul style="list-style-type: none"> - I can read a range of appropriate texts fluently and accurately. -I read and know many of the prefixes and suffixes in the age-related POS. - I can use syllables to read unknown polysyllabic words, including knowledge of common prefixes and suffixes (un-im-port-ant). 	<ul style="list-style-type: none"> - I can read aloud with pace, fluency and expression, taking punctuation and author's intent into account. - I can explore potential meaning of ambitious vocabulary read in context (using knowledge of etymology-word origin), morphology-form and structure of the word, i.e. the root word plus prefix and/or suffix or the context of the word. I can read most words (Year 3-4 CEW), understanding the correspondence between spelling and sound. 	<ul style="list-style-type: none"> - Read more exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. - Apply knowledge of root words prefixes and suffixes (see appendix 1), both to read aloud and to understand the meaning of new words they meet.
<p>Range of texts</p> <ul style="list-style-type: none"> -Be introduced to a range of authors that they might not choose themselves -Be able to select own books (and be taught how to do so) -Continue to develop a positive attitude to reading a range of appropriate texts fluently and accurately and understand what is read -Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books; learn a wide range of poetry by heart -Increase their familiarity with a wide range of books, including fairy stories, myths and legends, retelling some of these orally. 				
Comprehension	<ul style="list-style-type: none"> - I can use knowledge of text structure to locate information. -I am gaining confidence to define words with a dictionary. 	<ul style="list-style-type: none"> - I can skim and scan to identify key ideas and answer questions from a text. -I regularly use a dictionary to look up new word meanings. 	<ul style="list-style-type: none"> - I can locate information quickly and effectively from a range of sources by using techniques such as text marking and using indexes/contents pages. -I use a dictionary with confidence. 	<ul style="list-style-type: none"> - Retrieve and record information from non-fiction. -Use dictionaries to check meanings of words.
Themes and Conventions	<ul style="list-style-type: none"> - I can identify various features of some fiction genres (e.g. science fiction, adventure, autobiography, diary, mystery etc.) and some non-fiction forms. -I can recognise key themes in what I have read in a fiction and non-fiction text. 	<ul style="list-style-type: none"> - I can compare and talk about the structures and features of a growing range of fiction and non-fiction texts. -I can discuss key themes in a growing range of books e.g. triumph of good over evil/ revenge / damage to the environment. 	<ul style="list-style-type: none"> - I can compare the structure of different texts e.g. to discover how stories differ in pace, build up, sequence, problem and resolution; how non-fiction structures are similar or vary in form. -I can compare key themes within and across a wide range of different books. 	<ul style="list-style-type: none"> -Read books that are structured in different ways and reading for a range of purposes. -Identify themes and conventions in a wide range of books.

	<p>-I read and talk about poems; with guidance, I am able to name the form of poem and to describe what it is like.</p> <p>-I can usually identify the main idea drawn from more than one paragraph, sometimes with guidance. I am beginning to be able to make a summary [and record it in writing.]</p>	<p>-I am able to recognise a growing range of forms of poetry e.g. free verse / narrative poetry / rhyming.</p> <p>-I am becoming more confident to identify main idea/s drawn from more than one paragraph; I practise summarising these – sometimes with another person or group. [My written summary shows further evidence.]</p>	<p>- I recognise several different poetic forms, without prompting; I can name the form and describe its characteristics.</p> <p>- I can identify the main idea/s drawn from more than one paragraph (sometimes the whole text) and make a summary of these [verbal and written].</p>	<p>Recognise some different forms of poetry.</p> <p>-Identify main ideas drawn from more than one paragraph and summarise these.</p>
Y4 Language for Effect	<p>-With guidance, I can comment on some aspects of text structure and presentation, and how this helps the reader understand the text.</p> <p>- I can talk about the author's choice of language (e.g. powerful verbs, adjectives and adverbs) and its effect on the reader in different texts.</p> <p>-In discussion about texts, I talk about what words mean, using other words and phrases I know to help me explain; I know how to find out meanings of words.</p>	<p>-I am developing my understanding of how structure and presentation contribute to meaning.</p> <p>- I confidently talk about the effects of different words and phrases to create different images and atmosphere (powerful verbs, adjectives and adverbs).</p> <p>-I practise talking about what words or phrases mean, within the context of a range of texts. Sometimes I can express myself clearly.</p>	<p>-I can identify how the structure and presentation of the text contributes to meaning e.g. how the first paragraph introduces the main ideas; how the text box picks out key facts.</p> <p>- I can discuss how and why the text affects the reader and refer back to the text to back up a point of view.</p> <p>-I can discuss my understanding of words – and explain their meaning – within the context of the text, both fiction and non-fiction. I can work out the meaning of unfamiliar words from the way they are used in context.</p>	<p>- Identify how language, structure and presentation contribute to meaning.</p> <p>-Discuss words and phrases which capture the reader's interest and imagination.</p> <p>- Discuss their understanding and explain the meaning of words in context.</p>
Making Inferences	<p>- I can infer meaning, particularly when the characters, events or setting are familiar to me, using evidence from the text and wider experiences.</p> <p>-I am developing my ability to discuss moods, feelings and attitudes, by looking for clues in the text.</p> <p>- I can predict what might happen by quoting directly from the text.</p>	<p>- I can infer meaning based on evidence drawn from different points in the text. I use clues from action, dialogue and description, to help me explain character's motives and behaviour.</p> <p>-I know how to use clues in a story or poem to talk about mood or atmosphere.</p> <p>- I can refer explicitly to a range of texts to support my opinions and predictions.</p>	<p>-I can refer to the text, giving evidence to support, explain and justify my view, using additional evidence to link to wider knowledge.</p> <p>- I can confidently discuss messages, moods, feelings and attitudes using clues from the text.</p> <p>-I can make a reasonable prediction about what might happen (or what might have happened), based on details stated and implied in texts.</p>	<p>- Draw inferences such as inferring character's feelings, thoughts and motives from their actions, and justifying inferences from evidence.</p> <p>-Predict what might happen from details stated and implied.</p>

Year 5	Step 16	Step 17	Step 18	End of year expectations
	<p>- Recommend books that they have read to their peers, giving reasons for their choices</p> <p>-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</p> <p>-Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p> <p>-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</p> <p>-Provide reasoned justification for their views.</p>			
<p>Word Reading</p>	<p>-I apply my growing knowledge of root words and their prefixes and suffixes for Years 3-4, and some in Y5-6, e.g. -ial, -ious, -ough.</p> <p>-I know the history of some words that I read.</p> <p>-My reading of age-related texts is gaining fluency.</p>	<p>- I can confidently read many words with affixes (Y5-6 POS), understanding the impact of prefixes and suffixes on root words.</p> <p>-I know the history of a growing range of words.</p> <p>-I read age-related texts at a speed sufficient to focus on understanding.</p>	<p>- I use my growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words I meet; I understand the impact of many affixes on root words.</p> <p>- I understand the history of many age-appropriate words and the relationship between them.</p>	<p>- Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology) both to read aloud and to understand the meaning of new words that they meet.</p>
<p>Range of Texts</p> <p>Maintain positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> - continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks - reading books that are structured in different ways and reading for a range of purposes - 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 - learning a wider range of poetry by heart - 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. 				
<p>Comprehension</p>	<p>- I can discuss my understanding of a text, identifying the main ideas.</p> <p>-I am developing my ability to skim-read to identify key ideas and find information.</p> <p>-With guidance, I discuss the meaning of unfamiliar words.</p> <p>-When prompted, I ask questions to further my understanding of the text.</p>	<p>- I can discuss my understanding of a text by identifying the purpose of the author and the key details.</p> <p>- I can skim and scan non-fiction texts to speed up my research.</p> <p>-I discuss and explore the meaning of words in context.</p> <p>-I am growing confident to ask questions which lead towards better understanding.</p>	<p>- I can identify, collate and discuss the key ideas and information from a range of sources. I am able to form a summary [verbal and written].</p> <p>- I can talk confidently about the purpose of the text and the specific intentions of the author.</p> <p>- I ask pertinent questions which clarify my understanding and develop my thinking.</p>	<p>context.</p>
<p>-I explain the meaning of words in</p>				

- Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.

- Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.

- Ask questions to improve their understanding.

Year 5	Step 16	Step 17	Step 18	End of year expectations
	<p>-I can find information from a non-fiction text and present it in ways which are clear to the reader or audience.</p> <p>-With prompts, I can make simple comparisons between books.</p> <p>-I am beginning to learn the difference between fact and opinion, with guidance.</p>	<p>-I can retrieve, record and present information from a range of non-fiction texts.</p> <p>-I can make some comparisons between books, commenting on similarities and differences.</p> <p>-I am developing my understanding of fact and opinion in a range of contexts.</p>	<p>-I can independently retrieve, record and present information I have researched, sometimes across more than one text.</p> <p>- I can compare, contrast and evaluate different texts.</p> <p>-I am usually successful in distinguishing fact from opinion by myself.</p>	<p>- Retrieve, record and present information from non-fiction.</p> <p>- Make comparisons within and across books.</p> <p>- Distinguish between statements of fact and opinion.</p>
Themes and Conventions	<p>- I can identify the different features of fiction and non-fiction genres, and can identify the genre in a mixed genre text e.g. an explanation within an information text.</p> <p>- I can use the way in which a text is organised to help me understand.</p> <p>-I can take part in discussions, listening to others' ideas.</p>	<p>-I am growing in confidence to identify main themes and conventions of different familiar genres by myself.</p> <p>- I can use what I know about text structure to find information and to comment on the structure used to organise a growing range of texts.</p> <p>- I participate in discussions, listening to others' ideas and building on them.</p>	<p>-I can usually identify the main theme/s independently. -I am confident to name conventions and features of the genres I have come across.</p> <p>-I understand how the text is structured, and can usually explain how this contributes to meaning; I can recognise language that is a feature of a particular genre, and how this contributes to meaning.</p> <p>- I can take part in discussions, listening to others' ideas and build on them to support the development of my ideas.</p>	<p>- Identify and discuss themes and conventions in and across a wide range of writing.</p> <p>-Identify how language, structure and presentation contribute to meaning.</p> <p>- Participate in discussions about books, building on their own and others' ideas and challenge views courteously.</p>
Language for Effect	<p>- I can comment on how an author has used language and its effect upon the reader, with guidance.</p> <p>-I am beginning to understand what figurative language looks like.</p>	<p>- I can discuss the difference between literal and figurative language and can sometimes identify the effects of imagery on the reader.</p>	<p>- I can identify and mostly articulate the effect of figurative and descriptive language, considering its impact on the reader.</p> <p>-I am learning to form my opinion about the effectiveness of authorial choices.</p>	<p>- Discuss and evaluate how authors use language, including figurative language considering the impact on the reader.</p>
Making Inference	<p>- I can recognise which characters the author wants the reader to like/dislike.</p> <p>-I can work out some information from the text using the author's clues for example how a character thinks, or what he feels.</p> <p>- I can make predictions about a story which are related to the context.</p>	<p>- I can describe what I think the character's personality is like by referring to their behaviour, looking at both dialogue and narrative.</p> <p>-I can relate and justify my opinion using textual evidence.</p> <p>- I can state my predictions for the story, using evidence from the text.</p>	<p>- I successfully understand and explain the thoughts, feelings and motives of a range of characters by referring to their actions and dialogue.</p> <p>- I can explore texts to support and justify my predictions and opinions. The evidence I choose accurately backs up my ideas.</p>	<p>- Draw inferences such as inferring characters feelings, thoughts and motives from their actions, and justify inferences with evidence.</p> <p>- Provide reasoned justifications for their views.</p> <p>- Predict what might happen from details stated and implied.</p>

Year 6	Step 19	Step 20	Step 21	End of year expectations
	<p>- Recommend books that they have read to their peers, giving reasons for their choices.</p> <p>- Explain and discuss their understanding of what they have read, including through formal presentation and debates, maintaining a focus on the topic and using notes where necessary.</p>			
Word Reading	<p>- I know how to read most unfamiliar words and can predict the meaning of related words using my knowledge. (e.g. words with the prefix circum- meaning around / locating the root word).</p>	<p>- I can read almost all age-related words accurately, using my understanding of root words, prefixes and suffixes.</p> <p>- I use my knowledge of word history and the link between words to suggest meaning.</p>	<p>- I am able to read accurately all words (including those containing suffixes and prefixes) and can predict the meaning, using my knowledge of the structure and history of words and the relationship between them.</p>	<p>- Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet.</p>
<p>Range of Texts</p> <p>Maintain positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> - continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks - reading books that are structured in different ways and reading for a range of purposes - 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 - making comparisons within and across books - learning a wider range of poetry by heart - 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. 				

Year 6	Step 19	Step 20	Step 21	End of year expectations
<p>Comprehension</p>	<ul style="list-style-type: none"> -I show that I can read aloud using intonation which shows understanding. -I am becoming more confident to locate main ideas from more than one paragraph, and to find key details with guidance. - I check the text makes sense to me and find out what new vocabulary means. - I can ask questions to confirm what I already know. Sometimes I think of new things to ask. -I can identify and record information I locate in some non-fiction texts. - I can compare and contrast the styles of a few different writers and provide examples. I am able to link them with my own ideas to support what I say. -I can sort fact from opinion with some success. -I can explain what I have read to someone else. 	<ul style="list-style-type: none"> -I practise reading different texts aloud, using intonation that shows understanding. -I can identify main ideas and key details across a growing range of texts in different genres. -I am familiar with ways to define and explore new vocabulary, so that I can understand the text. - I can ask and respond to questions about a text, to demonstrate my understanding. - I can use my skills of skimming, scanning, text marking /highlighting to identify and record the key information from non-fiction texts. - I can compare, contrast and explore the styles of a range of writers and poets, finding examples in the text. -I can usually distinguish fact from opinion by myself. -In a group of whole class, I can discuss and explain what I have read; sometimes we present our ideas together. 	<ul style="list-style-type: none"> -I can read aloud with intonation that shows understanding. - I can clearly identify and summarise relevant points and key ideas from different points in a text and across a range of texts. - I can self-monitor for sense as I read, and work out the meaning of words from their context. - I can ask and respond to questions to demonstrate a secure understanding. - I can quickly and independently locate and record information in a variety of information texts, using skills such as skimming and scanning. - I can describe and evaluate the styles of different writers, finding examples and justifying my interpretations; I make comparisons within and across texts. - I am confident to distinguish fact from opinion in age-related texts. - I can explain and discuss what I have read, including through formal presentations and debates. 	<ul style="list-style-type: none"> - Read aloud with intonation that shows understanding. - Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. - Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. - Ask questions to improve their understanding. - Retrieve, record and present information from non-fiction. - Make comparisons within and across books. - Distinguish between statements of fact and opinion. - Explain and discuss their understanding of what they have read, including through formal presentations and debates.
<p>Themes and Conventions</p>	<ul style="list-style-type: none"> -I can identify and discuss those themes and conventions which I am familiar with, in some fiction and non-fiction genres, sometimes with guidance. - I can identify the ways in which one paragraph is linked to the next. -I can make some relevant comments about how a text is structured and presented. - I can take part in discussions, taking account of what others say and commenting on their ideas. 	<ul style="list-style-type: none"> - I can comment on and compare the themes and conventions the author has used over a range of fiction and non-fiction texts. -I can comment on and compare the language choices the author has used. - I can use the way text types are organised and presented to help me sustain understanding over longer texts. - During discussion about texts, I am able to analyse what others' say to support my own ideas linked to a text. 	<ul style="list-style-type: none"> -I can independently identify and discuss main themes and conventions in a wide range of fiction and non-fiction genres. - I can explore how the way in which a text is organised, its language features and choice of specific vocabulary supports the writers theme and purpose, providing examples across a range of genres. - I can analyse and critically respond to others ideas courteously. 	<ul style="list-style-type: none"> -Identify and discuss themes and conventions in and across a wide range of writing. - Identify how language, structure and presentation contribute to meaning. - Participate in discussions about books, building on their own and others' ideas and challenging views courteously.

Year 6	Step 19	Step 20	Step 21	End of year expectations
Y6 Language for Effect	<ul style="list-style-type: none"> -I understand the difference between literal and figurative language, and can find examples of each in the text, including poetry. - I can identify how the author has created messages, moods, feelings and attitudes through vocabulary choices. - I can describe the purpose of the text and the probable intentions of the author, using examples from the text. 	<ul style="list-style-type: none"> -I can locate both literal and figurative language in a growing range of texts. -I can describe the effect the language has on the reader and begin to explain how this impact has been achieved. - I can discuss the purpose, audience and organisation of different fiction /non- fiction texts. 	<ul style="list-style-type: none"> - I evaluate how authors use language, including figurative language, considering the impact on the reader, using a range of text types. - I confidently discuss the purpose, audience and organisation of different fiction/non- fiction texts, evaluating their success. 	<ul style="list-style-type: none"> - Discuss and evaluate how authors use language, including figurative language considering the impact on the reader. -Read books that are structured in different ways and read for a range of purposes.
Making Inferences	<ul style="list-style-type: none"> - I understand why characters feel and act the way they do. I can refer to their personality, using examples to justify my view. - I can refer to the text to support my predictions and provide examples. I am learning to explain my viewpoint and to back it up with evidence. 	<ul style="list-style-type: none"> - I understand the motives and behaviours of characters, using clues in both narrative and dialogue; I can justify my ideas using accurate evidence from the text. - I understand how the author uses hidden messages to imply what might happen, or what might have happened. I refer to the text to explain my thoughts. 	<ul style="list-style-type: none"> - I can predict how a character will react to situations, based on my understanding of their personality and previous actions. - I can use hidden messages and information from details stated and implied, to make a sound prediction; I routinely use accurate evidence from the text to support this. 	<ul style="list-style-type: none"> - Draw inferences such as inferring characters feelings, thoughts and motives from their actions, and justifying inferences with evidence. - Predict what might happen from details stated and implied. - Provide reasoned justifications for their views.