

+Strategy	Year 2		Year 3		Year 4		Year 5		Year 6	
1 Visualise	Fiction (2) Poetry (2)	I am beginning to picture characters, settings in what I have read.	Fiction (2) Fiction (2)	I can picture characters, settings and events to help me understand a text. 3c5	Fiction (2) Poetry (2)	I can picture characters, settings and events to help me understand a text. 4c3	Fiction (2)	I can layer my visualisations to build meaning, recognising that my visualised images can and do change during the course of reading 5c4	Poetry (2)	I can discuss how authors' use language and vocabulary, including figurative language (e.g. simile, metaphor, personification) and grammatical features (e.g. determiners, noun phrases) adds to my visualisations whilst recognising that these change during the course of reading. 6b2/6c4
2 Wondering or raising questions	Fiction (2) Non-fiction (2)	I am beginning to ask questions about what I read. 2c7	Fiction (2) Poetry (2)	I ask questions (and wonder) to improve understanding of a text. 3c11	Fiction (2)	I am beginning to ask relevant questions (and wonder) to improve my understanding of a text. 4c13	Poetry (2)	I ask relevant questions (and wonder) to improve my understanding whilst understanding that my wonderings should change during the course of reading. These are beginning to demonstrate my inferences. 5c7	Non-fiction (2)	I ask relevant questions (and wonder) to improve my understanding and show inferences that I have made whilst understanding that my wonderings should change during the course of reading sometimes. 6c10
3 Background Knowledge	Fiction (2) Non-fiction (2)	I can use my knowledge of the world and familiar stories to help me to understand what I am reading. 2c6	Non-fiction (2) Fiction (2)	I use my background knowledge from what I know about the world or have read to help me understand. 3c6	Poetry(2)	I use past experiences, what I have previously read and what I know to support my understanding. 4c9	Non-fiction (2) Fiction (2)	I can relate what I have read to my person and literary experiences and wider background knowledge, sometimes I make wonderings about the text based on this. 5c8	Fiction (2)	I relate what I have read to my personal and literary experiences and wider background knowledge (including my understanding of the context it was written in) in order to make inferences or predictions. 6c5 6e3/6g1
4 Predict	Fiction (2) Poetry(2)	I predict what might happen next on the basis of what I have read so far- by the end of the year, it is beginning to be more plausible. 2c1	Fiction (2)	I predict what might happen from details that are stated and implied- this is beginning to be 'sensible'. 3c7	Fiction (2) Fiction (2)	I make sensible predictions about what might happen from details that are stated and implied and can justify my predictions by referring to the story. 4c2	Fiction (2) Poetry (2)	I make sensible predictions about what might happen from detail that are stated and implied and can justify my predictions with evidence from the text referring to my knowledge of other texts to support my predictions. 5c6	Fiction (2)	I make sensible predictions about what might happen from details that are stated and implied and can justify my predictions by using PEPE. 6c9
5 Vocabulary	Non-fiction (2) Fiction (2)	I understand that the same word may mean different things depending of the context 2c5	Fiction (2) Non-fiction (2)	I explain the meaning of words in context, monitoring my understanding so that I recognise that I do not understand a word. 3c2/3c3	Non-fiction (2) Fiction	I explain the meaning of words in context, monitoring my understanding so that I can ask when I do not understand a word. 4c1/4c6	Fiction (2) Non-fiction (2)	I explore the meaning of words within a text using the context to help me discover its meaning whilst monitoring my understanding so that I can ask when I do not understand a word. 5a1/5c5/5d4	Poetry (2)	I explore the meaning of words within a text, using my understanding of the context to relate the word to vocabulary I already know in order to support my understanding 6c6 6f6/6g2
6 Linking Sentences	Fiction (2) Fiction (2)	I discuss the sequence of events in books and how information is related, using conjunctions to make simple connections between sentences. I remember that I have read across a simple text. 2c3	Non-fiction (2) Fiction (2)	I make simple connections within a text between one sentences and the next, using conjunctions and adverbials to support my understanding. I remember what I have read chapter. 3c4/3c10	Fiction (2) Non-fiction (2)	I make connections between different pieces of information that I have read from within a text including pronoun links, conjunctions and adverbials. I remember what I have read over time across a text. 4c10/4c11/4c12	Non-fiction (2) Fiction (2)	I understand how the meaning of text is shaped by punctuation, word order and linking words and phrases (including pronouns, determiners, conjunctions and adverbials) and use this to make connections between sentences that I have read. 5b2	Fiction (2)	I can link information together from longer complex sentences across texts using a range of punctuation (including dashes, colons and semi-colons) and grammatical features to support my understandings. 6b5 6f4
7 Inference	Fiction(2) Poetry(2)	I make simple inferences on the basis of what is being said and done. 2c4	Poetry (2) Fiction (2)	I make inferences such as inferring characters' feelings and thoughts from their actions or from what they say. 3c13	Fiction (2) Poetry (2)	I make inferences (such as inferring characters' feelings, thoughts and motives for their actions) based on evidence from the text. 4c15/4c16	Poetry (2) Fiction (2)	I make inferences such as inferring characters' feelings, thoughts and motives from their actions and I can support this in written answers. 5c9	Fiction (2) Poetry (2)	I make simple and complex inferences about characters feelings, thoughts and motive, using PEPE to support my written inferences. 6c7/6c8 6f2
8 Summary	Summer fiction (2) Non-fiction (2)	I can choose the main events from a story and retell it in my own words. 2d2	Fiction (2) Poetry (2)	I identify main ideas taken from a paragraph and summarise these. 3c12	Fiction (2) Non-fiction (2)	To identify main ideas taken from more than one paragraph and summarise these in own words. 4c14	Fiction (2)	I succinctly summarise the key points of a paragraph and the main ideas drawn from more than one paragraph. 5c2/5d1	Non-fiction (2)	I summarise succinctly the key point of a paragraph. I summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. 6c2/6c3
9 Gist	Summer fiction (2) Non-fiction(2)	I can choose the main events from a story and retell it in my own words. 2d2	Fiction (2)	I can retell the gist of what I have read in my own words. 3c8	Non-fiction (2)	I can retell the gist of what I have read in my own words, showing understanding of inferences. 4c7	Fiction (2) Poetry (2)	I can give the gist of what I have read in my own words including what I have inferred. 5b4/5c3	Non-fiction (2) Fiction (2)	I can talk in detail about my understanding including giving the gist that contains complex inferences that I have made about motives for actions. 6b4/6c1
10 Theme	Fiction (2)	I recognise simple recurring literary language, structures in stories, characters and settings in stories and poems. 2d5	Fiction (2)	I identify basic themes in a range of books- good vs evil. 3d2	Fiction (2) Fiction (2)	I identify themes in a wide range of books. 4d3	Fiction (2) Fiction (2)	I identify and discuss themes and conventions in a range of writing making comparisons on similarities within and across books. 5c10/5d3	Fiction (2)	I identify and discuss themes and conventions in a range of writing making comparisons within and across the books commenting on similarities and differences in boos with similar themes. 6d3/6d9 6g8

Word reading		<p>I use phonic knowledge to decode new text from PM19 - 24 (automatically and fluently) 2a1</p> <p>I sound out new words quickly in my head including words with alternative phonemes for graphemes 2a2</p> <p>I read words of two or more syllables using a range of graphemes 2a3</p> <p>I read words with common suffixes ed, ing, est, er, ful 2a4</p> <p>I read a range of common exception / tricky words 2a5</p> <p>I say which part of the word is tricky 2a6</p> <p>I read most words except new or unfamiliar words without having to sound and blend out loud 2a7</p>		<p>I use my developing understanding about root words, prefixes and suffixes to help me to read aloud with increasing fluency and understanding 3a1</p> <p>I read a wider range of common exception / tricky words 3a2</p> <p>I break words into syllables to decode unknown words speedily 3a3</p>		<p>I use what I know about root words, prefixes and suffixes to help me to read aloud with fluency, understanding and expression 4a1</p> <p>I read a wider range of common exception / tricky words and I can see what makes them tricky 4a2</p> <p>I break words into different sized chunks, including syllables, to decode unknown words 4a3</p>		<p>I break long polysyllabic words into syllables with speed and read across the entire word 5a2</p> <p>I read fluently with intonation, expression, appropriate pace and use of pauses to entertain and maintain interest 5a3</p>		<p>I apply my knowledge of root words, prefixes and suffixes to help me to read fluently and understand the meaning of new words 6a1</p> <p>I break long polysyllabic words into syllables with speed and read across the entire word 6a2</p> <p>GD</p> <p>I skim and scan effectively and quickly to find or check information 6e1</p> <p>I check my understanding to make sure what I have read makes sense 6e2</p>
Wider decoding and reading strategies		<p>I re-read books with fluency, expression and intonation 2b2</p> <p>I am developing my skills to read silently or quietly to myself with increasing speed and independence 2b3</p> <p>I use punctuation to help me to read with expression and to keep track of information in longer sentences 2b4</p>		<p>I notice mistakes I make in my reading using meaning, language structures and visual information and correct myself as a result 3b1</p> <p>I use the range of punctuation accurately at the end of the sentence and commas within sentences to help to read with expression and understanding 3b2</p> <p>I re-read sentences from the beginning if I stop to decode a difficult word to maintain the sense and my understanding of it 3b3</p> <p>I read silently some of the time and am developing better pace in reading 3b4</p> <p>I am beginning to sustain interest in longer texts, returning to them easily after a break 3b5</p>		<p>I notice mistakes I make in my reading and correct them because the text doesn't make sense using meaning, language structure and visual information 4b1</p> <p>I use the range of punctuation accurately both at the end of the sentence and within the sentence to help expression, pace, fluency and understanding 4b2</p> <p>I am developing my skills to skim read text and scan to find information and ideas 4b3</p> <p>I re-read sentences from the beginning if I stopped to decode a difficult word to maintain the sense and my understanding of it 4b4</p>		<p>I try to notice mistakes in my reading when reading higher level texts and sometimes correct them because the text doesn't make sense 5b1</p> <p>I scan text to find key words and phrases 5b3</p> <p>I know that I sometimes need to reread text carefully to understand it fully 5b5</p> <p>I read longer texts with increasing pace and stamina 5b6</p>		<p>I read fluently with intonation and expression, pauses, pace and emphasis to interest and entertain the audience 6b1</p> <p>To gain 2NC and 3 NC evidence of the following is needed; I read longer complex sentences using commas, brackets, semi colons, colons and dashes accurately to help me and others to understand 6b3</p>
Comprehension strategies		<p>I recall specific information from my reading or look back at the text to find information 2c2</p>		<p>I use my developing knowledge about root words, prefixes and suffixes to help me to understand the meaning of new vocabulary 3c1</p> <p>I find and record information from non-fiction texts 3c9</p> <p>I find evidence from the text to help me to show my understanding 3c14</p>		<p>I identify and discuss words and phrases that make the reader interested 4c4</p> <p>I explain the meaning of words in context 4c5</p> <p>I use dictionaries to check the meaning of words I have read 4c8</p>		<p>I check books make sense to me and can talk about my understanding of significant ideas, events and characters 5c1</p>		<p>I find, record and present information from non-fiction texts 6c11</p> <p>I understand how the language, structure and presentation contribute to meaning 6c12</p> <p>I draw on detail to give persuasive answers to questions 6c13</p> <p>GD</p> <p>I understand PEE in response to questions: I make my point then try to back it up with evidence and examples from the text 6f1</p> <p>I retrieve and collate information from a range of sources 6f5</p>

<p>Response to text</p>		<p>I listen to and can talk about different poetry, stories and information text including what I like and don't like 2d1 I know and can recite poems with appropriate intonation to make the meaning clear 2d3 I talk about my favourite words and phrases and identify familiar patterns in language 2d4 I talk about how non-fiction books are structured e.g. contents, index, glossary, titles, sub title 2d6</p>		<p>I understand what I read in books and can discuss this including expressing opinions about what I have read 3d1 I retell some stories orally 3d3 I listen to and can discuss a wide range of fiction, poetry, non-fiction and plays 3d4 I read aloud and perform poems and play scripts showing my understanding through intonation, volume and actions 3d5 I recognise some different forms of poetry, stories and non-fiction texts 3d6 I talk about some organisational features of texts 3d7</p>		<p>I understand what I read in books and can discuss this 4d1 I find and record information from non-fiction texts 4d2 I listen to and can discuss a wide range of fiction, poetry, non-fiction and plays 4d4 I read aloud and perform poems and play scripts showing my understanding through intonation, tone, volume and actions 4d5 I recognise some different forms of poetry, stories and non-fiction texts 4d6 I talk about organisational features of texts 4d7</p>		<p>I am beginning to understand the difference between fact and opinion 5d2 I read poems and plays aloud and perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience 5d5 I know a wider range of poetry by heart 5d6 I recommend books I have read to friends and give reasons for my choices 5d7 I read and understand texts (paper based and digital) that are structured in different ways and read for a range of purposes and can explain the main purpose of these 5d8 I read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books building on my own and others' ideas 5d10</p>		<p>I know the difference between fact and opinion and can identify this in a text 6d1 I comment on how and why a writer has used certain language, including figurative language (e.g. simile, metaphor, personification) 6d2 I read poems and plays aloud and perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience 6d4 I know a wider range of poetry by heart 6d5 I recommend books I have read to friends and give reasons for my choices 6d6 I read and understand texts (paper based and digital) that are structured in different ways and read for a range of purposes and can explain the main purpose of these 6d7 I explain and discuss my understanding of what I have read including through presentation and debates, keeping to my focus, using notes where needed 6d8</p> <p>GD – Author purposes and impact on the reader I discuss and evaluate how authors' use language and vocabulary, including figurative language (e.g. simile, metaphor, personification) presents meaning 6g3 I can identify and evaluate techniques the author has used to create mood, feelings, messages and attitudes 6g4 I identify and explain the viewpoint of the author and explain the effect on the reader 6g5 I identify and explain the overall effect of a text on the reader 6g6 I explain how the context of when the text was written influences the meaning 6g7 I am improving my ability to evaluate texts by comparing how different sources treat the same information (10) 6g8 I read a wide range of fiction and non-fiction including novels, short stories, poems and plays covering wide range of genres, historical periods, forms and authors 6g9 I extract and evaluate relevant information from more complex texts 6g10 I show a confident awareness of the effect of the text, with explanation 6g11 I discuss how structural choices support the writer's theme and purpose 6g12 I analyse and evaluate the styles of individual writers and poets, providing evidence and justifying interpretations 6g13 I recognise a range of poetic conventions and understand how these have been used 6g14 I articulate personal responses to literature, identifying how and why the texts affect the reader due to the author intent 6g15 I understand how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play 6g16 I re-read books to make me more familiar with them and give me a basis for making critical comparisons across texts 6g17</p>
--------------------------------	--	---	--	--	--	--	--	---	--	---

