



	Autumn	Spring	Summer
Nursey			<ul style="list-style-type: none"> -Can use a wider range of vocabulary in discussions and play. -Engage in extended conversations about stories, learning new vocabulary.
Reception		<ul style="list-style-type: none"> -Learn new vocabulary and use new vocabulary through the day. 	<ul style="list-style-type: none"> -Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes, and poems and during role-play.
Year 1	<ul style="list-style-type: none"> -Comment on the title of the text and how this links with the main events. -Pick out some key phrases in fairy stories and traditional tales e.g. repetition, once upon a time, lived happily ever after... 	<ul style="list-style-type: none"> -Draw on vocabulary provided by the teacher to understand books. -Discuss word meanings. -Recognise and comment on repeating patterns of language e.g. rhymes and predictable phrases. 	<ul style="list-style-type: none"> -Discuss word meanings, linking new meanings to those already known. -With support pick out some key words in a text e.g. Find a word that tells us how the character is feeling, find a word that tells us about the house...
Year 2	<ul style="list-style-type: none"> -Draw on vocabulary provided by the teacher to understand books. -Discuss and clarify the meaning of words. -Identify and discuss favourite words and phrases. -Pick out key words or phrases in a text e.g. First/Next, Once upon a time. 	<ul style="list-style-type: none"> -Discuss and clarify the meanings of words linking new meanings to known vocabulary. -Comment on the choice of author's words to make a text funny, scary, exciting. -Recognise simple recurring literary language in stories and poetry. 	<ul style="list-style-type: none"> -Identify where language is used to create mood or build tension. -Discuss the use of present, past and progressive tenses in a text and why they have been used. -Revisit Autumn and Spring
Year 3	<ul style="list-style-type: none"> -Understand the meaning of new words. -Identify how language can contribute to the meaning of a text. -Identify where language is used to create mood or build tension. -Pick out key words or phrases in a text e.g. First/Next, Once upon a time. 	<ul style="list-style-type: none"> -Understand the meaning of new words. -Discuss the effect of key words or phrases used to build mood or tension. -Describe, with examples, how the author has chosen a range of vocabulary to convey different moods, feelings and attitudes -Discuss words and phrases that capture the reader's interest and imagination 	<ul style="list-style-type: none"> -Comment upon the use and effect of author's language -Use dictionaries to check the meanings of words they have read -In poetry, discuss the choice of words and their impact in poems, noticing how the poet creates sound effects using rhyme or alliteration. -Identify and describe the styles of individual writers and poets -Identify and comment on expressive, figurative and descriptive language to create effect in poetry and prose
Year 4	<ul style="list-style-type: none"> -Identify how language can contribute to the meaning of a text -Discuss words and phrases that capture the reader's interest and imagination -Use dictionaries to check the meanings of words they have read 	<ul style="list-style-type: none"> -Describe, with examples, how the author has chosen a range of vocabulary to convey different moods, feelings and attitudes -Identify the use of figurative and expressive language to build a fuller picture of a character -Discuss words and phrases that capture the reader's interest and imagination. 	<ul style="list-style-type: none"> -Comment upon the use and effect of author's language -Use dictionaries to check the meanings of words they have read -Identify and describe the styles of individual writers and poets -Identify and comment on expressive, figurative and descriptive language to create effect in poetry and prose
Year 5	<ul style="list-style-type: none"> - Explore the meaning of words in context -Identify vocabulary chosen to convey different messages, moods, feelings and attitudes -Identify how language structure can contribute to meaning. -Comment on the use of similes and expressive language to create images, sound effects and atmosphere. 	<ul style="list-style-type: none"> -Explain how authors use language, including figurative language, considering the impact on the reader. -Discuss how language, including figurative language, can contribute to the meaning of a text -Comment and compare the language choices the author has made to convey information over a range of non-fiction texts 	<ul style="list-style-type: none"> -Evaluate how language, including figurative language, can contribute to the meaning of a text. -Know the technical and other terms needed for discussing what they hear and read, such as metaphor, simile, analogy, imagery, style and effect -Comment on the overall impact of poetry and prose with reference to

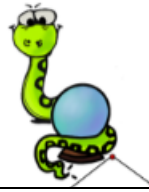
		-Comment and compare the language choices the author has made to convey information over a range of non-fiction texts	features e.g. development of themes, technical terms.
Year 6	-Discuss how language, including figurative language, can contribute to the meaning of a text -Discuss and evaluate how authors use language, and consider its impact on the reader -Identify and discuss irony and its effect -Know the technical and other terms needed for discussing what they hear and read, such as metaphor, simile, analogy, imagery, style and effect.	-Explain how authors use language, including figurative language, considering the impact on the reader -Analyse how the author has chosen a range of vocabulary to convey different messages, moods, feelings and attitudes -Comment on how the purpose and target audience of the text relates to the language used.	-Evaluate how authors use language, including figurative language, considering the impact on the reader -Comment and compare the language choices the author has made to convey information over a range of non-fiction texts -Interpret poems, explaining how the poet creates shades of meaning; justify own views and explain underlying themes (V) -Comment on the overall impact of prose with reference to features e.g. development of themes, technical terms



(Make connections)

	Autumn	Spring	Summer
Nursey		-Shows preferences for different books and stories.	
Reception	-To talk about stories with increasing confidence.	-To predict, infer and make suggestions about a range of stories. - To talk about my favourite book and explain why.	-Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
Year 1	- With support from an adult make inferences on the basis of what is said and done. -Make simple deductions with prompts and help from the teacher (e.g. what in the text suggests that A is not very happy? What does this tell us about how A is feeling?). -Say how they feel about stories and poems during and after reading.	- Make inferences on the basis of what is said and done. -Give some reasons why things happen or characters change. -Be encouraged to link what they read or hear to their own experiences. -Draw on what they already know or on background information provided by the teacher to understand books -Comment and compare interesting or enjoyable aspects of books.	-Begin to express a view and use evidence in the text to explain reasons. -Become very familiar with key stories, fairy stories and traditional tales and consider their particular characteristics. -Notice relationships between one text and another. -Return to favourite books and rhymes and poems to be re-read and enjoyed.
Year 2	-Draw on what they already know or on background information provided by the teacher to understand books -Make inferences on the basis of what is being said and done. -Discuss why certain words or phrases make a story funny, scary, exciting. -Express a preference for a story or text from a selection of those that have been read aloud or read independently.	-Talk about and infer what characters might be thinking or feeling using clues in the text. -Give an opinion about a character's actions e.g. He is not a very nice character. -Discuss the reasons for events in a story; use evidence to make simple reasoned conclusions. -Participate in discussion about books, poems and other works that are read to me and those that I can read for myself, taking turns and listening to what others say.	-Make inferences on the basis of what is being said and done. -Discuss the reasons for events in a story; use evidence to make simple reasoned conclusions. -Begin to distinguish between statements of fact and opinion -Discuss the purpose that the writer is intending e.g. The writer is giving us information; the writer thinks this is not fair. -Discuss similarities between different fairy stories and traditional tales.
Year 3	-Identify settings and predict events that are likely to happen. -Make inferences on the basis of what is being said and done. -Begin to draw inferences such as inferring characters' feelings and thoughts from their actions. -Identify the use of figurative and expressive language to build a fuller picture of a character -Discuss the relationship between what characters say and do - do they always reveal what they are thinking?	-Predict what might happen from details stated and implied. -Talk about and infer what characters might be thinking or feeling using clues in the text. -Discuss, moods, feelings and attitudes using inference and deduction -Use clues from action, dialogue and description to establish meaning. -Identify basic themes and conventions in a wide range of texts.	-Make predictions about characters' actions and look for evidence of change as a result of events. -Identify themes and conventions in a range of books (e.g. triumph of good over evil or the use of magical devices in fairy stories and folk tales). -Discuss the actions and relationships of the main characters and justify views using evidence from the text. -Discuss the relationship between characters based on dialogue.
Year 4	-Infer characters' feelings, thoughts and motives from their actions. -Discuss, moods, feelings and attitudes using inference and deduction -Identify the use of figurative and expressive language to build a fuller picture of a character.	-Discuss, moods, feelings and attitudes using inference and deduction -Empathise with different characters' points of view (implicit and explicit) -Discuss the relationship between what characters say and do - do they always reveal what they are thinking?	-Discuss the way that characters respond in a dilemma and make deductions about their motives and feelings -Empathise with different characters' points of view (implicit and explicit) -Discuss the relationship between what characters say and do - do they always reveal what they are thinking?

Year 5	<ul style="list-style-type: none"> -Draw inferences such as inferring characters' feelings, thoughts and motives from their actions -Justify inferences with evidence -Begin to distinguish between statements of fact and opinion 	<ul style="list-style-type: none"> -Discuss what a character's actions say about their character -Justify inferences with evidence -Identify evidence of characters changing in a story and discuss possible reasons 	<ul style="list-style-type: none"> -Justify inferences with evidence -Recognise that characters may have different perspectives on events in stories -Describe and compare the styles of individual writers and poets, providing evidence
Year 6	<ul style="list-style-type: none"> -Draw inferences such as inferring characters' feelings, thoughts and motives from their actions -Justify inferences with evidence -Identify evidence of characters changing in a story and discuss possible reasons -Begin to distinguish between statements of fact and opinion -Identify stock characters in particular genres -Provide reasoned justifications for my views. 	<ul style="list-style-type: none"> -Recognise that characters may have different perspectives on events in stories -Identify evidence of characters that challenge stereotypes and surprise the reader. -Recognise that authors can use dialogue at certain points in a story to explain plot, show character and relationships, convey mood or create humour -Distinguish between statements of fact and opinion. 	<ul style="list-style-type: none"> -Make inferences about the perspective of the author from what is written and implied -Review Autumn and Spring



	Autumn	Spring	Summer
Nursey		-Makes suggestions about what happens next in a story.	
Reception	-To be able to talk about the main events in the story and predict what might happen.	-To predict, infer and make suggestions about a range of stories.	-Anticipate, where appropriate, key events in stories
Year 1	-Discuss the blurb and title of a book. -Make predictions on the basis of what has been read so far.	-Make predictions on the basis of what has been read so far. -Discuss the significance of the title and events -Look through a variety of fiction and non-fiction texts with growing independence to predict content, layout and story development.	-Develop predictions on the basis of what has been read so far. -Make predictions about events/character.
Year 2	-Predict the events of a story based on the setting described in the opening. -Predict what might happen based on what has been read so far.	-Predict how characters might behave from what they say and do and from their appearance.	-Predict how characters might behave from what they say and do and from their appearance and explain my view -Use skimming to read the title, contents page and illustrations and predict what a book is about.
Year 3	-Make predictions about how characters might behave in such a setting -Predict what might happen from details stated and implied in the text (from throughout the text)	-Predict what might happen from details stated and implied in the text (from throughout the text) -Discuss the way that descriptive language and small details are used to build an impression of an unfamiliar place (Linked to S)	-Predict what might happen from details stated and implied in the text (from throughout the text) -Discuss the way that descriptive language and small details are used to build an impression of an unfamiliar place (Linked to S)
Year 4	-Make predictions about how characters might behave in such a setting -Predict what might happen from details stated and implied in the text (from throughout the text)	-Predict what might happen from details stated and implied in the text (from throughout the text) -Discuss the way that descriptive language and small details are used to build an impression of an unfamiliar place (Linked to S)	-Predict what might happen from details stated and implied in the text (from throughout the text) -Discuss the way that descriptive language and small details are used to build an impression of an unfamiliar place (Linked to S)
Year 5	-Make predictions based on details stated and implied -Refer to the text to support predictions and opinions (PEE- Point + Evidence + Explanation (C))	-Make predictions for how a character might change during a story and change predictions as events happen -Refer to the text to support predictions and opinions (PEE- Point + Evidence + Explanation (C))	Make predictions based on details stated and implied -Make predictions for how a character might change during a story and change predictions as events happen -Refer to the text to support predictions and opinions (PEE- Point + Evidence + Explanation (C))
Year 6	-Make predictions based on details stated and implied -Predict using more complex narratives e.g. narratives with flashback, narratives with different viewpoints, narrative with two parallel threads in it -Refer to the text to support predictions and opinions (PEEL- Point + Evidence + Explanation + Evaluation) (C)	-Make predictions based on details stated and implied -Predict using more complex narratives e.g. narratives with flashback, narratives with different viewpoints, narrative with two parallel threads in it (P) -Refer to the text to support predictions and opinions (PEEL- Point + Evidence + Explanation + Evaluation) (C)	-Predict from details stated and implied -Refer to the text to support predictions and opinions (PEEL- Point + Evidence + Explanation + Evaluation) (C)



and structure

	Autumn	Spring	Summer
Nursey		-Can hold a book, turn the pages and indicate an understanding of pictures and print.	Understand the five key concepts about print: 1. print has meaning 2. print can have different purposes 3. we read English text from left to right and from top to bottom 4. the names of the different parts of a book 5. page sequencing
Reception		-To have a good understanding of story structure and can retell and make up own stories using vocabulary that has been learnt.	-Recap skills.
Year 1	-Discuss the significance of the title of a non-fiction and fiction book. -Understand and use correctly terms referring to conventions of print: book, cover, beginning, end, etc.	-Understand the way that information texts are organised and use this when reading simple texts. -Distinguish between fiction and non-fiction texts.	-Participate in discussion about what is read to me, taking turns and listening to what others say. -Discuss the similarities and differences between the books they have read. -Recap all prior skills on structure. -Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which can be read independently. -Explain clearly and have an understanding what is read to me.
Year 2	-Discuss titles of book and poems. -Pick out features used to organise books. -Pick out features that will help to locate information and explain them. - Be introduced to non-fiction books that are structured in different ways.	-Show awareness of the structure of different text types and begin to understand that they have different purposes (story, recount, lists, instructions). -Pick out and discuss how punctuation helps to organise text. -Recognise the openings and closings of different stories.	-Compare the layout of different texts/books and discuss why they are set out in different ways. -Explain and discuss understanding of books, poems and other material, both those that I listen to and those that I read for myself. -Discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which I can read independently.
Year 3	-Discuss similarities between the same author's books and different authors -Identifying how presentation contributes to meaning. -Understand how paragraphs can organise ideas around a theme and can build up ideas across a text -Read books that are structured in different ways and reading for a range of purposes.	-Recognise the conventions of different types of writing such as a diary written in the first person, the greeting in letters and presentational features in non-fiction texts -Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.	-Recognise some different forms of poetry (e.g. narrative poetry, free verse) -Explain and discuss understanding of what is read. -Read books that are structured in different ways and reading for a range of purposes.
Year 4	-Explain and discuss understanding of what is read. -Understand how paragraphs can organise ideas around a theme and can build up ideas across a text -Identify how presentation contributes to meaning.	-Discuss similarities between the same author's books and different authors -Begin to relate texts to social, historical and cultural traditions -Identify themes and conventions in a wide range of books (e.g. heroes, journeys and superhuman beings in myths and legends) -Express personal response with some awareness of the writer's viewpoint or the effect on the reader	-Recognise ways in which writers present issues and points of view in fiction and non-fiction -Read books that are structured in different ways -Recognise the conventions of different types of writing such as a diary written in the first person, the greeting in letters and presentational features in non-fiction texts -Recognise some different forms of poetry (e.g. narrative poetry, free verse)

<p>Year 5</p>	<ul style="list-style-type: none"> -Make comparisons within and across texts (C) -Discuss themes and conventions -Identify and discuss the structural devices the author has used to organise the text -Refer to the text to support predictions and opinions (PEE- Point + Evidence + Explanation (C) -To know the technical and other terms needed for discussing what they hear and read, such as metaphor, simile, analogy, imagery, style and effect (A) 	<ul style="list-style-type: none"> -Identify and discuss themes and conventions within a text (Social, cultural and historical) (C) -Read books that are structured in different ways -Explain how structure and presentation can contribute to the meaning of a text (C) -Increase 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 -Identify and explain characters and their profiles across a range of texts 	<ul style="list-style-type: none"> -Identify common elements of an author's style and discuss how the style of one author differs from another -Identify and explain the key features of a range of appropriate texts (poetry) (C) -Identify and comment upon an author's or poet's viewpoint in the text and respond to this e.g. re-tell from a different viewpoint -Describe and compare the styles of individual writers and poets, providing evidence -Refer to the text to support predictions and opinions (PEE- Point + Evidence + Explanation (C)
<p>Year 6</p>	<ul style="list-style-type: none"> -Discuss themes and conventions (C) -Compare and contrast characters across a range of appropriate texts (C) -Identify themes and conventions in and across a wide range of writing and compare them. (C) -Identify and discuss the viewpoint in a text (C) -Refer to the text to support predictions and opinions (PEEL- Point + Evidence + Explanation + Evaluation) (C) -To know the technical and other terms needed for discussing what they hear and read, such as metaphor, simile, analogy, imagery, style and effect (A) -Comment on the structural choices the author has made when organising a text (C) 	<ul style="list-style-type: none"> -Make comparisons within and across texts, including comparison of themes and conventions (C) -Compare and contrast themes across a range of appropriate texts. (Social, cultural and historical) (C) -Refer to the text to support predictions and opinions (PEEL- Point + Evidence + Explanation + Evaluation) (C) -Identify common elements of an author's style and make comparisons between books (C) -Take part in a debate to show an understanding of themes in a text (C) -Increase 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. 	<ul style="list-style-type: none"> -Compare and contrast the key features of a range of appropriate texts (C) -Read books that are structured in different ways and explain how the structure and presentation can contribute to the meaning of a text (C) -Explain how the structural choices support the writer's purpose (C) -Compare, contrast and explore the styles of writers and poets, providing evidence and explanations (C) -Describe and evaluate the styles of individual writers and poets, providing evidence and justifying interpretations



	Autumn	Spring	Summer
Nursey	<ul style="list-style-type: none"> -Can repeat songs, rhymes, stories and repeat familiar phrases. -Can fill in missing words from well-known rhymes. -Can ask questions about things that have been read to me or from looking at books. -Can name characters from a familiar story. 	<ul style="list-style-type: none"> -Can retell a simple story using visual clues, e.g. talking through a familiar book. Can ask how and why questions about a book. 	<ul style="list-style-type: none"> -Re-enact stories they have heard. Talk about stories that they have heard in more detail.
Reception	<ul style="list-style-type: none"> -To tell a story to friends and engage in longer conversations about stories. -To retell a story using role play or small world resources, using some story language. 	<ul style="list-style-type: none"> -To re-enact and reinvent stories I have heard and real life events in my play. -To talk about stories and describe main story settings, events, and characters in increasing detail 	<ul style="list-style-type: none"> -Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
Year 1	<ul style="list-style-type: none"> -Comment on the title of the text and how this links with the main events. -Identify the main character of a story or the subject of non-fiction text. -With support from an adult answer literal retrieval questions about the text. 	<ul style="list-style-type: none"> -Re-tell key stories, fairy stories and traditional tales. -Identify main events or key points in texts. -Recognise and join in with predictable phrases. -With support from an adult answer literal retrieval questions about the text. 	<ul style="list-style-type: none"> -Answer literal retrieval questions about the text. -Recite some rhymes and poems off by heart. -Answer literal retrieval questions about the text. -Talk about the themes and characteristics of simple texts becoming familiar with key stories, fairy stories and traditional tales.
Year 2	<ul style="list-style-type: none"> -Ask questions and find the answers to simple questions in a text. -Answer literal retrieval questions about the text. -Identify main events or key points in texts. -Use question prompts to generate relevant questions about the text. 	<ul style="list-style-type: none"> -Gain confidence in answering literal retrieval questions about the text. -Talk about the themes and characteristics of a range of texts becoming familiar with a wider range of key stories, fairy stories and traditional tales. -Use question prompts to generate relevant questions about the text. 	<ul style="list-style-type: none"> -Confidently answer literal retrieval questions about the text. -Use a range of question prompts to generate relevant questions about the text. -Recap on prior skills taught.
Year 3	<ul style="list-style-type: none"> -Read a range of books, including fairy stories, myths and legends, and retelling some of these orally. -Locate information when directed using skimming and scanning -Identify settings and predict events that are likely to happen (P) -Retrieve and record information from fiction 	<ul style="list-style-type: none"> -Identify main ideas from more than one paragraph and summarise these (S) -Extract information from the text -Decide on a question that needs answering and locate the answer in a non-fiction book -Use of non-fiction features to find information from the text (index, contents, headings and sub-headings, illustrations) -Retrieve and record information from non-fiction 	<ul style="list-style-type: none"> -Locate information when directed using skimming and scanning -Identify main ideas within a text or within a paragraph and summarise these. (S) -Use evidence gathered from the text when explaining views and opinions. -Ask questions to improve their understanding.
Year 4	<ul style="list-style-type: none"> -Read a range of books, including fairy stories, myths and legends, and retelling some of these orally. -Locate information when directed using skimming and scanning - Extract information from the text 	<ul style="list-style-type: none"> -Identify main ideas from more than one paragraph and summarise these (S) -Ask questions and find the answers to simple questions in a text -Use evidence gathered from the text when justifying views and opinions. 	<ul style="list-style-type: none"> -Locate information when directed using skimming and scanning -Retrieve and record information from non-fiction -Use of non-fiction features to find information from the text (index, contents, headings and subheadings, illustrations)
Year 5	<ul style="list-style-type: none"> -Use the skills of skimming and scanning to identify key ideas -Increase familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our 	<ul style="list-style-type: none"> -In non-fiction, retrieve, record and present information -Make simple notes -Use the skills of skimming and scanning to identify key ideas 	<ul style="list-style-type: none"> -Learn a wider range of poetry by heart. -Increase 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	-Plan what information needs to be found with guidance (e.g. a KWL grid)	literary heritage, and books from other cultures and traditions -Apply information retrieval skills across the curriculum
Year 6	-Retrieve, record and present information -Use the skills of skimming, scanning, to identify key ideas -Ask questions to improve their understanding -Plan and decide independently what information needs to be searched for -Use quotations to illustrate ideas	-Retrieve, record and present information -Use the skills of skimming, scanning, text marking and note-taking to identify key ideas -Ask questions to improve their understanding -Plan and decide independently what information needs to be searched for	-Ask questions to improve their understanding -Make appropriate notes from research, using a variety of sources -In non-fiction, retrieve, record and present information -Apply information retrieval skills across the curriculum



	Autumn	Spring	Summer
Nursey			-Understand the five key concepts about print: 5.page sequencing
Reception		-To re-enact and reinvent stories I have heard and real life events in my play.	-Recap skills.
Year 1	-Sequence a simple story or event and use this to re-enact and retell.	-Sequence a simple story or event and use this to re-enact and retell. -Show an understanding of the elements of a story such as character, setting, events.	-Sequence a simple story or event and use this to re-enact and retell. -Explain the elements of a story such as character, settings, events. -Use sequencing to help retell stories.
Year 2	-Sequence a range of stories or events and use this to re-enact and retell. -Becoming increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales.	-Discuss the sequence of events in books and how items of information are related. -Becoming increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales.	-Discuss the sequence of events in books and how items of information are related. -Continue to build up a repertoire of stories and poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.
Year 3	-Discuss the sequence of events in books and how items of information are related. -Identify main ideas from more than one paragraph and summarise these (R)	-Identify main ideas from more than one paragraph and summarise these (R)	-Identify main ideas from more than one paragraph and summarise these (R) <i>-Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.</i>
Year 4	-Identify main ideas from more than one paragraph and summarise these (R)	-Identify main ideas from more than one paragraph and summarise these (R)	-Identify main ideas from more than one paragraph and summarise these (R) <i>-Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.</i>
Year 5	-Identify main ideas from more than one paragraph and summarise these (R) -Identify key details that support main ideas and use them to summarise content drawn from more than one paragraph	-Identify key details that support main ideas and use them to summarise content drawn from more than one paragraph	-Identify key details that support main ideas and use them to summarise content drawn from more than one paragraph <i>-Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.</i>
Year 6	-Identify key details that support main ideas and use them to summarise content drawn from more than one paragraph	-Identify key details that support main ideas and use them to summarise content drawn from more than one paragraph	-Identify key details that support main ideas and use them to summarise content drawn from more than one paragraph <i>-Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.</i>

Word Reading/Phonics

	Autumn	Spring	Summer
Nurse	<ul style="list-style-type: none"> -Can identify signs and symbols in the environment and recall what they mean. -Can recognise a few letters from my name. -Can clap syllables in my name. -Can say some initial sounds in words. 	<ul style="list-style-type: none"> -Can notice and repeat sounds. -Develop their phonological awareness, so that they can: <ul style="list-style-type: none"> - spot and suggest rhymes -count or clap syllables in a word -hear and say some initial sounds in words -recognise words with the same initial sound, such as money and mother 	<ul style="list-style-type: none"> -Can keep a simple rhythm and match some rhyming words. -Is able to recognise own name. -Can say initial sounds in a word with increasing confidence. -Can orally blend some simple cvc words. -Can discriminate between sounds.
Reception	<ul style="list-style-type: none"> -To know most set 1 sounds in isolation. -To read individual letters by saying the sounds for them. -To join in with rhymes and stories. -To orally blend simple words demonstrating my knowledge of sounds. -To blend and read simple CVC words. 	<ul style="list-style-type: none"> -To recognise most set 2 sounds in isolation, including frequently used digraphs. -To read simple phrases and sentences. -To know and apply some digraphs when reading. -To orally blend sounds into words, so that they can read short words made up of known letter/sound correspondences. -To read a few common exception words. 	<ul style="list-style-type: none"> -To recognise all set 2 sounds in isolation, including frequently used digraphs. -Say a sound for each letter in the alphabet and at least 10 digraphs. -Read words consistent with their phonic knowledge by sound-blending. -Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
Year 1	<ul style="list-style-type: none"> -Apply phonic knowledge and skills as the route to decode words. -Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught. - Read common exception words. -Read aloud accurately books that are consistent with their improving phonic knowledge and that do not require them to use other strategies to work out words. -Re-read these books to build up their fluency and confidence in word reading. -Read all set 1 sounds. -Read all set 2 sounds. -Blend sounds into words orally -Speed read all set 1 green words. -Fred-talk most set 2 words. 	<ul style="list-style-type: none"> -Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught. -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. -Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings. -Read aloud accurately books that are consistent with their improving phonic knowledge and that do not require them to use other strategies to work out words. -Re-read these books to build up their fluency and confidence in word reading. -Read set 3 sounds -Further confidence in reading set 2 words (speedy reading) 	<ul style="list-style-type: none"> -Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s). -Read aloud accurately books that are consistent with their improving phonic knowledge and that do not require them to use other strategies to work out words. -Re-read these books to build up their fluency and confidence in word reading. -Check that the text makes sense as I read and correcting inaccurate reading. -Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes. -Speed read all set 2 green words. -Further confidence in reading set 3 words (speedy reading) -Read non-fiction books linked to phonics.
Year 2	<ul style="list-style-type: none"> -Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. -Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. -Read accurately words of two or more syllables that contain the same graphemes as above. 	<ul style="list-style-type: none"> -Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. -Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered. -Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. 	<ul style="list-style-type: none"> -Revisit/embed Autumn and Spring

	<ul style="list-style-type: none"> -Read words containing common suffixes. -Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. -Re-read these books to build up their fluency and confidence in word reading. -Attempt to read with intonation to show comprehension. -Check that the text makes sense as I read and correct inaccurate reading. -Speed read all set 1, 2 and 3 green words -Speed read most red words 	<ul style="list-style-type: none"> -Re-read these books to build up their fluency and confidence in word reading. -Speed read all set 1, 2 and 3 green words -Speed read all red words -Read 90-100 words per minute. 	
Year 3	<ul style="list-style-type: none"> -Read further exception words and note the unusual correspondences between spelling and sounds, and where these occur in the words. -Apply growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in - see English appendix 1 , both to read aloud and to understand the meaning of new words. 		
Year 4	<ul style="list-style-type: none"> -When reading aloud and reading for meaning- apply a growing knowledge of root words, prefixes and suffixes. -Read further exception words and note the unusual correspondences between spelling and sounds, and where these occur in the words. -Apply growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in - see English appendix 1 , both to read aloud and to understand the meaning of new words. 		
Year 5	<ul style="list-style-type: none"> -Apply growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in - see English appendix 1 , both to read aloud and to understand the meaning of new words meet. 		
Year 6	<ul style="list-style-type: none"> -To read aloud and to understand the meaning of new words meet. 		