



**THE 21**  
**STEPS**

Year R	Step 1	Step 2	Step 3	End of year Expectations
	<ul style="list-style-type: none"> <li>- Develop interest/pleasure in books and reading.</li> <li>- Develop interest in wide range of reading materials for example books, poems etc either read to or read themselves</li> <li>- Listen attentively to stories, anticipating key events and responding to what they hear with relevant comments, questions or actions</li> </ul>			
<b>Book Handling and Enjoyment</b>	<ul style="list-style-type: none"> <li>- Independently I show an interest in illustrations and print in books and the environment.</li> <li>- I know that information can be relayed in the form of print.</li> <li>- I can hold books the correct way up and turn pages.</li> <li>- I can listen to and join in with stories and poems, one-to-one and also in small groups.</li> </ul>	<ul style="list-style-type: none"> <li>- I can look at books independently.</li> <li>- I can handle books carefully.</li> <li>- I know that print carries meaning and, in English, is read from left to right and top to bottom.</li> <li>- I know that in English we have a return sweep at the end of each line</li> <li>- I am developing one to one matching of words on the page with the word I speak</li> <li>-I can point to each word as I read</li> <li>- I understand the concepts of letter/words/ initial letter/grapheme</li> </ul>	<ul style="list-style-type: none"> <li>- I enjoy an increasing range of books.</li> <li>- I can use vocabulary and forms of speech that are increasingly influenced by my experience of books.</li> <li>-I am secure with one to one matching</li> <li>-I am able to control all aspects of book handling and am consistent with the direction I look at print when reading</li> </ul>	<ul style="list-style-type: none"> <li>- I enjoy listening to stories.</li> <li>- I enjoy looking at and reading books.</li> <li>- I enjoy reading/listening to a wide range of reading materials for example books, poems etc</li> <li>-I am able to control all aspects of book handling and am consistent with the direction I look at print</li> <li>-I can respond to stories through a variety of means including role play</li> <li>-I can recite familiar poems and rhymes</li> </ul>
<b>Phonological Awareness and Word Reading</b>	<ul style="list-style-type: none"> <li>- I enjoy rhyming and rhythmic activities.</li> <li>- I show awareness of rhyme and alliteration.</li> <li>- I recognise rhythm in spoken language.</li> <li>- I can continue a rhyming string.</li> <li>- I can recognise familiar words and signs such as my own name and advertising logos.</li> <li>-I can <b>hear</b> syllables and clap the number I can hear</li> </ul>	<ul style="list-style-type: none"> <li>- I can locate the initial letter in words and say the initial sound .</li> <li>- I can segment the sounds in simple words and blend them together.</li> <li>- I know which letters represent some of the sounds.</li> </ul>	<ul style="list-style-type: none"> <li>- I can link sounds to letters , naming and sounding the letters of the alphabet.</li> <li>- Begins to read words and simple sentences.</li> <li>- I am able to monitor if my reading is phonically correct</li> <li>- I self-correct sometimes if my reading is not phonologically correct</li> </ul>	<ul style="list-style-type: none"> <li>- I can read and understand simple sentences.</li> <li>- I can use my phonic knowledge to decode regular words and read them aloud accurately.</li> <li>- I can read some common exception words.</li> <li>- I enjoy reading simple words/sentences to my friends</li> </ul>
<b>Comprehension</b>	<ul style="list-style-type: none"> <li>- I can join in with repeated refrains and anticipate key events and phrases in rhymes and stories.</li> </ul>	<ul style="list-style-type: none"> <li>- I am beginning to be aware of the way stories are structured.</li> <li>- I can suggest how the story might end.</li> <li>- I can adapt my prediction if the story ends in a different way</li> </ul>	<ul style="list-style-type: none"> <li>- I can describe main story settings, events and principal characters.</li> <li>- I know that information can be retrieved from books and computers.</li> <li>-I am able to monitor if my reading</li> </ul>	<ul style="list-style-type: none"> <li>-I can read and understand simple sentences</li> <li>- I can demonstrate my understanding when talking with others about what I have read.</li> </ul>

		<p>- I can listen to stories with increasing attention and recall.</p>	<p>doesn't make sense -I self-correct sometimes if reading doesn't make sense</p>	<p><b>-I can ask 'how' and 'why' questions about stories I have read or listened to</b></p>
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Year 1	Step 4	Step 5	Step 6	End of Year Expectations
	<p>- Re-read books to build up their fluency and confidence in word reading.</p> <p>- Pupils should revise and consolidate the GPCs and common exception words taught in Reception. As soon as they can read words comprising of the Year 1 GPCs accurately and speedily, they should move onto the Yr 2 programme of study for word reading.</p> <p>-- Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.</p> <p>- Explore the meaning of words and develop vocabulary knowledge when decoding real words</p>			
<p><b>Word Reading</b></p>	<ul style="list-style-type: none"> <li>- I can sound out most phonemes and I am able to identify common digraphs.</li> <li>- I am beginning to blend simple CVC, CVCC words.</li> <li>- I am learning new GPCs.</li> <li>- I can read most Common Exception Words (CEW) from EYFS.</li> </ul>	<ul style="list-style-type: none"> <li>- I can use my phonic knowledge to sound out digraphs and split digraphs.</li> <li>- I can sound out graphemes (letters or groups of letters) for all 40+ phonemes.</li> <li>- I can read GPCs within known words with increasing accuracy.</li> <li>- I can recognise familiar words (CEW) in simple texts.</li> </ul>	<ul style="list-style-type: none"> <li>- I can use phonic knowledge to blend sounds together to read words, including long phonemes.</li> <li>- I can read words without overt sounding and blending after a few encounters</li> <li>- I can read the common exception words*</li> <li>- I can read accurately words containing GPCs that have been taught.</li> <li>- I can read familiar endings to words (:s, :es, :ing, :ed, :er, :est).</li> <li>- I am beginning to spot errors in decoding and attempt to self-correct</li> <li>- I am starting notice contractions and am beginning to understand them.</li> <li>- I am starting to be aware of, and use, alternative sounds for graphemes</li> </ul> <p>* these will vary according to the phonics programme being used in your school</p>	<ul style="list-style-type: none"> <li>- Apply phonic knowledge and skills as the route to decode words.</li> <li>- Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.</li> <li>- Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.</li> <li>- Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word read other words of more than one syllable that contain taught GPCs.</li> <li>- Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings.</li> <li>- Read other words of more than one syllable that contain taught CPCs</li> <li>- Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s).</li> </ul>
<p><b>Range of texts</b></p> <ul style="list-style-type: none"> <li>-Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond which they can read independently</li> <li>-Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</li> <li>- Develop pleasure in reading, motivation to read, vocabulary and understanding.</li> </ul>				

<p><b>Comprehension</b></p>	<ul style="list-style-type: none"> <li>- I know a few familiar stories and I can recall some events.</li> <li>- I can use pictures and texts to identify meaning.</li> <li>- I can discuss some simple features; answering questions relating to, for example, changes in font size, details in illustrations or diagrams, identifying when somebody is speaking.</li> <li>- I understand the features of a book and use these to help me understand what it is about. E.g Title, blurb...</li> <li>- I can join in with group reading of familiar stories.</li> <li>- I can ask what unfamiliar words mean and remember them the next time I come across them.</li> <li>- I recognise what a poem is and understand some sounds rhyme.</li> <li>- I am familiar with some traditional tales and I know some of the features</li> <li>- I can say what I like about a story.</li> </ul>	<ul style="list-style-type: none"> <li>- I know a range of familiar stories and I can talk about the main events, such as: beginning, middle and end.</li> <li>- I can use my knowledge of texts that I have read to answer questions. E.g. what typically happens to good and bad characters?</li> <li>- I can recognise the difference between fiction and non-fiction.</li> <li>- I understand the familiar structure in certain stories and I can join in with repeated language</li> <li>- I can use my knowledge of texts to support reading of unfamiliar words.</li> <li>- I can guess what new words mean, using clues from my teacher.</li> <li>- I understand rhyming words and how they can be used in poems.</li> <li>- I know a few traditional tales very well and I know the key characteristics.</li> </ul>	<ul style="list-style-type: none"> <li>- I can identify the main events or key points in a text.</li> <li>- I can answer straight forward questions about a story.</li> <li>- I can recognise the difference between fiction and non-fiction.</li> <li>- I can recognise obvious story language- 'Once upon a time.. Big Bad Wolf.. ' and recognise a range of patterns in texts, including stories, rhymes and non-fiction.</li> <li>- I can explain clearly my understanding of what is read to me</li> <li>- I can recognise repetition of language in my reading.</li> <li>- I can discuss what new words mean, linking new meanings to those I already know.</li> <li>- I can appreciate rhymes and poem and recite some by heart.</li> <li>- I am very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.</li> <li>- I can participate in discussion about what is read to me, taking turns and listening to what others say.</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Drawing on what they already know or on background information and vocabulary provided by the teacher.</b></li> <li>- <b>Checking that the text makes sense to them as they read and correcting inaccurate reading.</b></li> <li>- <b>Discussing the significance of the title and events</b></li> <li>- <b>Recognising and joining in with predictable phrases.</b></li> <li>- <b>Explain clearly their understanding of what is read to them</b></li> <li>- <b>Discussing word meanings, linking new meanings to those already known.</b></li> <li>- <b>Learning to appreciate rhymes and poems, and to recite some by heart</b></li> <li>- <b>becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.</b></li> <li>- <b>Being encouraged to link what they read or hear read to their own experiences</b></li> <li>- <b>listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.</b></li> <li>- <b>Participate in discussion about what is read to them, taking turns and listening to what others say.</b></li> </ul>
<p><b>Making Inferences</b></p>	<ul style="list-style-type: none"> <li>- I can use stories I have already read to support my predictions.</li> <li>- I can understand what the main characters are doing.</li> </ul>	<ul style="list-style-type: none"> <li>- I am beginning to understand how the characters have an impact on the main events in a story.</li> <li>- I know the general structure of the texts I am reading and can make a prediction based on these.</li> <li>- I understand the feelings of the main characters within a story.</li> </ul>	<ul style="list-style-type: none"> <li>- I can express opinions about main events and characters in a story.</li> <li>- I can make simple predictions about the characters.</li> <li>- I can recognise why a character is feeling a certain way.</li> <li>- I can link what I read or hear to my own experiences, with support.</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Making inferences on the basis of what is being said and done.</b></li> <li>- <b>Predicting what might happen on the basis of what has been read so far.</b></li> <li>- <b>Link what is read or listened to with own experiences.</b></li> </ul>

Year 2	Step 7	Step 8	Step 9	End of Year Expectations
	<p><b>- Re-read books to build up fluency and confidence in word reading.</b></p> <p><b>- Pupils should revise and consolidate the GPCs and common exception words taught in Yr1. As soon as pupils can read words comprising of the Year 2 GPCs accurately and speedily they should move onto the Years 3 and 4 programme of study for word reading.</b></p>			
<p><b>Word Reading</b></p>	<ul style="list-style-type: none"> <li>- I can read a range of words on sight and am able to use my phonic strategies to read more complex words.</li> <li>- I can read words with common suffixes.</li> <li>- I notice contractions, but need some support to read them accurately.</li> <li>- I know the function of full stops when reading and I show this when reading aloud.</li> </ul>	<ul style="list-style-type: none"> <li>- I can read fluently and have started to use my phonic skills to decode unfamiliar words quickly and easily.</li> <li>- I can predict alternative grapheme sounds in unfamiliar words.</li> <li>- I can read multi syllabic words I can read words containing common suffixes.</li> <li>- In contractions, I understand the apostrophe is replacing the missing letters.</li> <li>- I can read aloud taking into account of punctuation and author intention.</li> </ul>	<ul style="list-style-type: none"> <li>- I can read familiar words quickly, without needing to sound them out.</li> <li>- I can read common suffixes, understanding the impact on root words.</li> <li>- I can use a range of decoding strategies.</li> <li>- I can use syllable boundaries to read each syllable then combine them to read a word</li> <li>- I can self -correct when I have read a sentence incorrectly.</li> <li>- I can accurately read words with contractions.</li> <li>- I can read all (Year 1 &amp; 2 HFW).</li> </ul>	<ul style="list-style-type: none"> <li><b>- Secure phonic decoding until reading is fluent and read accurately by blending, including alternative sounds for graphemes.</b></li> <li><b>- Read accurately words of two or more syllable containing these graphemes.</b></li> <li><b>- Read words containing common suffixes</b></li> <li><b>-read further common exception words, noting unusual correspondences.</b></li> <li><b>- Read most words quickly &amp; accurately without overt sounding and blending.</b></li> <li><b>- Sound out unfamiliar words accurately and automatically.</b></li> </ul>
<p><b>Range of Texts</b></p> <ul style="list-style-type: none"> <li><b>- Being introduced to non-fiction books that are structured in different ways.</b></li> <li><b>- Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.</b></li> <li><b>- Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.</b></li> </ul>				
<p><b>Comprehension</b></p>	<ul style="list-style-type: none"> <li>- I understand the key events or features of a text.</li> <li>- I can simply comment on beginning, middle and end.</li> <li>- I can work with a group to answer questions about texts.</li> <li>- I know how non-fiction texts are structured and can name some of their features.</li> <li>- I can recite some lines from simple poems, saying what I like.</li> <li>- I can explain the meaning of words in context.</li> </ul>	<ul style="list-style-type: none"> <li>- I understand how the key events in a story result in the final outcome.</li> <li>- I can discuss, in a group, the sequence of events in a story.</li> <li>- I can answer questions about text I have read.</li> <li>- I know how non-fiction texts are structured and I can refer to the key features – explaining their purpose.</li> <li>- I can recite poem appreciating these.</li> <li>- I can discuss words and phrases.</li> </ul>	<ul style="list-style-type: none"> <li>- I can retell a story, referring to most of the key events and characters.</li> <li>- I can summarise a story, giving the main points clearly in sequence.</li> <li>- I can find the answers to questions in non-fiction, stories and poems.</li> <li>- I can locate specific information e.g. key information/events, characters names etc.</li> <li>- I can decide how useful a non-fiction text is for the purpose.</li> <li>- I continue to build up a repertoire of poems learnt by heart, with appropriate</li> </ul>	<ul style="list-style-type: none"> <li><b>- Drawing on what they already know or on background information and vocabulary provided by the teacher.</b></li> <li><b>- Checking that the text makes sense to them as they read and correcting inaccurate reading.</b></li> <li><b>- Answering and asking questions.</b></li> <li><b>- Discussing the sequence of events in books and how items of information are related.</b></li> <li><b>- Discussing their favourite words and phrases.</b></li> <li><b>- Discussing and clarifying the</b></li> </ul>

Year 2	Step 7	Step 8	Step 9	End of Year Expectations
	<ul style="list-style-type: none"> <li>- I can recognise interesting words.</li> <li>- I can recognise key themes within a text, linked to familiar stories.</li> <li>- I can say what I think about books, poems and non-fiction.</li> <li>- I can use the front cover and book title, as well as illustrations to make reading choices.</li> </ul>	<ul style="list-style-type: none"> <li>- I can recognise key themes within a text, linked to familiar stories.</li> <li>- I am able to take part in discussions about books, poems and non-fiction texts.</li> <li>- I can use the front cover and book title, as well as illustrations and the words inside to make reading choices.</li> </ul>	<ul style="list-style-type: none"> <li>intonation</li> <li>- I can discuss my favourite words and phrases and how it affects meaning.</li> <li>- I can recognise key themes and ideas within a text.</li> <li>- I can participate in discussions about books, poems and other works and can compare similarities and differences between texts.</li> <li>- I can make choices about which texts to read, based on prior reading experiences.</li> </ul>	<ul style="list-style-type: none"> <li><b>meanings of words, linking new meanings to known vocabulary.</b></li> <li><b>- Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves.</b></li> <li><b>- Taking turns and listening to what others say.</b></li> <li><b>- Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</b></li> </ul>
<b>Language for Effect</b>	<ul style="list-style-type: none"> <li>I can recognise rhyming words</li> <li>I can recognise tongue twisters/alliteration</li> </ul>	<ul style="list-style-type: none"> <li>- I can identify how vocabulary choices affect meaning – ‘Crept lets you know he’s trying to be quiet’.</li> <li>- I can recognise words that sound like their meaning</li> </ul>	<ul style="list-style-type: none"> <li>-I can understand some differences between spoken and written language</li> <li>-I can recognise simple similes</li> </ul>	<ul style="list-style-type: none"> <li><b>- Recognising simple recurring literary language in stories and poetry.</b></li> </ul>
<b>Making Inferences</b>	<ul style="list-style-type: none"> <li>- I can comment on character’s actions.</li> <li>- I can provide simple explanations about events.</li> <li>- I can explore what I think is going to happen in a text.</li> </ul>	<ul style="list-style-type: none"> <li>- I am beginning to understand the reasons for a character’s behaviour.</li> <li>- I can discuss possible reasons for events.</li> <li>- I can explore what I think is going to happen and suggest why I think this.</li> </ul>	<ul style="list-style-type: none"> <li>- I can make simple inferences about thoughts and feelings of characters and reasons for their actions.</li> <li>- I can discuss reasons for events, by using clues in the story.</li> <li>- I understand why a writer has written a text – ‘She wants you to know how to make a kite’.</li> <li>- I can make predictions based on reading other books by the author and my own experiences.</li> <li>- I understand how the author uses words to convey thoughts, feelings and actions, including ‘reading between the lines’.</li> </ul>	<ul style="list-style-type: none"> <li><b>- Making inferences on the basis of what is being said and done.</b></li> <li><b>- Predicting what might happen on the basis of what has been read so far.</b></li> </ul>

Year 3	Step 10	Step 11	Step 12	End of year expectations
<p><b>At this stage teaching comprehension should take precedence over teaching word reading directly. Any word reading should support the development of vocabulary.</b></p> <ul style="list-style-type: none"> <li>- To check that the text makes sense.</li> <li>- To ask questions to improve understanding.</li> </ul>				
<p><b>Word Reading</b></p>	<ul style="list-style-type: none"> <li>- I can read an increasing number of exception words.</li> <li>- I can read aloud using a range of strategies appropriately, including decoding, to establish meaning.</li> <li>-I can apply my increasing knowledge of root words, prefixes and suffixes</li> </ul>	<ul style="list-style-type: none"> <li>- I can read an increasing number of exception words.</li> <li>- I can read aloud with expression and intonation taking into account punctuation.</li> <li>-I can apply my increasing knowledge of root words, prefixes and suffixes</li> </ul>	<ul style="list-style-type: none"> <li>- I can read an increasing number of exception words.</li> <li>- I can read aloud with intonation and expression, taking into account higher grade punctuation.</li> <li>-I can apply my increasing knowledge of root words, prefixes and suffixes</li> <li>-I can test out different pronunciations of longer words</li> </ul>	<ul style="list-style-type: none"> <li>- Read more exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</li> <li>- Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> <li>-Apply their growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words they meet</li> <li>- test out different pronunciations of longer words</li> </ul>
<p><b>Range of texts</b></p> <ul style="list-style-type: none"> <li>-Be introduced to a range of authors that they might not choose themselves</li> <li>-Be able to select own books (and be taught how to do so)</li> <li>- Continue to develop a positive attitude to reading and understand what is read.</li> <li>-Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or text books</li> <li>-Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> <li>- Read books that are structured in different ways and reading for a range of purposes.</li> <li>- Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</li> </ul>				
<p><b>Comprehension</b></p>	<ul style="list-style-type: none"> <li>- I can summarise and explain the main points in a text.</li> <li>- Begin to use knowledge of alphabet to locate information and meaning (dictionary/index).</li> </ul>	<ul style="list-style-type: none"> <li>- I am able to quote directly from the text to support thoughts and discussions.</li> <li>- I can increasingly use knowledge of alphabet to locate information and meaning</li> </ul>	<ul style="list-style-type: none"> <li>- I can locate information by skimming (for a general impression and scanning (to locate specific information).</li> <li>- I can use text marking to support retrieval of information or ideas from texts (e.g. highlighting, notes in the margin).</li> </ul>	<ul style="list-style-type: none"> <li>- Retrieve and record information from fiction and non-fiction.</li> <li>- Use dictionaries to check the meaning of words that they have read.</li> </ul>
<p><b>Themes and Conventions</b></p>	<ul style="list-style-type: none"> <li>- I can briefly summarise the difference between a fiction and non-fiction text, giving examples.</li> </ul>	<ul style="list-style-type: none"> <li>- I am beginning to identify the differences between a wider range of non-fiction text types (e.g. instructions,</li> </ul>	<ul style="list-style-type: none"> <li>- I can identify differences between different fiction and non-fiction genres.</li> </ul>	<ul style="list-style-type: none"> <li>- Identify themes and conventions in a wide range of books</li> </ul>



Year 3	Step 10	Step 11	Step 12	End of year expectations
	<ul style="list-style-type: none"> <li>- I can recognise some differences between different poems</li> <li>- I can explore some straightforward underlying themes and ideas.</li> </ul>	<ul style="list-style-type: none"> <li>explanation, poetry) and fiction texts.</li> <li>- I can recognise presentation devices e.g. numbering and headings in instructions</li> <li>- I can use some appropriate vocabulary to describe different poems</li> <li>- I can summarise and explain the main points in a text.</li> </ul>	<ul style="list-style-type: none"> <li>- I can name different types of poems</li> <li>- I can discuss the merits of different presentational devices in helping clarity of meaning</li> <li>- I can summarise and explain the main points in a text, referring back to the text to support this.</li> </ul>	<ul style="list-style-type: none"> <li>- Identify how language, structure and presentation contribute to meaning.</li> <li>- Recognise presentational devices</li> <li>- Recognise some different forms of poetry.</li> <li>- Identify main themes from more than one paragraph and summarise.</li> </ul>
<b>Language for effect</b>	<ul style="list-style-type: none"> <li>- I can identify where language is used to create mood, build tension or 'paint a picture'.</li> <li>- I can explain the meaning of WOW words in context.</li> <li>- I can explore potential meaning of ambitious vocabulary read in context.</li> </ul>	<ul style="list-style-type: none"> <li>- I can comment on author's choice of language to create mood and build tension.</li> <li>- I can explore potential meanings of WOW words read in context.</li> <li>- I can clarify the meanings of ambitious words and/or phrases in context.</li> <li>- I can discuss how the words make me feel</li> </ul>	<ul style="list-style-type: none"> <li>- I can identify language features of some different text types (e.g. that the language of recount is different to the language of instructions).</li> <li>- I can clarify the meaning of WOW words and/or phrases in context.</li> <li>- I can talk about the effects of different words and phrases to create different images and atmosphere (powerful verbs, descriptive adjectives and adverbs).</li> <li>I can discuss why the author might have chosen these words/phrases</li> </ul>	<ul style="list-style-type: none"> <li>- Discuss words and phrases that capture the reader's interest and imagination.</li> <li>- To discuss their understanding and explain the meaning of words in context.</li> </ul>
<b>Making Inferences</b>	<ul style="list-style-type: none"> <li>- I can explain how and why main characters act in certain ways in a story.</li> <li>- I can predict what might happen in a story.</li> </ul>	<ul style="list-style-type: none"> <li>- I can explain how and why main characters act in certain ways in a story, using evidence from the text.</li> <li>- When prompted, I can justify and elaborate on opinions and predictions.</li> </ul>	<ul style="list-style-type: none"> <li>- I can sometimes empathise with different characters' point of view in order to explain what characters are thinking/feeling and the way they act.</li> <li>- I can justify and elaborate on opinions and predictions with reference to the text.</li> </ul>	<ul style="list-style-type: none"> <li>- Draw inferences such as inferring character's feelings, thoughts and motives from their actions, and justifying inferences from evidence.</li> <li>- Predict what might happen from details stated and implied.</li> </ul>

Year 4	Step 13	Step 14	Step 15	End of year expectations
	<p><b>At this stage teaching comprehension should take precedence over teaching word reading directly. Any word reading should support the development of vocabulary.</b></p> <ul style="list-style-type: none"> <li>- Ask questions to clarify understanding.</li> <li>- Identify main themes/ideas based on evidence drawn from different points in the text.</li> <li>- Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</li> </ul>			
<b>Word Reading</b>	<ul style="list-style-type: none"> <li>- I can usually read a range of appropriate texts with fluency and accuracy.</li> <li>- I can recognise prefixes and suffixes in words.</li> <li>- I can read some (Year 4/5 Common Exception words) understanding the correspondence between spelling and sound.</li> </ul>	<ul style="list-style-type: none"> <li>- I can read a range of appropriate texts fluently and accurately, including exception words.</li> <li>- I can use syllables to read unknown polysyllabic words, including knowledge of common prefixes and suffixes (un-important).</li> </ul>	<ul style="list-style-type: none"> <li>- I can read aloud with pace, fluency and expression, taking punctuation and author's intent into account.</li> <li>- I can explore potential meaning of ambitious vocabulary read in context (using knowledge of etymology-word origin), morphology-form and structure of the word, i.e. the root word plus prefix and/or suffix or the context of the word.</li> <li>I can read most (Year4/5 HFW), understanding the correspondence between spelling and sound.</li> </ul>	<ul style="list-style-type: none"> <li>- Read more exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</li> <li>- Apply knowledge of root words prefixes and suffixes (see appendix 1), both to read aloud and to understand the meaning of new words they meet.</li> </ul>
<p><b>Range of texts</b></p> <ul style="list-style-type: none"> <li>-Be introduced to a range of authors that they might not choose themselves</li> <li>-Be able to select own books (and be taught how to do so)</li> <li>- Continue to develop a positive attitude to reading a range of appropriate texts fluently and accurately and understand what is read.</li> <li>-Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books.</li> <li>-Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> </ul>				
<b>Comprehension</b>	<ul style="list-style-type: none"> <li>- I can use knowledge of text structure to locate information.</li> </ul>	<ul style="list-style-type: none"> <li>- I can skim and scan to identify key ideas and answer questions from a text.</li> </ul>	<ul style="list-style-type: none"> <li>- I can locate information quickly and effectively from a range of sources by using techniques such as text marking and using indexes/contents pages.</li> </ul>	<ul style="list-style-type: none"> <li>- Retrieve and record information from non-fiction.</li> </ul>
<b>Themes and Conventions</b>	<ul style="list-style-type: none"> <li>- I can identify the various features of fiction genres (e.g. science fiction, adventure, autobiography, diary, mystery etc).</li> <li>-I can recognise key themes in what I have read</li> </ul>	<ul style="list-style-type: none"> <li>- I can compare and talk about the structures and features of a range of non-fiction texts.</li> <li>-I can compare key themes across different books</li> </ul>	<ul style="list-style-type: none"> <li>- I can compare the structure of different stories to discover how they differ in pace, build up, sequence, complication and resolution.</li> <li>-I can discuss key themes in what I have read e.g. triumph of good over evil/revenge</li> </ul>	<ul style="list-style-type: none"> <li>- Read books that are structured in different ways and reading for a range of purposes.</li> <li>-Recognise key themes in what they read</li> </ul>

<b>Language for Effect</b>	<p>- I can talk about the author's choice of language and its effect on the reader in a range of texts.</p>	<p>- I can read between the lines, using clues from action, dialogue and description to interpret meaning and/or explain what characters are thinking/feeling and the way they act.</p>	<p>- I can discuss how and why the text affects the reader and refer back to the text to back up a point of view.</p>	<p><b>- Identify how language, structure and presentation contribute to meaning.</b></p>
<b>Making Inferences</b>	<p>- I am continuing to talk about the effects of different words and phrases to create different images and atmosphere (powerful verbs, descriptive adjectives and adverbs).</p> <p>- I can infer meaning, using evidence from the text and wider experiences.</p> <p>- I can predict what might happen by quoting directly from the text.</p>	<p>- I confidently talk about the effects of different words and phrases to create different images and atmosphere (powerful verbs, descriptive adjectives and adverbs).</p> <p>- I can infer and deduce meaning based on evidence drawn from different points in the text.</p> <p>- I can refer to the text to support opinions and predictions (sum up what I have found/ discussed/thought about; make a point/state my thoughts and ideas; find evidence in and/or around the text to support my views).</p>	<p>- I can work out the meaning of unknown words from the way they are used in context.</p> <p>- I can discuss messages, moods, feelings and attitudes using the clues from the text, by means of inference and deduction skills.</p> <p>- I can refer to the text to support opinions and elaborate (sum up what I have found/ discussed/thought about; make a point/state my thoughts and ideas; find evidence in and/or around the text to support my views; clarify my thinking by elaborating on and justifying my views, using additional evidence and linking to wider knowledge/experiences).</p>	<p><b>- To discuss their understanding and explain the meaning of words in context.</b></p> <p><b>- Draw inferences such as inferring character's feelings, thoughts and motives from their actions, and justifying inferences from evidence.</b></p> <p><b>- Predict what might happen from details stated and implied.</b></p>

Year 5	Step 16	Step 17	Step 18	End of year expectations
	<p>- Recommending books that they have read to their peers, giving reasons for their choices.</p> <p>- Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary</p>			
<b>Word Reading</b>	<p>- I can confidently read unknown words with prefixes and suffixes and I am beginning to make connections between words.</p>	<p>- I can confidently read most words, understanding the impact of prefixes and suffixes on root words.</p>	<p>- I understand the history of words and the relationship between them to help me read unknown polysyllabic words.</p> <p>- I understand the impact of prefixes and suffixes on root words.</p> <p>- I can read all Year4/5 Common Exception Words</p>	<p>- 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>
<p><b>Range of Texts</b></p> <p>-Maintain positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> <li>- continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</li> <li>- reading books that are structured in different ways and reading for a range of purposes.</li> <li>- increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.</li> <li>- learning a wider range of poetry by heart.</li> <li>- preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</li> </ul> <p>-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 view courteously</p>				
<b>Comprehension</b>	<p>- I can identify the different features of fiction and non-fiction genres.</p> <p>- I can compare, contrast and evaluate different non-fiction texts.</p> <p>- I can discuss my understanding of a text.</p> <p>I can skim to identify key ideas.</p> <p>- I can make simple comparisons between books.</p>	<p>- I can identify the individual genre in a mixed genre text e.g. an explanation within an information text.</p> <p>- I can discuss my understanding of a text by identifying the purpose of the author.</p> <p>- I can skim and scan non-fiction texts to speed up research.</p> <p>- I can make comparisons between books, commenting on similarities and differences.</p>	<p>- I can identify, collate and discuss the key ideas and information from a range of sources.</p> <p>- I can talk confidently about the purpose of the text and the specific intentions of the author.</p> <p>- I can ask questions to clarify my understanding.</p> <p>- I can use what I know about text structure to find information.</p>	<p>- Summarising the main ideas, drawn from more than one paragraph, identifying key details, that support the main ideas.</p> <p>- Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.</p> <p>- Asking questions to improve their understanding.</p>

Year 5	Step 16	Step 17	Step 18	End of year expectations
			<ul style="list-style-type: none"> <li>- I can compare, contrast and evaluate different books.</li> </ul>	<ul style="list-style-type: none"> <li>- Retrieve, record and present information from non-fiction.</li> <li>- Making comparisons within and across books.</li> <li>- Distinguish between statements of fact and opinion.</li> </ul>
<b>Themes and Conventions</b>	<ul style="list-style-type: none"> <li>- I can use the way in which a text is organised to help me understand.</li> <li>- I can talk about books, discuss the main points and build on my reasoning.</li> </ul>	<ul style="list-style-type: none"> <li>- I can comment on the structural choices an author has used to organise a text.</li> <li>- I can take part in discussions, listening to others' ideas and building on them.</li> </ul>	<ul style="list-style-type: none"> <li>- I can recognise language that is a feature of a particular genre and how this contributes to meaning.</li> <li>- I can take part in discussions, listening to others' ideas and build on them to support the development of my ideas.</li> </ul>	<ul style="list-style-type: none"> <li>- Identifying and discussing themes and conventions in and across a wide range of writing.</li> <li>- Identifying how language, structure and presentation contribute to meaning.</li> <li>- Participate in discussions about books, building on their own and others' ideas and challenging views courteously.</li> </ul>
<b>Language for Effect</b>	<ul style="list-style-type: none"> <li>- I can comment on how an author has used language and its effect upon the reader.</li> </ul>	<ul style="list-style-type: none"> <li>- I can identify and articulate my response to the effect of figurative and descriptive language.</li> </ul>	<ul style="list-style-type: none"> <li>- I can discuss the difference between literal and figurative language and the effects of imagery.</li> </ul>	<ul style="list-style-type: none"> <li>- Discuss and evaluate how authors use language, including figurative language considering the impact on the reader.</li> </ul>
<b>Making Inference</b>	<ul style="list-style-type: none"> <li>- I can recognise which characters the author wants the reader to like/dislike.</li> <li>- I can make simple predictions about a story.</li> </ul>	<ul style="list-style-type: none"> <li>- I can explain what I think the character's personality is like by referring to their behaviours.</li> <li>- I can state my predictions for the story, using evidence from the book.</li> </ul>	<ul style="list-style-type: none"> <li>- I understand the thoughts and feelings of characters by referring to their actions.</li> <li>- I can justify my opinion.</li> <li>- I can explore texts to support and justify my predictions and opinions.</li> </ul>	<ul style="list-style-type: none"> <li>- Drawing inferences such as inferring characters feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>- Predicting what might happen from details stated and implied.</li> <li>- Provide reasoned justifications for their views.</li> </ul>

Year 6	Step 19	Step 20	Step 21	End of year expectations
	<p>- recommending books that they have read to their peers, giving reasons for their choices.</p> <p>- explain and discuss their understanding of what they have read, including through formal presentation and debates, maintaining a focus on the topic and using notes where necessary</p>			
<b>Word Reading</b>	<p>- I know how to read most unfamiliar words and can predict the meaning of related words using my knowledge. (e.g. words with the prefix circum meaning around).</p>	<p>- I can read almost all words accurately.</p> <p>- I use my knowledge of word history and the link between words to suggest meaning.</p>	<p>- I am able to read accurately all words (including those containing suffixes and prefixes) and can predict the meaning, using my knowledge of the history of words and the relationship between them.</p>	<p>- 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>
<p><b>Range of Texts</b></p> <p>Maintain positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> <li>- continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>- reading books that are structured in different ways and reading for a range of purposes.</li> <li>- increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.</li> <li>- making comparisons within and across books.</li> <li>- learning a wider range of poetry by heart.</li> <li>- preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.</li> </ul>				

Year 6	Step 19	Step 20	Step 21	End of year expectations
<b>Comprehension</b>	<ul style="list-style-type: none"> <li>- I can clearly identify and retrieve relevant points and key ideas from different points in a text and across a range of texts.</li> <li>- I can talk confidently about the purpose of the text and the specific intentions of the author, using examples from the text.</li> <li>- I can ask questions to confirm what I already know.</li> <li>- I can use my skills of skimming, scanning, text marking and knowledge of the genre to identify the main points.</li> <li>- I can compare and contrast the styles of different writers and provide examples.</li> <li>- I am able to link them with my own ideas to support what I say.</li> </ul>	<ul style="list-style-type: none"> <li>- I can discuss the purpose, audience and organisation of different fiction/non-fiction texts.</li> <li>- I can use the way text types are organised to help me sustain understanding over longer texts.</li> <li>- I can ask and respond to questions about a text to demonstrate my understanding.</li> <li>- I can use my skills of skimming, scanning, text marking and knowledge of genre to identify and record the key features/information.</li> <li>- I can compare, contrast and explore the styles of writers and poets, finding examples in the text.</li> <li>- I use their knowledge to support my own ideas.</li> </ul>	<ul style="list-style-type: none"> <li>- I can discuss the purpose, audience and organisation of different fiction/non-fiction texts, evaluating their success.</li> <li>- I can apply my knowledge of word reading skills to a range of different contexts to support my understanding of a text.</li> <li>- I can ask and respond to questions to demonstrate a secure understanding.</li> <li>- I can collect and organise key ideas from a range of sources and present this to others.</li> <li>- I can describe and evaluate the styles of different writers, finding examples and justifying my interpretations</li> <li>- I am able to state why I believe they have valid points and use the text to clarify.</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Summarising the main ideas, drawn from more than one paragraph, identifying key details, that support the main ideas.</b></li> <li>- <b>Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.</b></li> <li>- <b>Asking questions to improve their understanding.</b></li> <li>- <b>Retrieve, record and present information from non-fiction.</b></li> <li>- <b>Making comparisons within and across books.</b></li> <li>- <b>Distinguish between statements of fact and opinion.</b></li> <li>- <b>Explain and discuss their understanding of what they have read, including through formal presentations and debates.</b></li> </ul>
<b>Themes and Conventions</b>	<ul style="list-style-type: none"> <li>- I can identify the ways in which one paragraph is linked to the next.</li> <li>- I can take part in discussions, taking account of what others say and comment on their ideas.</li> </ul>	<ul style="list-style-type: none"> <li>- I can comment on and compare the language choices the author has used over a range of non-fiction texts.</li> <li>- I am able to analyse what others' say to support my own ideas linked to a text.</li> </ul>	<ul style="list-style-type: none"> <li>- I can explore how the way in which a text is organised, language features and choice of specific vocabulary supports the writers theme and purpose, providing examples.</li> <li>- I can analyse and critically analyse others ideas courteously.</li> </ul>	<ul style="list-style-type: none"> <li>- <b>identifying and discussing themes and conventions in and across a wide range of writing.</b></li> <li>- <b>Identifying how language, structure and presentation contribute to meaning.</b></li> <li>- <b>Participate in discussions about books, building on their own and others' ideas and challenging views courteously.</b></li> </ul>
<b>Language for Effect</b>		- I can clearly identify the effect the	- I can analyse, compare and contrast	- <b>Discuss and evaluate how authors</b>

Year 6	Step 19	Step 20	Step 21	End of year expectations
	<ul style="list-style-type: none"> <li>- I can identify how the author has created messages, moods, feelings and attitudes through vocabulary choices.</li> </ul>	<p>writing has on a reader, and begin to explain how this impact has been created.</p>	<p>how different authors use literal and figurative techniques to create imagery.</p>	<p><b>use language, including figurative language considering the impact on the reader.</b></p>
<p><b>Making Inferences</b></p>	<ul style="list-style-type: none"> <li>- I understand the motives of characters; I can explain their personality, with evidence from the text, to justify this.</li> <li>- I can refer to the text to support my predictions and provide examples.</li> </ul>	<ul style="list-style-type: none"> <li>- I understand why characters feel and act the way they do. I can refer to their personality, using examples to justify their motives.</li> <li>- I understand how the author uses hidden messages to imply what might happen.</li> </ul>	<ul style="list-style-type: none"> <li>- I can predict how a character will react to situations, based on my understanding of their personality and previous actions.</li> <li>- I can use hidden messages and action from the text to make a sound prediction; I use evidence from the text to support this.</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Drawing inferences such as inferring characters feelings, thoughts and motives from their actions, and justifying inferences with evidence.</b></li> <li>- <b>Predicting what might happen from details stated and implied.</b></li> <li>- <b>Provide reasoned justifications for their views.</b></li> </ul>