EYFS ELG 09	Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate an understanding when talking with others about what they have read.				

	Word reading	Comprehension- clarify	Comprehension – monitor and summarise	Select and retrieve	Respond and explain	inference	language	Themes and conventions
Year 1	Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes that have been taught Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught Read common exception words that have been taught, 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 Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings **Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)**	Understand both the books they can already read accurately and fluently, and those they listen to Develop understanding … by drawing on what they already know or on background information and vocabulary provided by the teacher Can seek out books around a simple theme or topic Discuss word meanings, linking new meanings to those already known	Check that the text makes sense to them as they read and correcting inaccurate reading Recall the main points of a narrative in the correct sequence	Participate in discussion about what is read to them, taking turns and listening to what others say **Find key points in a story or some key facts from an information text**	Develop pleasure in reading, motivation to read, vocabulary and understanding by being encouraged to link what they read or hear read to their own experiences Ask questions and express opinions about main events and characters in stories Explain clearly their understanding of what is read to them **Talk about significant features of layout, e.g., enlarged text, bold, italic, etc.**	Predict what might happen on the basis of what has been read so far Make inferences on the basis of what is being said and done	Recognise and join in with predictable phrases Identify how repetitive patterns, words and phrases aid their enjoyment of the text **Read aloud their own writing clearly enough to be heard by their peers and the teacher (from writing national curriculum)**	Understand and use terms such as story, fairy story, rhyme, poem, cover, title, author Become very familiar with key stories, fairy stories and traditional tales, retelling them Understand the difference between fiction and non-fiction **Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics**
Year 2	Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes Read accurately words of two or more syllables that contain the graphemes taught so far Read words containing common suffixes Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word	Draw on what they already know or on background information and vocabulary, provided by the teacher Discuss and clarify the meanings of words, linking new meanings to known vocabulary Check that the text makes sense to them as they read and correct inaccurate reading Use the context/ grammar of the sentence to decipher new or unfamiliar words	Identify and discuss the main events or key points in a text Retell a story clearly and with appropriate detail Discuss the sequence of events in books and how items of information are related **Identify or provide own synonyms for specific words within the text**	Extract information from the text and discuss orally with reference to the text Ask and answer questions Understand how to use alphabetically ordered texts to retrieve information	Participate in discussions about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves	Predict what might happen on the basis of what has been read so far and their own experience Make inferences on the basis of what is being said and done Make simple inferences about characters' thoughts and feelings and reasons for actions	Recognise simple recurring literary language in stories and poetry Read aloud what they have written with appropriate intonation to make the meaning clear (Year 2 writing National Curriculum) Discuss favourite words and phrases Identify how vocabulary choice affects meaning	Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently Become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales Read non-fiction books that are structured in different ways **Make comparisons between books, noting similarities, differences and preferences between e.g. layout, features and setting**

	Re-read books to build up their fluency and confidence in word reading **Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered**							
Year 3	Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word	Ask questions to improve their understanding of a text Use dictionaries to check the meaning of words that they have read Use a range of known strategies appropriately to establish meaning in books that can be read independently Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context	Show understanding of the main points drawn from one paragraph Show understanding of the main points drawn from more than one paragraph	Uses text features to locate information e.g. contents, indices, subheadings Locate and retrieve information using skimming, scanning and text marking Begin to recognise fact and opinion **Retrieve and record information from non-fiction** **Extract information and make notes**	Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books and textbooks Discuss words and phrases that capture the reader's interest and imagination Begin to use vocabulary from the text to support responses and explanations **Use specific vocabulary and ideas expressed in the text to support own views**	Predict what might happen from details stated and implied Draw plausible inferences, often supported through reference to the text Draw inferences such as inferring feelings, thoughts and motives of main characters from their actions Justify inferences with evidence	Identify how language, structure and presentation contribute to meaning Discuss the effect of specific language on the reader Identify specific techniques, e.g. simile, alliteration and repetition and say why they interest them **Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear (Year 3 /4 writing National Curriculum)**	Identify themes and conventions in a wide range of books e.g. recognising simple links to known texts or personal experience; recognising conventions such as the triumph of good over evil and magical devices in fairy stories/ folk tales Identify and name presentational devices in non-fiction Can explore and discuss underlying themes and ideas Demonstrate familiarity with a wide range of books, including fairy stories, myths and legends and retell some of these orally
Year 4	Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet. Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word	Ask questions to improve their understanding of a text Use dictionaries to check the meaning of words that they have read Discuss understanding as it develops and explain the meaning of words in context Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context	Identify main ideas drawn from more than one paragraph and summarising these Summarise the main details from more than one paragraph in a few sentences, using vocabulary from the text	Retrieve and record information from non-fiction Recognise and distinguish between fact and opinion	Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Discuss words and phrases that capture the reader's interest and imagination **Use specific vocabulary, and ideas expressed in the text, to support own responses**	Predict what might happen from details stated and implied Draw sound inferences, supported through reference to the text Draw inferences such as inferring characters' feelings, thoughts and motives of main characters from their actions, and justifying inferences with evidence **Infer underlying themes and ideas**	Identify how language, structure, and presentation contribute to meaning Identify specific techniques, e.g. simile, metaphor, repetition and exaggeration; explaining the effect on them as a reader Show understanding through intonation, tone, volume and action when performing poems and playscripts **Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear (Yr 4 writing National curriculum)**	Identify themes and conventions in a wide range of books e.g. make RELEVANT links to known texts and personal experience; recognise themes such as bullying; recognise conventions such as the 'power of 3' (3 wishes, 3 characters) Identify how a range of presentational devices guide the reader in non-fiction Identify features that characterise books set in different cultures or historical settings Recognise some different forms of poetry [for example, free verse, narrative poetry] **Make links between texts and to the wider world**
Year 5	Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet	Ask questions to improve their understanding of a text Explain and discuss their understanding of what they have read, through formal presentations and debates, maintaining a focus on the topic	Check the book makes sense to them by discussing their understanding and exploring the meaning of words in context Distinguish between statements of fact and opinion and understand why this is important to interpreting the text Identify main ideas drawn from more than one paragraph identifying the key details that support the main ideas	Retrieve, record and present information from non-fiction Skim and scan efficiently for vocabulary, key ideas and facts on both the printed page and screen Extract information and make notes using quotations and reference to the text	Recommend books that they have read, giving reasons for their choices 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 Provide reasoned justifications for their views Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus	Predict what might happen from details stated and implied Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence Make links between the authors' use of language and the inferences drawn	Identify how language, structure and presentation contribute to meaning Show understanding through intonation, tone and volume so that meaning is clear to an audience Discuss and evaluate the intended impact of the language used with reference to the text **Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear (Yr 5/6 National Curriculum writing)**	Identify and discuss themes and conventions in a wide range of writing e.g. 'heroism' or 'loss' Read books that are structured in different ways and read for a range of purposes Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader Identify how presentational and organisational choices vary according to the form and purpose of the writing

					on the topic and using notes where necessary Identify and explain the author's point of view with reference to the text **Make comparisons within and across books**			**Make simple links between texts, their audience, purpose, time and culture, drawing on a good knowledge of authors**
Year 6	Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet	Check the book makes sense to them by discussing their understanding and exploring the meaning of words in context Ask questions to improve their understanding of a text 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	Distinguish between statements of fact and opinion and recognise them in the language used by authors to influence readers Summarise main ideas drawn from more than one paragraph identifying the key details that support the main ideas Produce a succinct summary, paraphrasing the main ideas from across the text or a range of sources	Retrieve, record and present information from non-fiction Skim and scan efficiently to extract information and make well organised notes of the main ideas using quotation and reference to the text using own words	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 Make comparisons within and across books Provide reasoned justifications for their views Evaluate how successfully the organisation of a text supports the writer's purpose 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	Predict what might happen from details stated and implied Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence Refer to the text to support predictions and opinions (expanding responses to provide Evidence + Explanation) **Begin to see how inferences draw on the connotations of words, their use in context and that they can be cumulative**	Identify how language, structure, and presentation contribute to meaning Show understanding through intonation, tone and volume so that meaning is clear to an audience Evaluate how authors use language, including figurative language, considering the impact on the reader Compare and discuss accounts of the same event through different character viewpoints Explore a similar theme or topic written in a different genre **Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear (Yr 5/6 National Curriculum writing)**	Identify and discuss themes and conventions in a wide range of writing e.g. isolation or flashback Read books that are structured in different ways and read for a range of purposes Identify and comment on genre-specific language features used e.g. shades of meaning between similar words Make comparisons within and across books Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader Recognise texts that contain features from more than one genre, or demonstrate shifts in formality **Explain and justify how texts relate to audience, purpose, time and culture, and refer to specific aspects of a text which exemplify this**