



English reading progression

	YR	Y1	Y2	Y3	Y4	Y5	Y6
Word reading	Identify the taught GPCs (the sounds that the letters make) including some digraphs. Blend the taught sounds to read CVC, CVCC and CCVC words. Read some taught common	Apply phonic knowledge to decode words. Read aloud phonically-decodable texts. Re-read books to build fluency and confidence. Read simple sentences and	Apply phonic decoding until automatic and reading is fluent. Read common suffixes (-ed, -ing, -er, -est, -y, -er, -ment, -ful, -ness, -less, -ly). Re-read books to build up fluency and confidence in word reading.	Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words they meet. Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.			Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet.



	<p>exception/ high frequency and familiar words.</p> <p>Read sentences made up of words with taught sounds and common exception words.</p>	<p>understand the meaning.</p> <p>Speedily read all 40+ letters /groups for 40+ phonemes including alternative sounds for graphemes.</p> <p>Read Year 1 common exception words noting unusual correspondenc es between spelling and</p>	<p>Note punctuation to read with appropriate expression.</p> <p>Read accurately by blending, including alternative sounds for graphemes.</p> <p>Read Year 2 common exception words, noting unusual</p>		
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	<p>sound (identifying where they appear).</p> <p>Read polysyllabic words containing taught GPCs.</p> <p>Read common suffixes (-s, -es, -ing, -ed, -er and -est) read contractions and understand that the</p>	<p>correspondence s.</p> <p>Read aloud books matched to phonic knowledge by sounding out unfamiliar words automatically.</p> <p>Read polysyllabic words containing above graphemes.</p>		
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		<p>apostrophe represents the omitted letter(s).</p> <p>Read accurately by blending taught GPCs.</p> <p>Develop some fluency and expression, pausing at full stops.</p>	<p>Read most words quickly & accurately without overt sounding and blending.</p>		
Fluency	<p>To read and understand simple sentences.</p>	<p>To accurately read texts that are consistent with their developing</p>	<p>To read aloud books (closely matched to their improving phonic</p>	<p>At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.</p>	



		<p>phonic knowledge, that do not require them to use other strategies to work out words.</p> <p>To reread texts to build up fluency and confidence in word reading.</p>	<p>knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>To reread these books to build up fluency and confidence in word reading.</p> <p>To read words accurately and fluently without overt sounding</p>	
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			and blending, e.g. at over 90 words per minute, in age-appropriate texts.				
Language meaning	<p>Understand simple alphabetical order.</p> <p>Given a collection of interesting words and use them when talking about books and stories.</p>	<p>Make collections of interesting words and use them when talking about books and stories.</p> <p>Understand simple alphabetical order.</p>	<p>Develop understanding of words met in reading.</p> <p>Speculate about the possible meaning of unfamiliar words they have read.</p>	<p>Locate words in a dictionary by the first two letters.</p> <p>Practise re-reading a sentence and reading on in order to locate or infer the meaning of unfamiliar words.</p>	<p>Investigate the meaning of technical or domain specific words they meet in their reading.</p> <p>Locate words in a dictionary by the third and fourth letters.</p> <p>Identify unfamiliar</p>	<p>Distinguish between multiple word meanings and their domain specific use, e.g. the specific meaning of equal in mathematical texts.</p> <p>Use dictionaries and glossaries efficiently to</p>	<p>Collect unfamiliar vocabulary from texts they have read, define meanings and use the vocabulary when recording ideas about the text.</p> <p>Collect and define domain-specific</p>



	<p>Taught meanings of new or unfamiliar words met in reading.</p> <p>Recite nursery rhymes and repetitive books.</p>	<p>Speculate about the possible meanings of new or unfamiliar words met in reading.</p> <p>Explain the meaning of the words they meet in a text.</p> <p>Discuss the language used in labels and captions.</p>	<p>Use terms such as definition.</p> <p>Discuss the definitions of words.</p> <p>Learn how to find the meaning of an unfamiliar word where this is explained in preceding or subsequent sentences or in a glossary.</p>	<p>Discuss unfamiliar words and their possible meaning to clarify their understanding of a sentence or passage.</p> <p>Begin to identify some of the language differences between fiction and non-fiction texts.</p>	<p>vocabulary in a text and apply appropriate strategies to locate or infer the meaning, including re-reading surrounding sentences and/ or paragraphs to identify an explanation or develop a plausible inference (e.g. by identifying root words and derivatives, using the context and syntax, or using aids such as</p>	<p>locate word meanings and wider knowledge about words, e.g. by using alphabetical order, understanding abbreviations, determining the most appropriate definition.</p> <p>Identify when they do not understand the vocabulary used in a text and need to clarify</p>	<p>vocabulary met in other subjects, e.g. developing subject or topic glossaries.</p> <p>Use dictionaries, glossaries and other texts confidently and efficiently in order to locate information about words met in reading.</p> <p>Identify the most appropriate</p>
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		<p>Notice how language is used in instructional writing and recounts.</p> <p>Discuss the meaning of significant words met in reading linked to particular topics.</p> <p>Build a knowledge of simple root words, prefixes and suffixes.</p>	<p>Check whether a suggested meaning of an unfamiliar word makes sense in the context of the passage.</p> <p>Notice some of the language features of non-fiction texts, e.g. direct language, the language of explanation, time conjunctions etc.</p>	<p>Develop their understanding of key words met in reading non-fiction texts.</p> <p>Build a knowledge of key root words, prefixes and suffixes.</p> <p>Make connections between language in a text and other vocabulary</p>	<p>glossaries or dictionaries).</p> <p>Identify where unfamiliar words are not explained in the text and where wider strategies need to be used to understand them.</p> <p>Investigate the language features of different sorts of texts, including fiction, non-fiction and poetry.</p>	<p>the meaning. Give increasingly precise explanations of word meanings that fit with the context of the text they are reading.</p> <p>Check the plausibility and accuracy of their explanation or deduction of the word meaning.</p> <p>Investigate the use of language</p>	<p>meaning of a word used in a text from alternative definitions given in a dictionary or alternative sources.</p> <p>Check the plausibility and accuracy of their explanation of a word meaning.</p> <p>Identify when they do not understand the vocabulary used in a text and</p>
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		<p>Make connections between language in a text and other vocabulary.</p> <p>Recite poems with predictable and repeating patterns, extending and inventing patterns and playing with rhyme.</p>	<p>Speculate about the meaning of unfamiliar words in non-fiction texts and use glossaries effectively to help understanding.</p> <p>Build a knowledge of simple root words, prefixes and suffixes.</p> <p>Make connections between language in a</p>		<p>Build a knowledge of key root words, prefixes and suffixes.</p> <p>Make connections between language in a text and wider spoken vocabulary.</p>	<p>in different types of texts, including a wide range of fiction, non-fiction and poetry.</p> <p>Compare the explanations or definitions given for technical or domain specific words and phrases in different texts.</p> <p>Build a knowledge of key root words,</p>	<p>apply appropriate strategies (re – reading, reading on, using the context, knowledge of syntax or word roots) to clarify the meaning.</p> <p>Discuss the way that writers of different types of texts match language and text structure to their intentions.</p>
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			text and other vocabulary.			prefixes and suffixes. Make connections between language in a text and wider spoken vocabulary. Analyse words and parts of words in depth.	Explain and use accurately the domain specific vocabulary used in different types of texts. Build a knowledge of key root words, prefixes and suffixes. Make connections between language in a text and wider spoken vocabulary.
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							Analyse words and parts of words in depth, drawing on language knowledge from across the curriculum.
Retrieval	Use of pictures to identify basic facts (e.g colours)	Discuss characters' appearance, behaviour and the events that happen to them, using details from the text.	Identify what is known for certain from the text about characters, places and events in narrative and about different topics in non-fiction.	Locate, retrieve and collect information from texts about significant or important elements or aspects (e.g. characters, events, topics).	Identify and discuss key sentences and words in texts which convey important information about characters, places, events, objects or ideas.	Establish what is known about characters, events and ideas in narrative, poetry and non-fiction texts, retrieving details and examples from the text to back up their	Use evidence from across a text to explain events or ideas. Identify similarities and differences between characters, places, events,



	<p>Find specific information (e.g. items, weather, clothes etc.) in simple texts they've read or that has been read to them.</p> <p>Find information in a text about an event, character or topic (e.g. who, what, where, when, how, why, which questions).</p>	<p>Give reasons why things happen where this is directly explained in the text.</p> <p>Express and record their understanding of information orally, using simple graphics or in writing.</p> <p>Learn to read on and re-read sentences to find the</p>	<p>Read closely to retrieve specific details, including multiple details.</p> <p>Draw information from simple diagrams, flow charts and tables where it is presented graphically.</p> <p>Express and record their understanding of information orally, using</p>	<p>Interpret information from diagrams, flow charts and tables where it is presented graphically.</p> <p>Re-read surrounding sentences and paragraphs to find or explain a detail in the wider context of a text. Collect information from different sources and present it in a simple format.</p>	<p>understanding or argument.</p> <p>Locate information confidently and efficiently, using the full range of features of the information text being read, including information presented graphically.</p> <p>Use a range of strategies to make sense of</p>	<p>objects and ideas in texts.</p> <p>Retrieve information from texts and evaluate its reliability and usefulness.</p> <p>Apply appropriate strategies (re-reading, reading on, visualising, word knowledge, syntax) in order to find the meaning of</p>
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		<p>Identify simple structures in texts (e.g. beginning, middle, end or setting, characters).</p>	<p>meaning of unfamiliar words which are explained in the text.</p> <p>Locate information using title, contents, index, page numbers, illustrations, headings, sub headings etc.</p> <p>Show an adult where in the text they have found this information.</p>	<p>simple graphics or in writing.</p> <p>Practise re-reading a sentence and reading on and back in order to find key details in a text.</p> <p>Discuss what has been read to clarify understanding of a sentence or passage.</p>	<p>Read closely to retrieve specific details where there is competing or subtle information.</p> <p>Retrieve multiple items, details or examples from the text.</p> <p>Prove or disprove a statement by using the text as evidence.</p>	<p>the words used in a text.</p> <p>Use different formats to capture, record and explain information about what they have read, e.g. flow charts, tables, matrices and summary notes.</p>	<p>unfamiliar vocabulary met in independent reading.</p> <p>Check the plausibility and accuracy of their suggestions.</p> <p>Record important details retrieved from a text using an appropriate format.</p>
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			<p>Find specific information in a text about an event, character or topic, including multiple items (e.g. who, what, where, when, how, why, which questions).</p> <p>Identify simple structures in texts (e.g. beginning, middle, end or significant</p>	<p>Develop the necessary skills to skim and scan a text.</p> <p>Use the features of a non-fiction text to navigate it efficiently.</p> <p>Explain how a text has been structured or organised e.g. paragraphing, story structure, letter structure etc.</p>	<p>Skim and scan texts with confidence.</p> <p>Use the direction from a question to identify the appropriate section of a text.</p>		
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			changes in time or location).				
Summarise, reframe and performance	<p>Retell a story.</p> <p>Orally rehearse a simple sentence to summarise.</p> <p>Learn and recite simple stories, poems and rhymes, with actions alongside adult.</p>	<p>Retell a story, including the main events.</p> <p>Orally rehearse some important information they have found out from a text.</p> <p>Retell stories and parts of stories, using some of the</p>	<p>Draw together information from across a number of sentences to sum up what is known about a character, event or idea.</p> <p>Retell stories giving the main points or events in sequence and highlighting significant moments or incidents.</p>	<p>Retell the main points of a story in sequence.</p> <p>Identify key points from across a non-fiction passage.</p> <p>Present stories, showing awareness of the different voices by using performance strategies within readings, showing an</p>	<p>Summarise a sentence or paragraphs by identifying the most important elements.</p> <p>Make brief summaries at regular intervals when reading, picking up clues and hints as well as what is directly stated.</p>	<p>Make regular, brief summaries of what they have read, identifying the key points.</p> <p>Precis a complete short text or substantial section of a text, for example a chapter of a narrative.</p> <p>Summarise what is known about</p>	<p>Make regular, brief summaries of what they have read, linking their summary to previous predictions about the text.</p> <p>Refine ideas about the text in the light of what has been subsequently read.</p>



		<p>features of story language.</p> <p>Learn and recite simple stories, poems and rhymes, with actions.</p> <p>Sequence key events from the text.</p>	<p>Retell stories individually and through role play in groups, orally rehearsing dialogue and narrative from the text.</p> <p>Learn, re-read and recite favourite poems, conveying meaning through performance strategies.</p>	<p>awareness of the differences between the narrator and characters.</p> <p>Read, prepare and present poems, explaining the key theme or idea.</p> <p>Draw information from more than one text.</p>	<p>Draw information from across multiple texts.</p>	<p>a character, event or topic, explain any inferences and opinions with reference to the text.</p> <p>When reading aloud, distinguish between the narrator and characters, and between different characters.</p> <p>Read, rehearse, evaluate and</p>	<p>Summarise details from across a text to explain events or ideas.</p> <p>Read aloud a wide range of different texts, including poetry and prose, discussing and drawing out similarities and relationships of theme, format and language.</p> <p>Read aloud to interpret poems</p>
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			Accurately sequence the main events from a text.			modify a performance of a story, poem or play script to convey meaning and emotion	or stories where meanings are conveyed directly and implied, varying the performance to convey meaning to an audience. Rehearse and repeatedly read texts to refine a performance or deepen understanding of key events, concepts or language.
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Making meaning	Pose simple questions about a text. Make simple inferences from pictures.	Make simple inferences about characters from what they say and do. In simple terms, discuss what is suggested about a character from the way they speak, move or behave. Draw simple conclusions based on	Make inferences about characters from what they say and do, focusing on significant events or interactions text. Pose questions to help them understand a text better. Know the main purpose of a text.	Understand how what a character says or does impacts on other characters, or on the events described in the narrative. Infer characters' feelings and motivations in fiction. Use evidence from the text to explain a character's	Deduce the reasons for the way that characters behave from scenes across a narrative. Identify key themes from across a text. Explain a character's motivation in simple terms. Use knowledge of vocabulary to explore inferences.	Explore how language is used to present opinion across a range of texts. Distinguish between fact, opinion and fiction in a range of texts. Understand what is implied about characters and make judgements about their motivations and	In an increasingly complex range of texts, distinguish between fact, opinion and fiction. In non-fiction texts, distinguish between explicit and implicit points of view. Understand what is implied about characters through the way they are
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		<p>language used in a text.</p> <p>Pose simple questions about a text.</p> <p>Make predictions based on clues such as dialogue, pictures, illustrations, titles.</p> <p>Use titles, cover pages, pictures and</p>	<p>Begin to understand the concepts of audience and author and know that the author will have made deliberate choices about the text.</p> <p>Use what they have read already to make predictions about what is going to happen or what they will find out.</p>	<p>actions or responses.</p> <p>Speculate about the responses of a character based on known information.</p> <p>Describe the mood or atmosphere of a text in simple terms.</p> <p>Predict from what they have read or had read to them how</p>	<p>Begin to consider authorial choices and the impact on the reader.</p> <p>Make predictions about a text based on prior knowledge of the theme, event or type of text.</p> <p>Refine predictions over time as they read on through a text.</p>	<p>attitudes from the dialogue and descriptions.</p> <p>Make frequent and increasingly plausible predictions as they read, refining their ideas as they read on through the text.</p> <p>Discuss the plausibility of their predictions and the</p>	<p>presented, including through the use of a narrator or narrative voice, explaining how this influences the readers' view of characters.</p> <p>Make plausible predictions and explore the evidence that supports them.</p> <p>Discuss how and why they need to refine their</p>
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		<p>opening sections of texts to predict the content of unfamiliar stories and non-fiction texts.</p> <p>Make simple predictions based on what has happened so far in a narrative.</p> <p>Draw on previous experience or reading to</p>	<p>Make plausible predictions showing an understanding of the ideas, events or characters they are reading about.</p> <p>Draw on a wider range of previous experiences or reading to inform predictions.</p>	<p>incidents, events, ideas or themes will develop or be resolved.</p> <p>Refine predictions about the events, characters or ideas in a text on a regular basis throughout their reading.</p>	<p>Use information about characters to make plausible predictions about their actions.</p>	<p>evidence that supports them.</p> <p>Learn to anticipate events based on their own experience, what has been read so far and knowledge of other similar texts.</p>	<p>predictions as they read on.</p> <p>Drawing on their knowledge of the world, from reading other similar texts and what they read earlier in the text, build a picture of how the narrative has and will develop.</p> <p>Compare their ideas with the narrative as they read on and consider how</p>
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		inform predictions.					the author keeps the reader engaged.
Thematic and structural understanding	Link familiar story themes to their own experiences.	Pick out significant events, incidents or information that occur through a text. Link familiar story themes to their own experiences. Notice how information is presented.	Discuss familiar story themes that they have read or heard. Give reasons why things happen or change over the course of a narrative. Notice how information is presented	Identify typical story themes, e.g. overcoming adversity, good and evil, weak over strong, wise and foolish. Discuss how characters' feelings, behaviour and relationships change over a text.	Identify social, moral, ethical or cultural issues or themes in stories, e.g. the dilemmas faced and dealt with by characters or the moral of the story. Link cause and effect in narratives and recounts.	Begin to distinguish between main themes and finer details in the texts they read. Identify how ideas and themes are explored and developed over a text, e.g. how a story opening often links to the resolution or ending, or	Understand how a writer develops themes, ideas or points of view over the course of a complex or extended text. Note how similar themes can be explored across different texts. Identify how the narrative or



		<p>Discuss different ways pages from an information book can be laid out and how this is different from story books.</p> <p>Note some of the features of non-fiction texts, including layout, contents, use of pictures,</p>	<p>across a range of texts.</p> <p>Identify and explain the use of different organisational features in non-fiction texts, including alphabetical order, layout, illustrations, diagrams, captions and bullet points.</p>	<p>Use the organisational features of non-fiction texts to navigate efficiently in their own reading and research.</p> <p>Recognise historical and cultural references in a text.</p>	<p>Explain how ideas are developed in different types of non-fiction texts.</p> <p>Identify the main features of non-fiction texts and explore how these appear in print and online, including headings, captions, lists, bullet points.</p> <p>Understand how to find and collate</p>	<p>how characters change over the course of a narrative.</p> <p>Explain how readers can build a detailed picture of a concept from a non-fiction text by examining different aspects of the topic.</p> <p>Use knowledge of different organisational features of texts</p>	<p>author's voice influences the reader's point of view and frames their understanding.</p> <p>Discuss how this can change over the course of a text. In non-fiction texts, distinguish between explicit and implicit points of view.</p> <p>Confidently distinguish between fact</p>
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		illustrations and diagrams.			information efficiently.	to find information efficiently and accurately. Comment on how information is presented on the page and the impact that this has on the reader. Identify the features of a wide range of different non-fiction texts including	and opinion in different types of text. Use knowledge of different organisational features of texts to find information efficiently and with precision. Identify and explain how complicated information is presented on the page to
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						<p>content, structure, vocabulary, style, layout and purpose.</p> <p>Discuss authorial intent in text structure in a range of text types.</p>	<p>make reading easier.</p> <p>Understand and explain how different conventions and presentational features are used across a range of information or nonnarrative texts.</p> <p>Compare different types of information texts and identify</p>
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							differences in the way that they are structured.
Authorial intent		Identify and compare basic story elements in different stories. Note some of the features of non-fiction texts, including layout, contents, use of pictures, illustrations and diagrams.	Identify and discuss story elements, for example, setting, plot, characters, dilemma. Identify and discuss patterns of rhythm, rhyme, and other features which influence the sound of a poem.	Identify where an author uses synonyms for common words and explore the shades of meaning implied. Explain how the organisational features of non-fiction texts support the reader in finding information or	Consider a writer's use of specific and precise words and discuss the meanings conveyed. Explore narrative sequencing and how scenes are built up and concluded through a careful balance of description,	Compare the structure of different stories to discover how they differ in pace, structure and complexity. Read a wide range of poetry and identify what is distinctive about the style or presentation of different poems.	Understand aspects of narrative structure and how an author can use these to develop the story. Understand how writers use the features and structure of information texts to help convey their



		Explore the effect of patterns of language and repeated words and phrases.	Explore why an author might have chosen a particular word and the effect they were wanting to achieve, for example, by considering alternative synonyms that might have been used. Investigate traditional story language and how this is used	researching a topic. Distinguish between different types of poetry and comment on the intended impact of the poem's layout and structure. Discuss authors' choice of words and phrases that describe and create impact.	action and dialogue. Identify different patterns of rhyme and verse in poetry and read these aloud effectively. Understand how writers use figurative and expressive language to create images and atmosphere.	Discuss the intended meaning of figurative language and idiomatic words and phrases used in a text, beginning to explain the purpose and impact of such choices. Investigate how writers use words and phrases for effect and begin to identify	ideas or information. Analyse how the structure or organisation of a poem supports the expression of moods, feelings and attitudes. Identify and discuss devices for characterisation and contextualisation, including idioms,
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			to signal key parts of a story.	Discuss how language use changes throughout a text and how an author implies meaning as well as explicitly states it.	Understand how writers use figurative and expressive language to suggest ideas and information in order to capture interest.	specific authors' styles, including in heritage texts. Consider the language used in a text and how a writer uses this to create implications and associations.	colloquialisms and dialect. Consider how authors have introduced and extended ideas about characters, events or topics through the language choices and the way they have developed them. Comment critically on how a writer uses language to
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							imply ideas, attitudes and points of view. Explore the effectiveness of language used to create implications and associations.
Comparison and connection	Make simple real life comparison to their real life experiences which are similar to those in a text.	Discuss and compare events or topics they have read about or have listened to. Talk about reading	Identify, collect and compare common themes in stories and poems. Make comparisons of characters and	Make comparisons between events in narrative or information texts on the same topic or theme.	Collect information to compare and contrast events, characters or ideas. Compare and contrast books	Make comparisons between the ways that different characters or events are presented.	Make comparisons and draw contrasts between different elements of a text and across texts.



		experiences in relation to real life experiences. Discuss books on the same theme or by the same author in simple terms.	events in narratives. Compare the information about different topics in non-fiction texts. Discuss books on the same theme or by the same author in simple terms.	Compare and contrast writing by the same author. Make simple comparisons between characters within a narrative.	and poems on similar themes. Make simple comparisons between characters across different narratives.	Compare the way that ideas or themes are presented in different texts or in different versions (including in other media, e.g. plays, film) of the same text.	Compare and contrast the work of a single author. Investigate different versions of the same story or different books on the same topic, identifying similarities and differences.
Reading behaviours	Point to the words. Turn to the next page,	Link what they are reading to their own experiences.	Share understanding of a topic or theme before	Link what they read to their knowledge and experience of a topic and to	Link what they are reading to prior knowledge and experience and to their	Link what they read to their wider knowledge, their literary knowledge and	Link what they read to their wider knowledge, their extensive literary



without skipping pages.	Build stores of familiar reading experiences such as traditional tales or a favourite book.	commencing reading.	their knowledge of similar texts.	knowledge of similar texts.	to what they have read in previous sections of a text, to make high-quality inferences.	knowledge and to what they have read in previous sections of a text, to make high-quality inferences that are well supported by evidence.
Begin to ink what they are reading to their own experiences.	Navigates books correctly, depending on their type.	Re-read sections of texts carefully to find answers to questions about characters and events.	Re-read sections of texts carefully to check their ideas about the text.	Able to read ahead to support them in reading with fluency and expression.	Know how to Identify the key themes of a text quickly and efficiently.	
Begins to build a positive relationship with reading.	Talks about reading positively.	Build stores of familiar reading experiences including poetry, a favourite book or a favourite author.	Participate in rich discussions and debates about books, characters and themes.	Independently connects reading experiences with wider general knowledge and understanding of the world.	Know how and when to read slowly and carefully to build a more detailed and	Plan how to approach a range of reading tasks and self-regulate to ensure that their chosen approach is successful.
Can join in with the recitation of a poem from memory led by an adult			Presents own ideas about	Independently pieces together		



	and can join in with repeated refrain with support.	Understand that we can read for different reasons e.g. for pleasure, to find information, to follow instructions. Can join in with the recitation of a poem from memory led by an adult and can join in with repeated refrain independently.	Navigates a range of texts correctly, depending on their type. Talks about reading positively. Lists some of the different purposes for reading. Begins to read longer, more challenging	what they have read. Navigates a range of texts efficiently, depending on their type. Reads more challenging texts, including simple chapter books. Understands the concept of a series.	evidence from a text to support them in constructing meaning.	precise understanding. Takes time to ask and answer questions of what they are reading. Summarise and discuss their current understanding at regular intervals when reading an extended text.	Takes time to ask and answer questions of what they are reading, including those that explore metaphorical or ethical provocations. Summarise, discuss and present their current understanding at regular intervals when
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			texts, including simple chapter books. Can recite a simple poem from memory.	Can recite and perform a poem from memory.			reading an extended text.
Personal response	Begin to talk about what they like or dislike about a text.	Talk about aspects of the text that they particularly enjoy, like or dislike. Discuss their favourite book.	Explain why they enjoy, like or dislike a particular text. Discuss their favourite book or author. Know the names of some key authors.	Say why they prefer one text to another. Begin to identify why one non-fiction text is more useful than another, according to their purpose.	Identify aspects or features that make a text entertaining, informative or useful. Begin to discuss the suitability or credibility of a text.	Analyse the features of engaging or useful texts, including fiction, non-fiction and poetry. Use published texts as a model to inform their own writing.	Identify the features that make some texts more effective than others. Begin to explore the concept of authorial bias. Draw inspiration from published



		<p>Know the names of some key authors.</p> <p>Can explain the impact that a book has had on them.</p> <p>Develop creative responses based on a reading experience.</p>	<p>Can use their reading experiences to collect ideas to use in their own writing, explaining how they have been inspired.</p> <p>Develop creative responses based on a reading experience.</p>	<p>Discuss favourite books, authors or performances.</p> <p>Explain the impact of a text on their thinking and writing.</p> <p>Develop and refine creative responses based on a reading experience.</p>	<p>Draw on reading to inform writing, including vocabulary, grammatical structures, themes and ideas.</p>	<p>Develop opinions about writing styles, key concepts or characters in narratives.</p>	<p>texts inform their own writing and explain how this is evident in their own work.</p> <p>Build stores of literary knowledge that allows pupils to engage in debate about ideas, concepts and themes that are relevant to life in modern Britain.</p>
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