

Horsley C of E Primary School

Whole School Reading Progression Map



EYFS	Baseline	Autumn	Spring	Summer
<p>Word reading Use a range of strategies to decode and read for meaning.</p>	<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 phonemes/graphemes in Phase 1 and Phase 2 (mapped by weeks In Essential Letters and Sounds - ELS). Oral blending • Sounding out and blending with 23 new grapheme/phoneme correspondences (GPCs) • 12 new harder to read and spell (HRS) words *Segments sounds in simple words and blends them together (CVC). *Links some phonemes taught to graphemes. *Read most Phase 2 common exception words (Harder to read and spell words - HRS (mapped by weeks in ELS). *Begin to read CVC captions 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 (mapped by weeks ELS). Oral blending • Sounding out and blending with 29 new GPCs • 32 new HRS words • Revision of Phase 2 *Beginning to segment and blend some CVCC and CCVC words. *Names and sounds most letters of the alphabet. *Read 8+ digraphs and a trigraph. *Begins to read simple sentences *Re-reads books to build up confidence, fluency and understanding matched to phonics knowledge. 	<p>ELG</p> <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 (start, middle and end). 	<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. *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). MAP THE TEXTS – See English Yearly Plan for Texts and Dimensions Curriculum recommended texts *Enjoys an increasing range of books and sharing with others. 	<p>ELG</p> <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.
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Pupils must achieve most of the green assessment criteria to be 'Expected' (achieving the national standard).
 The end of Key Stage assessments are **WTS**, **EXS** **GDS**. The numbers in brackets are the National Curriculum TAFs (Teacher assessment frameworks).

Year 1 Domain	Autumn	Spring	Summer
<p>Decoding Use a range of strategies to decode and read for meaning.</p>	<p>I can match all 40+ graphemes to their phonemes (Essential Letters and Sounds phase 2 /3).(1)</p> <p>I can read ELS Phase 2/3 harder to read and spell words.</p> <p>I can read aloud books that are consistent with my phonic knowledge. E.g. 1 to 1 reading/small group reading</p> <p>I expect my reading books to make sense. E.g. 1 to 1 reading/small group reading</p> <p>I read taking account of full-stops. (fluency focus) E.g. 1 to 1 reading/small group reading/fluency lessons</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 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 harder to read and spell 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 e.g. 1 to 1 reading</p> <p>I read and I can correct any miscues e.g. 1 to 1 reading and fluency sessions.</p> <p>I read taking account of full-stops and question marks e.g. fluency and one to one reading</p> <p>I can blend phonemes to read words like play, push, string, catch.</p>	<p>I can read phonically decodable texts with confidence, using taught GPCs. (1)</p> <p>I can read words or two or more syllables. (2)</p> <p>I can read up to and including phase 5 harder to read and spell words fluently and can read most Year 1 common exception words. (3)</p> <p>I can read with some fluency and expression. (4) e.g. fluency lessons/1 to 1 reading</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. (fluency)</p> <p>I can blend words with the phase 5 vowel spellings such as phone, cried, rescue – with fluency.</p> <p>I can read new words by knowing what would fit or sound right in the sentence.</p>

	<p>I can point to and hear each separate word. E.g. 1 to 1 reading/small group reading</p> <p>I can use my letter sounds to read new words in phonically decodable texts.</p>	<p>I can blend words with phase 5 vowel sounds such as phone, cried and rescue.</p>	
<p>Vocabulary Draw upon your knowledge of vocabulary to understand the text.</p>		<p>I can recognise a simple poem or rhyme e.g. fluency lessons.</p>	<p>With help I can talk about favourite words or phrases in a story.</p> <p>I can recognise rhyming words in a poem. e.g. fluency lessons. poetry focus</p>
<p>Infer Make inferences from the text.</p>	<p>I can talk about what might be happening in my books with help from my teacher e.g. class story time, Book Club, one to reading</p> <p>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. e.g. class story time, Book Club, one to reading</p> <p>MAP THE TEXTS – See English Yearly Plan for Texts and Dimensions Curriculum recommended texts</p>	<p>I can begin to draw inferences from the text or illustrations. (6)</p> <p>e.g. class story time, Buddy Reading, one to reading</p>	<p>I can draw some inferences from the text or illustrations.(6) e.g. class story time, Buddy Reading, one to reading</p> <p>I can share my ideas about a text and listen carefully to others e.g. during Buddy Reading, story time or fluency sessions.</p> <p>I can say what I think about the events in a story. I can say what I think about a character in a story e.g. Class story time/fluency sessions</p> <p>MAP THE TEXTS – See English Yearly Plan for Texts and Dimensions Curriculum recommended texts</p> <p>I can say who is bad and who is good and give some reasons.</p>

<p>Predict Predict what you think will happen based on what you already know.</p>	<p>I can talk about what might be happening in my books with help from my teacher e.g. 1 to 1 reading, reading fluency</p> <p>I can guess what is going to happen in a story that has repeated patterns – story time/guided reading whole class text</p> <p>MAP THE TEXTS – See English Yearly Plan for Texts and Dimensions Curriculum recommended texts</p>	<p>I can guess what might happen to the characters in my books e.g. 1 to 1 reading, and developed through fiction reading fluency/whole class reading</p> <p>MAP THE TEXTS – See English Yearly Plan for Texts and Dimensions Curriculum recommended texts</p>	
<p>Explain Explain your preferences, thoughts and opinions about a text.</p>	<p>I can re-read and enjoy my favourite books, songs and rhymes – story time/R4P slots during the timetable, fluency poems (building up banks of favourites and book club)</p>	<p>I can share my likes and dislikes about a story. Book club and story time,</p> <p>I can tell you about more than one traditional story that I like.</p> <p>I can share my ideas about a story, talking in a group – Buddy Reading, R4P, 1:1 reading, choice board reading, suitcase library</p> <p>I can choose my favourite book and talk about it. Book Club, R4P, suitcase library</p> <p>I can link what I am reading to my own experiences.</p>	<p>I can choose my favourite book from a selection and talk about it. , R4P, choice board reading, Buddy Reading</p> <p>I can talk about some of my favourite authors or genres, sharing some of my likes and dislikes. Buddy Reading, R4P, class story time, Suitcase Library</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. Class story time, Buddy Reading, Suitcase Library</p>	<p>I can understand books I have read and those read to me. (6) One to one reading, small groups and story time.</p> <p>I can answer questions about events and ideas in my texts. (6) One to one reading,</p>	<p>I can find some information in a text to help me answer simple questions about a story.(6) Quick Quiz fluency questions.</p> <p>I can talk about the main events in a story in some detail. Class story time</p>

	<p>I can listen to a story all the way through. Class story time</p> <p>I can say how I feel about stories and poems. poetry sessions and R4P slots</p> <p>I can say what I like/dislike about a story.</p>	<p>small groups, fluency sessions, NCS Assessments and story time.</p> <p>I can talk about the main events in my texts.</p> <p>I can retell familiar stories orally using narrative language. MAP THE TEXTS – See English Yearly Plan for Texts and Dimensions Curriculum recommended texts – links to writing curriculum</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. Draw attention to these during class story time, reading for pleasure and ensure non-fiction texts are part of this mapping.</p> <p>MAP THE TEXTS – See English Yearly Plan for Texts and Dimensions Curriculum recommended texts</p> <p>I can name bold, italic and capital print.</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. MAP THE TEXTS – See English Yearly Plan for Texts and Dimensions Curriculum recommended texts Links to writing curriculum but which other stories – see recommended reads.</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 e.g. story mapping in writing lessons.</p> <p>I can understand and use book words: book; cover; beginning; end; page; word; letter; line. English Lessons, Class story, 1 to 1 reading, small group reading</p>	<p>I am beginning to tell the difference between fiction and non-fiction texts e.g. fluency reading sessions – how do you know this is a fiction/non-fiction text?</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. Fiction fluency, class story sequencing tasks, English lessons</p> <p>Tell the difference between fiction and non-fiction – fluency fiction and non-fiction</p> <p>I can recognise some simple features of poems</p>

fluency sessions poetry – closely looking at the features,

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 KS1 Domains are **Vocabulary, Infer, Predict, Explain, Retrieve, Sequence (VIPERS)**.

Year 2 Domain	Autumn	Spring	Summer
<p>Decoding Use a range of strategies to decode and read for meaning.</p>	<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) 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..... I can recognise and read alternative sounds for graphemes.</p> <p>I can read fluently taking account of punctuation (. , ? !) Fluency teaching sessions</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 decode automatically and fluently (90 words a minute), sounding out without undue hesitation, unfamiliar words, accounting for punctuation.(10 & 11) CURRENT FLUENCY ASSESSMENT TRACKING DOCUMENTS FOCUS ON THIS</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>

		<p>I can read confidently and fluently taking account of punctuation (.,?! ""') Fluency sessions 1:1, group</p> <p>I can vary my expression when I read. Fluency sessions 1:1, group</p>	
<p>Vocabulary Draw upon your knowledge of vocabulary to understand the text.</p>	<p>I can talk about favourite words and phrases in the text.</p> <p>I can explain the effect of rhyming words in a poem MAP THE TEXTS – See English Yearly Plan for Texts and Dimensions Curriculum recommended texts</p>	<p>I can explain why I like particular words and phrases.</p> <p>I can identify particular words used to describe a character. MAP THE TEXTS – See English Yearly Plan for Texts and Dimensions Curriculum recommended texts</p> <p>Learning tasks might include vocabulary check for words that may or may not describe the character.</p>	<p>I can explain why particular words are used to describe a character and their actions. See Spring term - explain why/justify your answer.</p> <p>I can use prior knowledge, context and vocabulary to understand a text. Lesson Implementation - this might be retrieval check based on wider curriculum content to support new learning.</p> <p>I can explain how language is used to build up humour and suspense.</p>
<p>Infer Make inferences from the text.</p>	<p>I can draw simple inferences from the text and illustrations.(13)</p> <p>I am beginning to compare stories and say why they are similar and different- MAP THE TEXTS – See English Yearly Plan for Texts and Dimensions Curriculum recommended texts</p>	<p>I can draw simple inferences from the events and character actions and speech. (13)</p> <p>I can compare characters, settings and events to my own experience.</p> <p>I can find clues in a text to help me explain my ideas and inferences about the text-</p> <p>I can talk about what characters might be thinking or feeling using clues in the text.</p>	<p>I can compare settings and events to my own and others' experiences.</p> <p>I can make links between books I am reading and other books I have read.</p> <p>I can draw inferences from events, character actions and speech in the text.(15)</p>

	<p>I can discuss texts shared with others, taking turns, listening and responding to others' opinions.</p> <p>I can compare settings and events to my own experience.</p>	<p>I can compare stories and say why they are similar and different. (17)</p>	<p>I can compare stories and characters and explain how they are similar and different and make links.(17)</p>
<p>Predict Predict what you think will happen based on what you already know.</p>	<p>I can predict what might happen in a story by what has already happened.</p>	<p>I can predict the content of information texts and explanations. Lesson implementation - what might be included in this text about ...?</p> <p>I can predict what might happen to characters in a story by what has already happened.(16)</p> <p>I can describe what might happen in a text by comparing the plot to similar stories.</p>	<p>I can make plausible story-line predictions based on what has already happened (16)</p> <p>I can describe what might happen in a text by comparing the plot to others I have read by the same author.(16/17)</p>
<p>Explain Explain your preferences, thoughts and opinions about a text.</p>	<p>I can choose my favourite book from a selection and talk about it. CAN ALL CHILDREN DO THIS - Monitoring action - pupil voice, bottom 20% - what's your favourite book?</p> <p>I can talk about my favourite authors or genres, sharing my likes and dislikes.</p>	<p>I can make reading choices based on what I have read before.</p> <p>I can say what I think and find parts of the text to say why I think it.</p>	<p>I can make reading choices based on what I have read before.</p> <p>I can say what I think and find parts of the text to say why I think it.</p> <p>As in Spring – suitcase library, class story time, buddy reading</p> <p>I am beginning to identify the intended audience for the text.</p>
<p>Retrieve Identify and explain the key features of texts: such as characters, events,</p>	<p>I can show that I understand the text, reading for meaning, checking the text makes sense and correcting inaccurate reading.(12)</p>	<p>I can show understanding of age appropriate books and explain what has happened in a story so far.(14)</p> <p>I can use information in a text to help me</p>	<p>I can show a sound understanding of age appropriate books and explain in detail what has happened in a story so far. (14)</p>

<p>titles and information.</p>	<p>I can find information in a text to help me answer questions about a story/non-fiction.(13)</p> <p>I can use the main points in a story to help me retell it or act it out.</p> <p>I can find and talk about the main events in a story in some detail.</p> <p>I can tell you about the key characteristics of a story type/genre.</p> <p>I can retell stories orally with confidence using narrative language.</p> <p>I can use prior knowledge to help me understand texts.</p>	<p>answer questions about fiction/non-fiction.(13)</p> <p>I can think of questions about a topic and find the information in my books.</p> <p>Class library corners and areas around school with non-fiction books linked to topics well displayed.</p> <p>I can use prior knowledge and context to help me understand texts.</p>	<p>I can re-read to find information in a text to help me answers questions.(13)</p> <p>I can extract information from non-fiction texts using contents, index, chapter headings, glossary etc.</p>
<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 is in pink.**
 KS2 Domains are **Compare, Vocabulary, Infer, Predict, Explain, Retrieve, Summarise (C VIPERS)**.

Year 3 Domain	Autumn	Spring	Summer
<p>Decoding</p> <p>Use a range of strategies to decode and read for meaning.</p>	<p>I can decode automatically and fluently, sounding out without undue hesitation, accounting for punctuation.</p> <p>I can read aloud fluently, using different voices and tones to give expression.</p> <p>I often spot my mistakes in reading and make changes so that my reading makes sense.</p> <p>I can use a range of strategies to work out words that I don't know.</p> <p>I can read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p>	<p>I can apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.</p> <p>When I read, I notice new words and think about their meaning.</p> <p>I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.</p> <p>I read aloud using punctuation to help the listener understand.</p> <p>I read fluently using different voices and tones to give expression.</p> <p>I quickly notice when my reading doesn't make sense, and I re-read it.</p>	<p>I read silently most of the time.</p> <p>I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.</p> <p>I read aloud using punctuation to help the listener understand.</p> <p>I read fluently using different voices and tones to give expression.</p> <p>I quickly notice when my reading doesn't make sense, and I re-read it.</p> <p>I can read aloud and independently, taking turns and listening to others.</p>

<p>Compare (2H)</p> <p>Make comparisons within the text.</p>	<p>I am beginning to compare stories and say why they are similar and different.</p>	<p>I can compare characters, settings and events to my own experience.</p> <p>I can compare stories and say why they are similar and different.</p>	<p>I can compare settings and events to my own and others' experiences.</p> <p>I can make links between books I am reading and other books I have read.</p> <p>I can compare stories and characters and explain how they are similar and different and make links.</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 talk about favourite words and phrases in the text.</p>	<p>I can identify particular words used to describe a character.</p> <p>class novel sessions.</p>	<p>I can explain why particular words are used to describe a character and their actions.</p> <p>I can explain the meaning of words in context.</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</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.</p> <p>I can discuss texts shared with others, taking turns, listening and responding to others' opinions.</p>	<p>I can draw simple inferences from the events and character actions and speech.</p> <p>I can find clues in a text to help me explain my ideas and inferences about the text.</p> <p>I can talk about what characters might be</p>	<p>I can draw inferences from events, character actions and speech in the text.(15)</p>

	I can compare settings and events to my own experience.	thinking or feeling using clues in the text.	
Predict (2E) Predict what might happen from details stated and implied.	I can predict what might happen in a story by what has already happened. I can predict what might happen in a text by comparing the plot to others that I have read by the same author.	I can predict what might happen to characters in a story by what has already happened.(16)	I can make plausible story-line predictions based on what has already happened (16)
Explain authorial choice (2F) 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 patters that develop across the text. Explain how information contributes to the overall experience.	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 explain the effect of rhyming words in a poem.	I can make reading choices based on what I have read before. I can explain why I like particular words and phrases.	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 a text.
Retrieve (2B) Retrieve and record information.	I can talk about a text that I have read and compare the plot to similar stories. I can retell a story from memory and include all of the main parts.	I can discuss my responses to a text. I can retell a story and use details to make it clear.	I check that the text is meaningful. I can discuss the texts that I have read. I can search for, retrieve, and record information from non-fiction texts.

<p>Identify key details from fiction and non-fiction.</p>	<p>I can think of questions about a topic and retrieve information from non-fiction books.</p> <p>I can extract information from a non-fiction text, using contents, index, chapter headings, glossary etc.</p>	<p>I can retrieve and record information from non-fiction texts.</p>	<p>I use text marking to identify key information.</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.</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 tell you about the key characteristics of a story type/genre.</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>e.g. Stone Age Boy</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> <p>e.g. Non-Chron, Biography, Fantasy</p>

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 KS2 Domains are **Compare, Vocabulary, Infer, Predict, Explain, Retrieve, Summarise (C VIPERS)**.

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

			I can compare the language in older texts with modern Standard English.
Vocabulary Identify and explain how meaning is enhanced through choice of words. Give/explain the meaning of words in context. (2A & 2G)	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). I can explain the meaning of words in context. I can develop pleasure in reading, motivation to read, vocabulary and understanding. I can use dictionaries to check the meaning of unfamiliar words.	I can identify where a writer has used precise word choices for effect to impact on the reader. Recognise how the meaning of sentences is created by word order and punctuation. I can identify formal and informal language.	I know and recognise some of the literary conventions in text types covered.
Infer Justify inferences using evidence from the text. (2D)	I can discuss books, poems and other works that are read aloud and independently, taking turns and listening to others' opinions. I can ask relevant questions to improve my understanding of a text. I can express reasoned, personal point of view about a text. I listen to others' ideas and opinions about a text. I can infer meanings and begin to justify them with evidence from the text.	I can infer meanings and begin to justify them with evidence from the text. I can discuss the actions of the main characters and justify my views by referring to the text. I know when there are hidden messages in a story. I can give an opinion, find evidence in the text to justify it. Point, evidence and attempt at explanation. (PEE)	I understand the bias in persuasive writing, including articles and advertisements. I can use inference and deduction to work out the characteristics of different people from a story. I can identify how a writer uses language and punctuation to convey character.

<p>Predict (2E) Predict what might happen from details stated and implied.</p>		<p>I can predict what might happen from details stated and deduced information.</p>	
<p>Explain authorial choice 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 patters that develop across the text. Explain how information contributes to the overall experience. (2F)</p>	<p>I am beginning to understand simple themes in books. 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. I know that books are written for different purposes and know which books to select for specific purposes. I know a wider range of stories, including fairy stories, traditional tales and myths. I recognise some different forms of poetry – list poems, free verse, rhyming verse etc. I can raise queries about texts. I can make connections with prior knowledge and experience. I can explain ideas and opinions, giving reasons.</p>	<p>I experience and discuss a range of fiction, poetry, plays, non-fiction and reference books or textbooks. Identify some text type language features. For example, narrative, explanation, persuasion. 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>Retrieve Retrieve and record information. Identify key details from fiction and non-fiction. (2B)</p>	<p>I check the text is meaningful. I can discuss my responses to a text. I can retrieve and record information from non-fiction texts.</p>	<p>When answering a question, I can understand and refer to the main points in a text. I can find information in a text and make notes and quotations.</p>	<p>I can read and search longer texts for detailed information, looking at language, structure and presentation.</p>

<p>Summarise</p> <p>Summarise main ideas from more than one paragraph.</p> <p>Identify and comment on structure and organisation of texts.</p> <p>(2C)</p>	<p>I can identify and summarise main ideas of a text</p> <p>I know and recognise some of the literary conventions in text types covered.</p> <p>I know that non-fiction books are structured in different ways and be able to use them effectively.</p> <p>I understand and explain that narrative books are structured in different ways. For example, historical stories and fantasy stories.</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.</p>	<p>I can explain why text types are organised in a certain way.</p> <p>I can summarise the ideas from more than one paragraph.</p>
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Pupils must achieve most of the termly assessment criteria to be 'Expected' (achieving the national standard). **GDS is in pink.**
 KS2 Domains are **Compare, Vocabulary, Infer, Predict, Explain, Retrieve, Summarise (C VIPERS)**.

Year 5 Domain	Autumn	Spring	Summer
<p>Decoding</p> <p>Use a range of strategies to decode and read for meaning.</p>	<p>I can read on my own.</p> <p>I can apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.</p> <p>I can read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p> <p>I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.</p>	<p>I can re-read and read ahead to check for meaning.</p> <p>I can read a range of books at my level fluently and accurately.</p>	
<p>Compare & Contrast</p> <p>Make comparisons within the text. (2H)</p>	<p>I can make connections between other similar texts, prior knowledge and experience.</p>	<p>I can compare different versions of texts.</p> <p>I can make comparisons between books.</p>	<p>I compare texts by different writers on the same topic.</p>
<p>Vocabulary</p> <p>Identify and explain how meaning is enhanced through choice of words.</p> <p>Give/explain the</p>	<p>I can discuss and evaluate how authors use language, including figurative language, considering the impact.</p>	<p>I can identify and comment on writer's use of language for effect. For example, precisely chosen adjectives, similes and personification.</p>	<p>I notice that the language in a text varies depending on the audience and purpose.</p>

<p>meaning of words in context.</p> <p>(2A & 2G)</p>	<p>I can use strategies to explore the meaning of words in context.</p>		
<p>Infer</p> <p>Justify inferences using evidence from the text.</p> <p>(2D)</p>	<p>I can draw inferences such as inferring characters' feelings, thoughts and motives from their actions..</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.</p> <p>I can read between the lines using clues in the text.</p> <p>I can judge why the characters act as they do.</p>	<p>I can infer meaning using evidence from the text and wider reading and personal experience.</p> <p>I can distinguish between statements of fact and opinion.</p>
<p>Predict</p> <p>Predict what might happen from details stated and implied.</p> <p>(2E)</p>	<p>I can make predictions from details stated and implied information.</p>	<p>I predict what might happen from details stated and implied.</p>	<p>I can justify my predictions by referring to the text.</p>
<p>Explain authorial choice</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 patters that develop across the text. Explain how information</p>	<p>I listen to others' ideas and opinions about a text.</p> <p>I can present a personal point of view based on what has been read.</p> <p>I can explain a personal point of view.</p> <p>I can give reasons for a personal point of view.</p>	<p>I can build on others' ideas and opinions about a text in discussion.</p> <p>I can provide reasoned justifications for others' views.</p> <p>Identify and discuss themes and conventions in and across a wide range of writing.</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 adapt own opinion in the light of further reading or others' ideas.</p> <p>I can express opinions about a text, using evidence from the text, giving reasons and explanations. Point, evidence, explanation. (PEE)</p>

<p>contributes to the overall experience.</p> <p>(2F)</p>	<p>I can express a personal point of view about a text, giving reasons.</p> <p>I listen to others' personal point of view.</p> <p>I can recommend books to peers, giving reasons for their choices.</p> <p>I can identify grammatical features used by writer – rhetorical questions, varied sentence lengths, varied sentence starters – to impact on the reader.</p> <p>I can identify how language, structure and presentation contribute to the meaning of a text.</p> <p>I can present the author's viewpoint of a text.</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.</p>	
<p>Retrieve</p> <p>Retrieve and record information.</p> <p>Identify key details from fiction and non-fiction.</p> <p>(2B)</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.</p> <p>I can retrieve and record information.</p>	<p>I can use strategies to explore the meaning of idiomatic and figurative language.</p> <p>I can retrieve, record, collate and present information from non-fiction.</p> <p>I can collate information retrieved.</p>	<p>I can find information quickly by scanning and text-marking.</p> <p>I can quickly get the gist of a text by skimming.</p> <p>I can identify significant ideas, events and characters; and discuss their significance.</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>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.</p> <p>I can present an oral overview or summary of a text.</p>	<p>I read books that are structured in different ways.</p> <p>I know the main features of fiction and non-fiction texts.</p> <p>I can explain how the layout might add to the effectiveness of a text.</p>	<p>I can use contents, indexes and subheadings to find information.</p> <p>I continue to read books that are structured in different ways and read for a range of purposes.</p> <p>I know the features of different narrative text types. For example – adventure, fantasy, myths.</p> <p>I know how the way a text is organised supports the purpose of the writing.</p> <p>I can summarise key information from different texts.</p>
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 KS2 Domains are **Compare, Vocabulary, Infer, Predict, Explain, Retrieve, Summarise (C VIPERS)**.

Year 6 Domain			
<p>Decoding</p> <p>Use a range of strategies to decode and read for meaning.</p>	<p>I can apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.</p> <p>I read accurately and check that I understand.</p> <p>I ask questions to myself and others to improve my understanding.</p> <p>I can read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p> <p>Sounds and syllables</p> <p>I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.</p> <p>I can read fluently, using pronunciation to inform meaning. Fluency lessons and assessments</p>	<p>I use combined knowledge of phonemes and word derivations to pronounce words correctly e.g. arachnophobia.</p> <p>I can skim and scan to identify key words and phrases.</p>	<p>I can read with fluency, expression and the right tone for the content. Fluency lessons and assessments</p>

<p>Compare & Contrast</p> <p>Make comparisons within the text.</p> <p>(2H)</p>	<p>I can make comparisons within and across books.</p>	<p>I can make connections between other similar texts, prior knowledge and experience and explain the links.</p>	<p>I compare and contrast the styles of different writers with evidence and explanation.</p> <p>I can compare and contrast characters, themes and structure in texts by the same and different writers.</p>
<p>Vocabulary</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>(2A & 2G)</p>	<p>I can identify and comment on writer's choice of language.</p> <p>Whole class novel sessions (implementation – this would be evident within teachers' planned VIPERS questions).</p>	<p>I show awareness of the writers' craft by commenting on use of language, grammatical features and structure of texts.</p> <p>I use strategies to explore the meaning of unfamiliar words and idiomatic and figurative language.</p>	
<p>Inference</p> <p>Justify inferences using evidence from the text.</p> <p>(2D)</p>	<p>I can draw inferences such as inferring characters' feelings, thoughts and motives from their actions and develop explanations.</p> <p>I can read between the lines using evidence from the text and my experience of the wider world.</p> <p>I ask questions to extend understanding.</p>	<p>I provide reasoned justifications for my views.</p> <p>I can present a counter-argument in response to others' points of view.</p>	<p>I can draw inferences from subtle clues across a complete text.</p> <p>I can explain how and why a text has impact on a reader.</p>
<p>Predict</p> <p>(2E)</p>	<p>I can predict what might happen from details stated and implied from across a text.</p>		

<p>Predict what might happen from details stated and implied.</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 patters that develop across the text. Explain how information contributes to the overall experience.</p>	<p>I can express a personal point of view about a text, giving reasons linked to evidence from texts.</p> <p>I listen to others' ideas and opinions about a text.</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. e.g. Holes</p> <p>I can present and explain the author's viewpoint in a text. E.g. a persuasive piece?</p> <p>I can explain a personal point of view, giving reasons and evidence from text. I can recommend books to peers, giving reasons for their choices.</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. modelled texts in writing, short main clause, repetition. Identify within the texts.</p> <p>I raise queries about texts.</p> <p>I can build on others' ideas and opinions about a text in discussion.</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 explain an opinion, referring to the text to justify it; Point, Evidence and Explanation (PEE)</p> <p>I present a counter-argument in response to others' points of view using evidence from the text and explanation – PEE.</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>I can discuss and evaluate how authors use language, including figurative language, considering the impact.</p> <p>I can explain the author's viewpoint in a text and present an alternative point of view.</p> <p>I comment on the development of themes in longer novels.</p> <p>I can evaluate the styles of different writers with evidence and explanation.</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.</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. Fluency and wider curriculum sessions.</p> <p>I recognise texts that contain features from more than one text type. I can identify key points and themes in a text.</p>	<p>I can retrieve, record, present and collate information from non-fiction.</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.</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.</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 identify and discuss the conventions of different text types.</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</p>	<p>I can explain and comment on the structural devices used to organise the text.</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.</p>

	<p>I can present an oral overview or summary of a text.</p> <p>I can explain the main purpose of a text and summarise it.</p>	<p>books from other cultures and traditions.</p>	
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Suggested question stems for whole class reading

	Suggested question stems for whole class reading
Year 1 - Vocabulary	<ul style="list-style-type: none">• What does the wordmean in this sentence?• Find and copy a word which means• Which word in do you think is the most important? Why?• Which of the words best describes the character or setting?• Which word in this part do you think is the most important?• Why do you think they repeat this word in the story?
Year 1 Infer	<ul style="list-style-type: none">• What do you think.... means?• Why do you think that?• How do you think ... ?• When do you think ... ?• Where do you think. ?• How doesmake you feel?• Why did..... happen?
Year 1 Predict	<ul style="list-style-type: none">• Looking at the cover and the title, what do you think this book is about?• Where do you thinkwill go next?• What do you think... will say / do next?• What do you think this book will be about? Why?• How do you think that this will end?• Who do you think has done it?• What might say about that?• Can you draw what might happen next?

Year 1 Explain	<ul style="list-style-type: none"> • Is there anything you would change about this story? • What do you like about this text? • Who is your favourite character? Why?
Year 1 Retrieve	<ul style="list-style-type: none"> • Who is your favourite character? • Why do you think all the main characters are ... in this book? • Would you like to live in this setting? Why/why not? • Who is/are the main character(s)? • When/where is this story set? • Which is your favourite/worst/ funniest/scariest part of the story? • Is this a fiction or a non-fiction book? How do you know?
Year 1 Sequence	<ul style="list-style-type: none"> • What happens in the beginning of the story? • Can you number these events in the story? • How/where does the story start? • What happened at the end of the....? • Can you retell the story to me in 20 words or less? • What happened before that? • Can you sequence the key moments in this story?

	Suggested question stems for whole class and guided reading
Year 2 - Vocabulary	<ul style="list-style-type: none"> • Can you find a noun/adjective/verb that tells/shows you that...? • Why do you think that the author used the word... to describe...? • Which other word on this page means the same as...? • Find an adjective in the text which describes... • Which word do you think is most important in this section? Why? • Which word best describes...?
Year 2 Inference	<ul style="list-style-type: none"> • What do you think.... means? • Why do you think that? • Why do you think..? • How do you think .. ? • When do you think ..? • Where do you think..? • How has the author made us think that.. ?
Year 2 Prediction	<ul style="list-style-type: none"> • Where do you think will go next? • What do you think... will say/do next? • What do you think this book will be about? Why? • How do you think that this will end? What makes you say that? • Who do you think has done it? • What might.... say about that? • How does the choice of character affect what will happen next?
Year 2 Explaining	<ul style="list-style-type: none"> • What is similar/different about two characters? • Explain why... did that.. • Is this as good as...? • Which is better and why? • Does the picture help us? How? • What would you do if you were...? • Would you like to live in this setting? Why? • Is there anything you would change about this story? • Do you agree with the author's...? Why?

Year 2 Retrieval	<ul style="list-style-type: none">• Who is/are the main character(s)?• When/where is this story set? How do you know?• Which is your favourite/worst/funniest/ scariest part of the story? Why?• Tell me three facts you have learned from the text.• Find the part where...• What type of text is this?• What happened to ... in the end of the story?
Year 2 Sequence	<ul style="list-style-type: none">• What happens in the story's opening?• How/where does the story start?• What happened at the end of the...? •• What is the dilemma in this story?• How is it resolved?• Can you retell the story to me in 20 words or less?• Can you summarise in 3 sentences the beginning, middle and end of this story?

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