



Whole School Reading Progression Map
"Today a reader, tomorrow a leader"

EYFS PITA (point in time assessment) STATEMENTS	Baseline	Advent	Lent	Pentecost Early Learning Goals
Word reading Use a range of strategies to decode and read for meaning.	<ul style="list-style-type: none"> *Recognises rhythm in spoken word (counts/claps syllables). *Shows an interest in illustrations and print in books and print in the environment. *Recognises familiar words and signs such as own name and advertising logos. *Looks at books independently and handles carefully. *Holds books correct way up and turns pages. Knows that print in English is read from left to right/top to bottom. 	<ul style="list-style-type: none"> *Hears, says and can recognise initial phonemes/grapheme within phase 2 for all words. (SET 1 RWI) *Segments sounds in simple words and blends them together (CVC). *Links some phonemes taught to graphemes. *Read most phase 2 common exception words. *Begin to read CVC caption and phrases. *Re-reads books to build up confidence, matching their phonics knowledge. 	<ul style="list-style-type: none"> *Hears, says and can read phonemes/graphemes and digraphs within phase 3. (SET 2 RWI) *Beginning to segment and blend some CVCC and CCVC words. *Names and sounds most letters of the alphabet. *Read up to 8 digraphs and a trigraph. *Reads most phase 3 common exception words *Begins to read simple sentences *Re-reads books to build up confidence, fluency and understanding matched to phonics knowledge. 	<ul style="list-style-type: none"> *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

<p><u>Comprehension</u></p>	<ul style="list-style-type: none"> *Enjoys rhymes and rhythmic activities. *Shows an awareness of rhyme and alliteration. *Listens and joins in with rhymes and stories (1:1 and small groups). *Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. *Begins to be aware of how stories are structured. *Suggests how a story might end. *Knows print carries meaning *Knows information can be relayed in the form of print. *Names different parts of a book. 	<ul style="list-style-type: none"> *Can say if something rhymes. *Uses vocabulary and forms of speech (phrases) that are increasingly influenced by their experiences of books, rhymes and poems. *Knows that information can be retrieved from books. *Describes main story events, setting and characters from familiar stories. *Enjoys an increasing range of books. 	<ul style="list-style-type: none"> *Continues a rhyming string. *Uses more complex vocabulary and forms of speech in a logical sequence that are increasingly influenced by their experiences of books, rhymes and poems. *Knows that information can be retrieved from different types of books. *Describes main story events, setting and characters from a range of stories (from other cultures and times). *Enjoys an increasing range of books and sharing with others 	<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. *Anticipate where appropriate key events in stories. *Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.
------------------------------------	--	---	---	--

Pupils must achieve most of the green assessment criteria to be 'Expected' (achieving the national standard).
 The end of Key Stage assessments are **WTS**, **EXP**, **GDS**. The numbers in brackets are the National Curriculum TAFS.
 KS1 domains are **Vocabulary, Infer, Predict, Explain, Retrieve, Sequence (VIPERS)**.

Year 1 Domain	Advent	Lent	Pentecost
Decoding Use a range of strategies to decode and read for meaning.	<p>I can match all 40+ graphemes to their phonemes (phase 3).(1)</p> <p>I can read phase 3 and 4 common words and some year 1 common exception words (3)</p> <p>I can read aloud books that are consistent with my phonic knowledge. I expect my reading books to make sense. I read taking account of full-stops.</p> <p>I know the difference between a word, a letter and a space, reading from left to right knowing where to begin.</p> <p>I can look at the pictures to help me understand the words although I am more able to use my phonics skills to decode tricky words.</p> <p>I can point to and hear each separate word.</p> <p>I can use my letter sounds to read new words in phonically decodable texts.</p>	<p>I can read phonically decodable texts with confidence using taught GPCs, blending the sounds in words that contain the common graphemes for all 40+ phonemes. (1)</p> <p>I can blend words I have not seen before – based on known GPCs. (5)</p> <p>I can read words of more than one syllable (2)</p> <p>I can read phase 4 and 5 common words and many year 1 common exception words. (3)</p> <p>I can read words ending in –s, -ing, -er. (8)</p> <p>I can check my reading book makes sense as I read and I can correct any miscues. I read taking account of full-stops and question marks.</p> <p>I can blend phonemes to read words like play, push, string, catch.</p> <p>I can blend words with phase 5 vowel sounds such as phone, cried and rescue.</p>	<p>I can read phonically decodable texts with confidence, using taught GPCs. (1)</p> <p>I can read words of two or more syllables. (2)</p> <p>I can read up to and including phase 5 common words fluently and can read most Year 1 common exception words. (3)</p> <p>I can read with some fluency and expression. (4)</p> <p>I can re-read a text if I feel it doesn't make sense. I can read words ending with –es, -ed, -est. (8)</p> <p>I can read words with contractions such as I'll, I'm, they're, we'll, and I understand that the apostrophe represents the omitted letter(s).</p> <p>I read taking account of full-stops, question and exclamation marks.</p> <p>I can blend words with the phase 5 vowel spellings such as phone, cried, rescue – with fluency. I can read new words by knowing what would fit or sound right in the sentence.</p>

Vocabulary Draw upon your knowledge of vocabulary to understand the text.		I can recognise a simple poem or rhyme.	With help I can talk about favourite words or phrases in a story. I can recognise rhyming words in a poem.
Infer Make inferences from the text.	I can talk about what might be happening in my books with help from my teacher. I can talk about what is good and bad about the characters and events in stories. I can link some events to my own experiences.	I can begin to draw inferences from the text or illustrations. (6)	I can draw some inferences from the text or illustrations.(6) I can share my ideas about a text and listen carefully to others. I can say what I think about the events in a story. I can say what I think about a character in a story. I can say who is bad and who is good and give some reasons.
Predict Predict what you think will happen based on what you already know.	I can talk about what might be happening in my books with help from my teacher. I can guess what is going to happen in a story that has repeated patterns.	I can guess what might happen to the characters in my books.	
Explain Explain your preferences, thoughts and opinions about a text.	I can re-read and enjoy my favourite books, songs and rhymes.	I can share my likes and dislikes about a story. I can tell you about more than one traditional story that I like. I can share my ideas about a story, talking in a group.	I can choose my favourite book from a selection and talk about it. I can talk about some of my favourite authors or genres, sharing some of my likes and dislikes.

		<p>I can choose my favourite book and talk about it.</p> <p>I can link what I am reading to my own experiences.</p>	
<p>Retrieve Identify and explain the key features of texts: such as characters, events, titles and information.</p>	<p>I can use the main points in a story to help me retell it or act it out.</p> <p>I can talk about the book title.</p> <p>I can listen to a story all the way through.</p> <p>I can say how I feel about stories and poems.</p> <p>I can say what I like/dislike about a story.</p>	<p>I can understand books I have read and those read to me. (6)</p> <p>I can answer questions about events and ideas in my texts. (6)</p> <p>I can talk about the main events in my texts.</p> <p>I can retell familiar stories orally using narrative language.</p> <p>I am beginning to tell you about some key characteristics of a story type e.g. 'Once upon a time' begins a fairy tale, a contents page shows it is an information book.</p> <p>I can name bold, italic and capital print.</p>	<p>I can find some information in a text to help me answer simple questions about a story.(6)</p> <p>I can talk about the main events in a story in some detail.</p> <p>I can explain what I understand about a text.</p> <p>I can say some poems/rhymes by heart.</p> <p>I can retell some key stories and traditional tales with confidence.</p> <p>I can recognise when different fonts are used for effect.</p> <p>I can tell you about some key characteristics of a story type/genre.</p>
<p>Sequence Sequence the key events in a story, looking at organisation and structure.</p>	<p>I can use the patterns and structures when I'm retelling a story.</p> <p>I can understand and use book words: book; cover; beginning; end; page; word; letter; line.</p>	<p>I am beginning to tell the difference between fiction and non-fiction texts.</p> <p>I can retell the main points in a recount in the right order.</p>	<p>With help, I can use the structure of the text to find answers to simple questions.</p> <p>I can understand the order that events happen in a story.</p> <p>Tell the difference between fiction and non-fiction.</p> <p>I can recognise some simple features of poems.</p>

Pupils must achieve most of the green assessment criteria to be 'Expected' (achieving the national standard).
 The end of Key Stage assessments are **WTS**, **EXP** **GDS**. The numbers in brackets are the National Curriculum TAFS.
 KS1 domains are **Vocabulary, Infer, Predict, Explain, Retrieve, Sequence (VIPERS)**.

Year 2 Domain	Advent	Lent	Pentecost
Decoding Use a range of strategies to decode and read for meaning.	<p>I can read most familiar words quickly and accurately without overt sounding and blending.(4)</p> <p>I can read most words containing common suffixes -s, -ing, -er, -es, -ed, -est, -ful, -less. (8)</p> <p>I can read some Year 2 common exception words.(9)</p> <p>I can use different ways to work out words I don't know e.g. my phonics, reading on.....</p> <p>I can recognise and read alternative sounds for graphemes.</p> <p>I can read fluently taking account of punctuation (. , ? !)</p>	<p>I can decode automatically and fluently, sounding out without undue hesitation focusing on understanding rather than decoding individual words. (10 & 11)</p> <p>I can read words of two or more syllables containing GPCs taught (up to Phase 6).(7)</p> <p>I can read most words containing common suffixes – s, -ing, -er, -es, -ed, -est, -ful, -less. (8)</p> <p>I often spot my own mistakes in reading and make changes so that my reading makes sense. (12)</p> <p>I use different ways to work out words I don't know.</p> <p>I can read many Year 2 common exception words.(9)</p> <p>I can read confidently and fluently taking account of punctuation (.,?! ""')</p> <p>I can vary my expression when I read.</p>	<p>I can decode automatically and fluently (90 words a minute), sounding out without undue hesitation, unfamiliar words, accounting for punctuation.(10 & 11)</p> <p>I can read words of two or more syllables containing GPCs taught (up to Phase 6).(7)</p> <p>I often spot my own mistakes in reading and make changes so that my reading makes sense.(12)</p> <p>I can read most Year 2 common exception words.(9)</p> <p>I use a range of strategies to work out words I don't know.</p> <p>I can read fluently, using different voices and tones to give expression.</p> <p>I can read words with prefixes and suffixes (Phase 6) and know what they mean in a text.</p>

Vocabulary Draw upon your knowledge of vocabulary to understand the text.	I can talk about favourite words and phrases in the text. I can explain the effect of rhyming words in a poem.	I can explain why I like particular words and phrases. I can identify particular words used to describe a character.	I can explain why particular words are used to describe a character and their actions. I can use prior knowledge, context and vocabulary to understand a text. I can explain how language is used to build up humour and suspense.
Infer Make inferences from the text.	I can draw simple inferences from the text and illustrations.(13) I am beginning to compare stories and say why they are similar and different. I can discuss texts shared with others, taking turns, listening and responding to others' opinions. I can compare settings and events to my own experience.	I can draw simple inferences from the events and character actions and speech.(13) I can compare characters, settings and events to my own experience. I can find clues in a text to help me explain my ideas and inferences about the text. I can talk about what characters might be thinking or feeling using clues in the text. I can compare stories and say why they are similar and different. (17)	I can compare settings and events to my own and others' experiences. I can make links between books I am reading and other books I have read. I can draw inferences from events, character actions and speech in the text.(15) I can compare stories and characters and explain how they are similar and different and make links.(17)
Predict Predict what you think will happen based on what you already know.	I can predict what might happen in a story by what has already happened.	I can predict the content of information texts and explanations. I can predict what might happen to characters in a story by what has already happened.(16) I can describe what might happen in a text by comparing the plot to similar stories.	I can make plausible story-line predictions based on what has already happened (16) I can describe what might happen in a text by comparing the plot to others I have read by the same author.(16/17)

Explain Explain your preferences, thoughts and opinions about a text.	I can choose my favourite book from a selection and talk about it. I can talk about my favourite authors or genres, sharing my likes and dislikes.	I can make reading choices based on what I have read before. I can say what I think, and find parts of the text to say why I think it.	I can make reading choices based on what I have read before. I can say what I think, and find parts of the text to say why I think it. I am beginning to identify the intended audience for the text.
Retrieve Identify and explain the key features of texts: such as characters, events, titles and information.	I can show that I understand the text, reading for meaning, checking the text makes sense and correcting inaccurate reading. (12) I can find information in a text to help me answer questions about a story/non-fiction. (13) I can use the main points in a story to help me retell it or act it out. I can find and talk about the main events in a story in some detail. I can tell you about the key characteristics of a story type/genre. I can retell stories orally with confidence using narrative language. I can use prior knowledge to help me understand texts.	I can show understanding of age appropriate books and explain what has happened in a story so far. (14) I can use information in a text to help me answer questions about fiction/non-fiction. (13) I can think of questions about a topic and find the information in my books I can use prior knowledge and context to help me understand texts.	I can show a sound understanding of age appropriate books and explain in detail what has happened in a story so far. (14) I can re-read to find information in a text to help me answers questions. (13) I can extract information from non-fiction texts using contents, index, chapter headings, glossary etc.

<p>Sequence Sequence the key events in a story, looking at organisation and structure.</p>	<p>I can show that I understand the way information texts are organised and use this to help me when reading.</p> <p>I can describe the main plot in a story.</p> <p>I know a wider range of stories, fairy stories and traditional tales.</p> <p>I can recognise the main features of poems.</p>	<p>I can discuss the sequence of events in books and how they are related to each other.</p> <p>I understand and can use the way non-fiction texts are organised.</p> <p>I can describe the key characteristics of a text type.</p>	<p>I can explain the sequence of events in books and how they are related to each other.</p> <p>I can confidently use the way non-fiction texts are organised.</p> <p>I can describe the key characteristics of a range of text types.</p>
---	---	---	--

Pupils must achieve most of the termly assessment criteria to be 'Expected' (achieving the national standard). GDS criteria is highlighted in pink. KS2 domains are **Compare, Vocabulary, Infer, Predict, Explain, Retrieve, Summarise (C VIPERS)**.

Year 3 Domain	Advent	Lent	Pentecost
Decoding Use a range of strategies to decode and read for meaning.	I can decode automatically and fluently, sounding out without undue hesitation, accounting for punctuation. I can read aloud fluently, using different voices and tones to give expression. I often spot my mistakes in reading and make changes so that my reading makes sense. I can use a range of strategies to work out words that I don't know. I can read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.	I can apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words. When I read, I notice new words and think about their meaning. I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words. I read aloud using punctuation to help the listener understand. I read fluently using different voices and tones to give expression. I quickly notice when my reading doesn't make sense, and I re-read it.	I read silently most of the time. I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words. I read aloud using punctuation to help the listener understand. I read fluently using different voices and tones to give expression. I quickly notice when my reading doesn't make sense, and I re-read it. I can read aloud and independently, taking turns and listening to others.
Compare (2H) Make comparisons within the text.	I am beginning to compare stories and say why they are similar and different. e.g. The Twits and You're a Bad Man, Mr. Gum	I can compare characters, settings and events to my own experience. e.g. Please Mrs Butler The Velveteen Rabbit I can compare stories and say why they are similar and different. e.g. Frida Kahlo and Counting on Katherine	I can compare settings and events to my own and others' experiences. e.g. Boy at the Back of the Class I can make links between books I am reading and other books I have read. I can compare stories and characters and explain how they are similar and different and make links. e.g. The Accidental Prime Minister & The Parent Agency (L2)

<p>Vocabulary (2A & 2G)</p> <p>Identify and explain how meaning is enhanced through choice of words.</p> <p>Give/explain the meaning of words in context.</p>	<p>I can talk about favourite words and phrases in the text. e.g. Let it Go A Spoonful of Sugar</p>	<p>I can identify particular words used to describe a character. e.g. Matilda (A1) The Lion, The Witch and the Wardrobe</p>	<p>I can explain why particular words are used to describe a character and their actions. Six Dots: A Story of Young Louis Braille</p> <p>I can explain the meaning of words in context. e.g. Great Kapok Tree</p> <p>I use dictionaries to check the meaning of unfamiliar words in my books.</p> <p>I read longer texts, using independent strategies to ensure full understanding.</p> <p>I can explain how language is used to build up humour and suspense e.g. Battle of Bubble and Squeak</p>
<p>Infer (2D)</p> <p>Justify inferences using evidence from the text.</p>	<p>I can draw simple inferences from the text and illustrations. e.g. Mog and the Monster Henri's Freedom Box You're a Bad Man, Mr. Gum!</p> <p>I can discuss texts shared with others, taking turns, listening and responding to others' opinions. e.g. Book Week</p> <p>I can compare settings and events to my own experience. e.g. A Big Surprise Carrie's War</p>	<p>I can draw simple inferences from the events and character actions and speech. e.g. Cat Tales: Ice Cat</p> <p>I can find clues in a text to help me explain my ideas and inferences about the text. e.g. The Lion, The Witch and the Wardrobe</p> <p>I can talk about what characters might be thinking or feeling using clues in the text. e.g. The Invisible</p>	<p>I can draw inferences from events, character actions and speech in the text.(15)</p> <p>e.g. The Little Prince True Colours Happy</p>

<p>Predict (2E)</p> <p>Predict what might happen from details stated and implied.</p>	<p>I can predict what might happen in a story by what has already happened. e.g. The Worst Witch</p> <p>I can predict what might happen in a text by comparing the plot to others that I have read by the same author. e.g. The Twits</p>	<p>I can predict what might happen to characters in a story by what has already happened.(16) e.g. The Lion, the Witch and the Wardrobe</p>	<p>I can make plausible story-line predictions based on what has already happened (16) e.g. The Great Chocoplot</p>
<p>Explain authorial choice (2F)</p> <p>Explain how content is related and contributes to meaning as a whole. Explain how meaning is enhanced through choice of language (authorial choice). Explain the themes and patterns that develop across the text. Explain how information contributes to the overall experience.</p>	<p>I can choose my favourite book from a selection and talk about it. e.g. Book Week</p> <p>I can talk about my favourite authors or genres, sharing my likes and dislikes. e.g. Book Week</p> <p>I can explain the effect of rhyming words in a poem. e.g. Don't A Big Surprise</p>	<p>I can make reading choices based on what I have read before. e.g. Book Week</p> <p>I can explain why I like particular words and phrases. e.g. The Pobble Who Has No Toes</p>	<p>I can say what I think, and find parts of the text to say why I think it. e.g. Book Week</p> <p>I am beginning to identify the intended audience for a text. e.g. The British Poem</p>
<p>Retrieve (2B)</p> <p>Retrieve and record information.</p> <p>Identify key details from fiction and non-fiction.</p>	<p>I can talk about a text that I have read and compare the plot to similar stories.</p> <p>I can retell a story from memory and include all of the main parts. e.g. Hansel and Gretel</p> <p>I can think of questions about a topic and retrieve information from non-fiction books. e.g. Encyclopaedia Page</p>	<p>I can discuss my responses to a text. e.g. The Invisible</p> <p>I can retell a story and use details to make it clear. e.g. The Velveteen Rabbit</p>	<p>I check that the text is meaningful.</p> <p>I can discuss the texts that I have read.</p> <p>I can search for, retrieve, and record information from non-fiction texts. e.g. Shakespeare Fact File Six Dots: A Story of Young Louis Braille</p> <p>I use text marking to identify key information.</p>

	<p>I can extract information from a non-fiction text, using contents, index, chapter headings, glossary etc. e.g. Encyclopaedia Page</p>	<p>I can retrieve and record information from non-fiction texts. e.g. The Street Beneath my Feet</p>	
<p>Summarise (2C)</p> <p>Summarise main ideas from more than one paragraph.</p> <p>Identify and comment on structure and organisation of texts.</p>	<p>I can show that I understand the way information texts are organised and use this to help me when reading. e.g. Marcus Rashford Biography</p> <p>I can describe the main plot in a story. e.g. Henri's Freedom Box</p> <p>I know a wider range of stories, fairy stories and traditional tales.</p> <p>I can tell you about the key characteristics of a story type/genre. e.g. The Worst Witch (fantasy)</p> <p>I can recognise the main features of poems. e.g. Don't</p>	<p>I can discuss the sequence of events in books and how they are related to each other. e.g. Cat Tales: The Ice Cat</p> <p>I understand and can use the way non-fiction texts are organised. e.g. Encyclopaedia Page (A2) The Street Beneath My Feet</p> <p>I can describe the key characteristics of a text type. e.g. Encyclopaedia Page (A2) The Street Beneath My Feet</p>	<p>I can explain the sequence of events in books and how they are related to each other. e.g. Stone Age Boy</p> <p>I can confidently use the way non-fiction texts are organised. e.g. Shakespeare Fact File</p> <p>I can describe the key characteristics of a range of text types. e.g. Non-Chron, Biography, Fantasy</p>

Pupils must achieve most of the termly assessment criteria to be 'Expected' (achieving the national standard). GDS criteria is highlighted in pink. KS2 domains are **Compare, Vocabulary, Infer, Predict, Explain, Retrieve, Summarise (C VIPERS)**.

Year 4 Domain	Advent	Lent	Pentecost
Decoding Use a range of strategies to decode and read for meaning.	I can read on my own and use different ways to work out the meaning. I can understand the job of different punctuation marks and use them to help with tone and expression. I can apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words. I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.	I read silently most of the time, adjusting speed of reading to suit material. When I read I think about how my reading sounds to the listener. I can read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. I can rerun more complex sentences and unfamiliar language to understand and interpret meaning.	I can use the context of the story to work out the meaning of unfamiliar words. I can prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.
Compare & Contrast (2H) Make comparisons within the text.			Make connections between other similar texts. Begin to build on others' ideas and opinions about a text in discussion. e.g. My Brother is a Superhero & Aliens Invaded my Talent Show I can make relevant points to compare and contrast characters, finding evidence in the text. e.g. How to Train your Dragon

			<p>I can compare the language in older texts with modern Standard English. e.g. Jabberwocky & A Midsummer Night's Dream</p>
<p>Vocabulary (2A & 2G)</p> <p>Identify and explain how meaning is enhanced through choice of words.</p> <p>Give/explain the meaning of words in context.</p>	<p>I can discuss and record words and phrases that writers use to engage and impact on the reader (for example, to create mood and build tension). e.g. The Mystery of the Colour Thief Varjak Paw</p> <p>I can explain the meaning of words in context. e.g. Rain</p> <p>I can develop pleasure in reading, motivation to read, vocabulary and understanding.</p> <p>I can use dictionaries to check the meaning of unfamiliar words. e.g. Guided Reading</p>	<p>I can identify where a writer has used precise word choices for effect to impact on the reader.</p> <p>Recognise how the meaning of sentences is created by word order and punctuation. e.g. Funky Chickens</p> <p>I can identify formal and informal language. e.g. The Railway Children Bill's New Frock</p>	<p>I know and recognise some of the literary conventions in text types covered. e.g. Midsummer Night's Dream Isaac Newton Fact File (A2)</p>
<p>Infer (2D)</p> <p>Justify inferences using evidence from the text.</p>	<p>I can discuss books, poems and other works that are read aloud and independently, taking turns and listening to others' opinions. e.g. Book Week</p> <p>I can ask relevant questions to improve my understanding of a text. e.g. We Don't Talk About Bruno</p> <p>I can express reasoned, personal point of view about a text.</p>	<p>I can infer meanings and begin to justify them with evidence from the text. e.g. The Last Firefox Funky Chickens</p> <p>I can discuss the actions of the main characters and justify my views by referring to the text. e.g. The Last Firefox</p> <p>I know when there are hidden messages in a story. e.g. Bill's New Frock</p>	<p>I understand the bias in persuasive writing, including articles and advertisements.</p> <p>I can use inference and deduction to work out the characteristics of different people from a story. e.g. Why the Whales Came (L2) How to Train your Dragon</p> <p>I can identify how a writer uses language and punctuation to convey character. e.g. The Explorer</p>

	<p>I listen to others' ideas and opinions about a text. e.g. Book Week</p> <p>I can infer meanings and begin to justify them with evidence from the text. e.g Voices in the Park Christmasaurus</p>	<p>I can give an opinion, find evidence in the text to justify it. Point, evidence and attempt at explanation. (PEE) e.g. Escape from Pompeii</p>	
<p>Predict (2E)</p> <p>Predict what might happen from details stated and implied.</p>		<p>I can predict what might happen from details stated and deduced information. e.g The Last Firefox</p>	
<p>Explain authorial choice (2F)</p> <p>Explain how content is related and contributes to meaning as a whole. Explain how meaning is enhanced through choice of language (authorial choice). Explain the themes and patterns that develop across the text. Explain how information contributes to the overall experience.</p>	<p>I am beginning to understand simple themes in books. e.g Voices in the Park</p> <p>I can explain and discuss understanding of books, poems and other material, both those read aloud and those read independently.</p>	<p>I can identify the theme of a text. e.g. Goodnight Stories for Rebel Girls</p> <p>I know that books are written for different purposes and know which books to select for specific purposes.</p> <p>I know a wider range of stories, including fairy stories, traditional tales and myths.</p> <p>I recognise some different forms of poetry – list poems, free verse, rhyming verse etc. e.g. Funky Chickens The Bonfire at Night (A)</p> <p>I can raise queries about texts. e.g. Funky Chickens</p>	<p>I experience and discuss a range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Identify some text type language features. For example, narrative, explanation, persuasion. e.g. Boudicca</p> <p>I can talk widely about different writers, giving some information about their backgrounds and the type of literature they produce. e.g. Michael Morpurgo Benjamin Zephaniah</p>

		<p>I can make connections with prior knowledge and experience. e.g. Escape from Pompeii Isaac Newton Fact File</p> <p>I can explain ideas and opinions, giving reasons. e.g. The Last Firefox Funky Chickens</p>	
<p>Retrieve (2B)</p> <p>Retrieve and record information.</p> <p>Identify key details from fiction and non-fiction.</p>	<p>I check the text is meaningful.</p> <p>I can discuss my responses to a text. e.g. Amari and the Night Brothers</p> <p>I can retrieve and record information from non-fiction texts. e.g. Tooth by Tooth</p>	<p>When answering a question, I can understand and refer to the main points in a text.</p> <p>I can find information in a text and make notes and quotations. e.g. Goodnight Stories for Rebel Girls</p>	<p>I can read and search longer texts for detailed information, looking at language, structure and presentation. e.g. The Rhythm of the Rain</p>
<p>Summarise (2C)</p> <p>Summarise main ideas from more than one paragraph.</p> <p>Identify and comment on structure and organisation of texts.</p>	<p>I can identify and summarise main ideas of a text e.g. Amari and the Night Brothers Edgar the Dragon</p> <p>I know and recognise some of the literary conventions in text types covered. e.g. Tooth by Tooth Planet Omar</p> <p>I know that non-fiction books are structured in different ways and be able to use them effectively.</p>	<p>I can identify some text type organisational features, for example, narrative, explanation, persuasion.</p> <p>I can make use of blurbs, chapter headings, indexes and glossaries to find information quickly and accurately. e.g. Guided Reading</p>	<p>I can explain why text types are organised in a certain way. e.g. A Midsummer Night's Dream Cinnamon Just Around the Riverbend</p> <p>I can summarise the ideas from more than one paragraph. e.g. Charlotte's Web</p>

	<p>e.g. Tooth by Tooth</p> <p>I understand and explain that narrative books are structured in different ways. For example, historical stories and fantasy stories.</p> <p>e.g. Podkin One Ear</p>		
--	---	--	--

Pupils must achieve most of the termly assessment criteria to be 'Expected' (achieving the national standard). GDS criteria is highlighted in pink. KS2 domains are Compare, Vocabulary, Infer, Predict, Explain, Retrieve, Summarise (C VIPERS) .			
Year 5 Domain	Advent	Lent	Pentecost
Decoding Use a range of strategies to decode and read for meaning.	I can read on my own. I can apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words. I can read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.	I can re-read and read ahead to check for meaning. I can read a range of books at my level fluently and accurately.	
Compare & Contrast (2H) Make comparisons within the text.	I can make connections between other similar texts, prior knowledge and experience. e.g. A Change is Gonna Come and Where is the Love? Dulce Et Decorum Est and Private Peaceful (Advent & Lent)	I can compare different versions of texts. e.g. Time by William Shakespeare and The Value of Time by Diane Montemayor (A2) I can make comparisons between books. e.g. Coming to England and No Ballet Shoes in Syria	I compare texts by different writers on the same topic. e.g. Oranges in no Man's Land and The Breadwinner Laudito Si & Greta Thunberg UN Speech (A2) Dulce Et Decorum Est and Private Peaceful (A1)

<p>Vocabulary (2A & 2G)</p> <p>Identify and explain how meaning is enhanced through choice of words.</p> <p>Give/explain the meaning of words in context.</p>	<p>I can discuss and evaluate how authors use language, including figurative language, considering the impact. e.g. Boy in the Tower Time & The Value of the Time</p> <p>I can use strategies to explore the meaning of words in context. e.g. William Wenton and the Secret Portal</p>	<p>I can identify and comment on writer's use of language for effect. For example, precisely chosen adjectives, similes and personification. e.g. Private Peaceful (A2) Foreign Lands</p>	<p>I notice that the language in a text varies depending on the audience and purpose. e.g. Macbeth Great Expectations</p>
<p>Infer (2D)</p> <p>Justify inferences using evidence from the text.</p>	<p>I can draw inferences such as inferring characters' feelings, thoughts and motives from their actions. e.g. Boy in the Tower Coming to England The Girl Who Stole an Elephant</p> <p>I can raise queries about texts and ask questions to improve my understanding.</p>	<p>I can justify inferences with evidence from the text. e.g. FARThER</p> <p>I can read between the lines using clues in the text. e.g. Foreign Lands FARThER</p> <p>I can judge why the characters act as they do. e.g. The Black Amulet</p>	<p>I can infer meaning using evidence from the text and wider reading and personal experience. e.g. You are Old, Father William When You Love Someone (song)</p> <p>I can distinguish between statements of fact and opinion. e.g. Sutton Hoo Report</p>
<p>Predict (2E)</p> <p>Predict what might happen from details stated and implied.</p>	<p>I can make predictions from details stated and implied information. e.g. William Wenton and the Secret Portal</p>	<p>I predict what might happen from details stated and implied. e.g. The Black Amulet</p>	<p>I can justify my predictions by referring to the text. e.g. Wolf Brother Rooftoppers</p>
<p>Explain authorial choice (2F)</p>	<p>I listen to others' ideas and opinions about a text. e.g. Book Week</p>	<p>I can build on others' ideas and opinions about a text in discussion. e.g. FARThER</p>	<p>I participate in discussions about books that are read to them and those they can read for themselves, building on their own and others'</p>

<p>Explain how content is related and contributes to meaning as a whole. Explain how meaning is enhanced through choice of language (authorial choice). Explain the themes and patterns that develop across the text. Explain how information contributes to the overall experience.</p>	<p>I can present a personal point of view based on what has been read. e.g. Dulce Et Decorum Est</p> <p>I can explain a personal point of view. e.g. Book Week</p> <p>I can give reasons for a personal point of view. e.g. Book Week</p> <p>I can express a personal point of view about a text, giving reasons. e.g. The Girl Who Stole an Elephant</p> <p>I listen to others' personal point of view. e.g. Book Week</p> <p>I can recommend books to peers, giving reasons for their choices. e.g. Book Week</p> <p>I can identify grammatical features used by writer – rhetorical questions, varied sentence lengths, varied sentence starters – to impact on the reader. e.g. Harry Potter & The Philosopher's Stone Laudato Si</p>	<p>I can provide reasoned justifications for others' views. e.g. FARThER by Grahame Baker-Smith</p> <p>Identify and discuss themes and conventions in and across a wide range of writing. e.g. FARThER by Grahame Baker-Smith Macbeth</p> <p>I can identify grammatical features used by writer – rhetorical questions, varied sentence lengths, varied sentence starters, empty words – to impact on the reader. e.g. Private Peaceful (A2) Black Amulet Wolves of Willoughby Chase</p>	<p>ideas and challenging views courteously. e.g. Tom's Midnight Garden (CR)</p> <p>I adapt own opinion in the light of further reading or others' ideas. e.g. Tom's Midnight Garden (CR)</p> <p>I can express opinions about a text, using evidence from the text, giving reasons and explanations. Point, evidence, explanation. (PEE) e.g. Rooftoppers The Breadwinner</p>
--	---	--	--

	<p>I can identify how language, structure and presentation contribute to the meaning of a text. e.g. Time & Value of Time Laudato Si</p> <p>I can present the author's viewpoint of a text. e.g. Laudato Si</p>		
<p>Retrieve (2B)</p> <p>Retrieve and record information.</p> <p>Identify key details from fiction and non-fiction.</p>	<p>I check that the book is meaningful and discuss what has been understood.</p> <p>I can identify issues in texts and talk about them. e.g. A Change is Gonna Come Boy in the Tower Coming to England</p> <p>I can retrieve and record information. e.g. Spirit Harry Potter & Philosopher's Stone</p>	<p>I can use strategies to explore the meaning of idiomatic and figurative language. e.g. Cloud Busting (CR)</p> <p>I can retrieve, record, collate and present information from non-fiction. e.g. Malala – My Story of Standing Up for Girl's Rights Life Cycle of a River</p> <p>I can collate information retrieved. e.g. Life Cycle of a River</p>	<p>I can find information quickly by scanning and text-marking. e.g. Guided Reading</p> <p>I can quickly get the gist of a text by skimming. e.g. Guided Reading</p> <p>I can identify significant ideas, events and characters; and discuss their significance. e.g. Wonder The Midnight Fox Great Expectations</p>
<p>Summarise (2C)</p> <p>Summarise main ideas from more than one paragraph.</p>	<p>Identify how language, structure and presentation contribute to the meaning of a text.</p> <p>I can summarise the main ideas drawn from a text. e.g. A Change is Gonna Come</p>	<p>I read books that are structured in different ways. e.g. Great Expectations (Graphic Novel) Cloud Busting (T4W - Poetry)</p> <p>I know the main features of fiction and non-fiction texts. e.g. Life Cycle of a River (NF)</p>	<p>I can use contents, indexes and subheadings to find information. e.g. Guided Reading</p> <p>I continue to read books that are structured in different ways and read for a range of purposes.</p>

Identify and comment on structure and organisation of texts.	<p>I can present an oral overview or summary of a text.</p> <p>e.g. Elton John – John Lewis Advert</p>	<p>I can explain how the layout might add to the effectiveness of a text.</p> <p>e.g. Alexander Fleming Fact File</p>	<p>I know the features of different narrative text types. For example – adventure, fantasy, myths.</p> <p>e.g. Guided Reading</p> <p>I know how the way a text is organised supports the purpose of the writing.</p> <p>e.g. Sutton Hoo report</p> <p>I can summarise key information from different texts.</p> <p>e.g. Guided Reading</p>
--	---	--	---

Pupils must achieve most of the termly assessment criteria to be 'Expected' (achieving the national standard). GDS criteria is highlighted in pink. KS2 domains are **Compare, Vocabulary, Infer, Predict, Explain, Retrieve, Summarise (C VIPERS)**.

Year 6 Domain	Advent	Lent	Pentecost
Decoding Use a range of strategies to decode and read for meaning.	I can apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words. I read accurately and check that I understand. I ask questions to myself and others to improve my understanding. I can read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words. I can read fluently, using pronunciation to inform meaning.	I use combined knowledge of phonemes and word derivations to pronounce words correctly e.g. arachnophobia. I can skim and scan to identify key words and phrases.	I can read with fluency, expression and the right tone for the content.
Compare & Contrast (2H) Make comparisons within the text.	I can make comparisons within and across books. e.g. Chains and Anne Frank's Diary	I can make connections between other similar texts, prior knowledge and experience and explain the links. e.g. The Arrival The Island The Moment & Laudato Si	I compare and contrast the styles of different writers with evidence and explanation. e.g. Can you See Me? and A Kind of Spark I can compare and contrast characters, themes and structure in texts by the same and different writers. e.g. Can you See Me? and A Kind of Spark

<p>Vocabulary (2A & 2G)</p> <p>Identify and explain how meaning is enhanced through choice of words.</p> <p>Give/explain the meaning of words in context.</p>	<p>I can identify and comment on writer's choice of language. e.g. The Hobbit Chains</p>	<p>I show awareness of the writers' craft by commenting on use of language, grammatical features and structure of texts. e.g. Skellig</p> <p>I use strategies to explore the meaning of unfamiliar words and idiomatic and figurative language. e.g. Skellig Ozymandias Rooftoppers</p>	
<p>Inference (2D)</p> <p>Justify inferences using evidence from the text.</p>	<p>I can draw inferences such as inferring characters' feelings, thoughts and motives from their actions and develop explanations. e.g. The Beginner (John Lewis Ad) Skulduggery Pleasant Chains</p> <p>I can read between the lines using evidence from the text and my experience of the wider world. e.g. No-one Knows me Like the Piano The Beginner</p> <p>I ask questions to extend understanding. e.g. The Magnificat</p>	<p>I provide reasoned justifications for my views. e.g. Skellig</p> <p>I can present a counter-argument in response to others' points of view. e.g. Book Week</p>	<p>I can draw inferences from subtle clues across a complete text. e.g. Overheard in a Tower Block Holes Varmints</p> <p>I can explain how and why a text has impact on a reader. e.g. A Kind of Spark Romeo & Juliet</p>

<p>Predict (2E)</p> <p>Predict what might happen from details stated and implied.</p>	<p>I can predict what might happen from details stated and implied from across a text.</p> <p>e.g. Chains The Beginner The Graveyard Book</p>		
<p>Explain authorial choice (2F)</p> <p>Explain how content is related and contributes to meaning as a whole. Explain how meaning is enhanced through choice of language (authorial choice). Explain the themes and patterns that develop across the text. Explain how information contributes to the overall experience.</p>	<p>I can express and explain a personal point of view about a text, giving reasons linked to evidence from texts.</p> <p>e.g. The Island Do They Know its Christmas?</p> <p>I 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>I can identify how language, structure and presentation contribute to the meaning of a text.</p> <p>e.g. Louis Braille Biography The Graveyard Book</p> <p>I can present and explain the author's viewpoint in a text.</p> <p>e.g. No-one Knows me Like the Piano</p> <p>I raise queries about texts.</p>	<p>I can identify and explain how writers use grammatical features for effect, for example, the use of short sentences to build tension.</p> <p>e.g. Can You See Me? Skellig The Girl of Ink and Stars</p> <p>I can build on others' ideas and opinions about a text in discussion.</p> <p>e.g. The Island</p> <p>I can identify and discuss themes and conventions in and across a wide range of writing and longer texts.</p> <p>I can recommend books to peers, giving reasons for their choices.</p> <p>e.g. Book Week</p> <p>I can explain an opinion, referring to the text to justify it; Point, Evidence and Explanation (PEE)</p> <p>e.g. The Island</p> <p>I present a counter-argument in response to others' points of view using evidence from the text and explanation – PEE.</p> <p>e.g. The Island</p>	<p>I can give a personal response to a range of literature and non-fiction texts, stating preferences and justifying them, identifying how characters change during the events of a longer novel.</p> <p>e.g. Romeo & Juliet</p> <p>I can discuss and evaluate how authors use language, including figurative language, considering the impact.</p> <p>e.g. Orphans of the Tide</p> <p>I can explain the author's viewpoint in a text and present an alternative point of view.</p> <p>e.g. Orphans of the Tide</p> <p>I comment on the development of themes in longer novels.</p> <p>e.g. Orphans of the Tide Holes Skellig</p> <p>I can evaluate the styles of different writers with evidence and explanation.</p> <p>e.g. Can You See Me? A Kind of Spark</p> <p>I can identify the grammatical features/techniques used to create mood, atmosphere, key messages and attitudes.</p>

<p>Retrieval (2B)</p> <p>Retrieve and record information.</p> <p>Identify key details from fiction and non-fiction.</p>	<p>I understand books read independently.</p> <p>I check that the book is meaningful and discuss what has been understood.</p> <p>I can retrieve, record and present information from non-fiction. e.g. Louis Braille Biography Guided Reading Texts</p> <p>I can find relevant information and evidence from a range of texts.</p> <p>I can distinguish between statements of fact and opinion.</p> <p>I can read non-fiction text to help with learning.</p> <p>I recognise texts that contain features from more than one text type. I can identify key points and themes in a text. e.g. Can You See Me?</p>	<p>I can retrieve, record, present and collate information from non-fiction. e.g. Marie Curie Fact File Guided Reading Texts</p> <p>I can record, collate and organise information or evidence appropriately.</p> <p>I use quotations from the text to support my views.</p>	<p>I can provide reasoned justifications for my views. e.g. Romeo & Juliet</p> <p>I can use skimming, scanning and text-marking quickly, effectively and with confidence.</p> <p>I can explain the key features, themes and characters across a text. e.g. Skellig Orphans of the Tide Romeo & Juliet</p>
---	---	--	---

<p>Summarise (2C)</p> <p>Summarise main ideas from more than one paragraph.</p> <p>Identify and comment on structure and organisation of texts.</p>	<p>I can identify how language, structure and presentation contribute to the meaning of a text.</p> <p>I can summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.</p> <p>I can present an oral overview or summary of a text. e.g. The Beginner</p> <p>I can explain the main purpose of a text and summarise it. e.g. Do they Know it's Christmas?</p>	<p>I can identify and discuss the conventions of different text types. e.g. Ozymandias Marie Curie Fact File</p> <p>I can read books that are structured in different ways.</p> <p>I am familiar with and can talk about a wide range of books and text types, including myths, legends, traditional stories and books from other cultures and traditions.</p>	<p>I can explain and comment on the structural devices used to organise the text. e.g. Biomes Can you see me?</p> <p>I can explain the main purpose of a text and summarise it succinctly.</p> <p>I read several texts on the same topic to find and compare information. e.g. The Extraordinary Colours of Auden Dare Can You See Me? A Kind of Spark</p>
--	--	--	---

Key Stage 3 Progression in Reading – Understanding Texts

To develop an appreciation and love of reading, and read increasingly challenging material independently through:

- Reading a wide range of fiction and non-fiction, including in particular whole books, short stories, poems and plays with a wide coverage of genres, historical periods, forms and authors. The range will include high-quality works from:
- English literature, both pre-1914 and contemporary, including prose, poetry and drama
- Shakespeare (two plays)
- Seminal world literature
- Choosing and reading books independently for challenge, interest and enjoyment.

- Re-reading books encountered earlier to increase familiarity with them and provide a basis for making comparisons.

To understand increasingly challenging texts through:

- Learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries
- Making inferences and referring to evidence in the text
- Knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension
- Checking their understanding to make sure that what they have read makes sense.

To read critically through:

- Knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning
- Recognising a range of poetic conventions and understanding how these have been used
- Studying setting, plot, and characterisation, and the effects of these
- Understanding how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play
- Making critical comparisons across texts
- • Studying a range of authors, including at least two authors in depth each year

Table 2 shows the content domain, which sets out how elements of the curriculum will be defined for test development purposes.

Table 2: Content domain relating to questions

Content domain reference	
2a	give / explain the meaning of words in context
2b	retrieve and record information / identify key details from fiction and non-fiction
2c	summarise main ideas from more than one paragraph
2d	make inferences from the text / explain and justify inferences with evidence from the text
2e	predict what might happen from details stated and implied
2f	identify / explain how information / narrative content is related and contributes to meaning as a whole
2g	identify / explain how meaning is enhanced through choice of words and phrases
2h	make comparisons within the text