

Year 1						
Word Reading	Comprehension	Autumn				
<ol style="list-style-type: none"> I can read many common exception words. I can read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes. I can read some words of more than one syllable containing taught GPCs. I show awareness of punctuation marks, e.g. full stop, question mark and exclamation mark. I can read with increased pace using the punctuation for expression. I can read words with contractions e.g. I'm, I'll and understand that the apostrophe represents the letter omitted. I can read words containing –s, -es, -ing, -ed, -er and –est endings. I can begin to identify when reading does not make sense and can attempt to self-correct. I can recite some rhymes and poems by heart. 	<ol style="list-style-type: none"> I can use context to help me understand new words. I can re-tell what I have read with considerable accuracy. I can use re-reading to help me understand what I have read. 	1E	1WT	1ES	1GD	
		Inference	Spring			
		<ol style="list-style-type: none"> I can verbally answer questions to make inference on the basis of what is being said and done. Before reading, I can make plausible predictions about an unknown story, using the title and other book features. I can make plausible predictions about the plot using what has been read so far. 	1E	1WT	1ES	1GD
		Language for Effect				
		<ol style="list-style-type: none"> I can recognise and join in with predictable phrases in stories and poetry. 	Summer			
		Themes and Conventions				
		<ol style="list-style-type: none"> I can discuss a wide range of poems, stories and non-fiction I have enjoyed. I am familiar with key stories, fairy stories and traditional tales and can re-tell with some detail. I know the difference between fiction and non-fiction text. 	1E	1WT	1ES	1GD

E = Emerging	WT= Working Towards	ES= Expected Standard	GD= Greater Depth
Up to 10% shaded	Between 11% and 59% shaded with approximately 50% of word reading shaded as a minimum.	Between 60% and 80% shaded including majority of word reading.	Between 81% and 100% shaded including all of word reading.

Year 2					
Word Reading	Comprehension	Autumn			
<p>1. I can read accurately by blending the sounds in words that contain the graphemes taught so far, recognising alternative sounds for graphemes.</p> <p>2. I can sound out unfamiliar words accurately, without undue hesitation.</p> <p>3. I can read most common exception words.</p> <p>4. I can read accurately words that contain two or more syllables.</p> <p>5. I can read most words containing common suffixes.</p> <p>6. I show awareness of punctuation marks in my reading.</p> <p>7. I can identify when reading does not make sense and self-correct.</p> <p>8. I can identify past/present tense.</p>	<p>1. I can summarise a story, giving the main points in the correct sequence.</p> <p>2. I can use context to help me understand a wider range of new words.</p> <p>3. I can comment on plot, characters and setting.</p> <p>4. I can discuss and clarify the meaning of words in context.</p>	2E	2WT	2ES	2GD
	Inference	Spring			
	<p>1. I can answer written questions and make some inferences on the basis of what is being said and done.</p> <p>2. I can predict what might happen on the basis of what has been read so far.</p>	2E	2WT	2ES	2GD
	Language for Effect	Summer			
	<p>1. I can discuss why words are effective in context.</p>				
	Themes and Conventions				
	<p>1. I am increasingly familiar with a wider range of stories, fairy stories and traditional tales and can retell in detail.</p> <p>2. I can discuss main themes and events.</p> <p>3. I can use a contents, index, glossary and layout to locate information in non-fiction texts.</p> <p>4. I can begin to make links between the book I am reading and other books I have read.</p>	2E	2WT	2ES	2GD

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Year 3					
Word Reading	Comprehension	Autumn			
<p>1. I can independently read a wider range of age appropriate books, providing a review of what I have read.</p> <p>2. I show some awareness of punctuation marks when reading aloud; pausing at full stops, taking question and exclamation marks into account, speech marks for dialogue and commas.</p> <p>3. I can read further common exception words.</p>	<p>1. I can begin to quote directly from the text to support thoughts and discussions.</p> <p>2. I can locate information by skimming (for a general impression) and scanning (to locate specific information) to answer retrieval questions.</p> <p>3. I can explain the meaning of new words read in context, at an age appropriate level.</p> <p>4. I can begin to summarise a text providing my personal point of view.</p>	3E	3WT	3ES	3GD
	Inference	Spring			
	<p>1. I can infer characters' feelings, thoughts and motives from their actions, description and dialogue, and justify inferences with evidence.</p> <p>2. I can make plausible predictions about a text using a range of clues.</p>	3E	3WT	3ES	3GD
	Language for Effect	Summer			
	<p>1. I can comment on the authors' choice of language and its effect on the reader and atmosphere it creates.</p>				
	Themes and Conventions				
	<p>1. I can understand the purpose of paragraphs / chapters.</p> <p>2. I am beginning to identify non-fiction text types by identifying their language features.</p> <p>3. I can explore straightforward underlying themes and ideas in age appropriate text.</p> <p>4. I am beginning to recognise different forms of poetry.</p> <p>5. I can use knowledge of the alphabet to locate information and check the meaning of words in a dictionary.</p> <p>6. I am familiar with a wider range of fiction (e.g. myths and legends and fairy stories) and can retell some.</p>	3E	3WT	3ES	3GD

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Year 4					
Word Reading	Comprehension	Autumn			
<p>1. I can read age appropriate books with increased pace and fluency, for a sustained period of time.</p> <p>2. I can select age appropriate books to read, beginning to understand my preferred text type or author and reviewing what I have read.</p> <p>3. I show awareness of punctuation marks when reading aloud, pausing at full stops, taking question and exclamation marks into account, speech marks for dialogue, commas, ellipsis and brackets.</p>	<p>1. I can skim and scan to identify key ideas within a text and/or answer a question.</p> <p>2. I can use quotations and text references to support ideas and arguments.</p> <p>3. I can identify the ways in which paragraphs are linked (e.g. use of connecting adverbs, pronouns for character continuity)</p> <p>4. I can use a dictionary to check the meaning of words.</p> <p>5. I can summarise a text with confidence.</p>	4E	4WT	4ES	4GD
	Inference	Spring			
	<p>1. I can use inference and deduction skills to identify messages, moods, feelings and attitudes using the clues from the text.</p> <p>2. I can make plausible predictions from details stated and implied.</p>	4E	4WT	4ES	4GD
	Language for Effect				
	<p>1. I can identify and comment on authors' choice of language where it is used to create mood, build tension or paint a picture through dialogue, action and description.</p> <p>2. I can sometimes identify where figurative language creates images in text.</p>				
	Themes and Conventions	Summer			
<p>1. I can identify important components in the story structure (e.g. opening, dilemma, conflict, resolution)</p> <p>2. I can identify how language, structure and presentation contribute to meaning.</p> <p>3. I can begin to identify the purpose, audience and organisation of different fiction/ non-fiction texts.</p> <p>4. I can recognise different forms of poetry.</p>	4E	4WT	4ES	4GD	

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Year 5

Word Reading	Comprehension	Autumn				
<p>1. I can read age appropriate books with greater pace and understanding.</p> <p>2. I can select age appropriate books to read from the library and review my choices, providing reasoned justification for my views.</p> <p>3. I can understand and explain the function of sophisticated punctuation: speech marks for dialogue, commas, ellipsis and brackets, apostrophes, semi-colons, colons and dashes.</p> <p>4. I can use my knowledge of root words, prefixes and suffixes to read and understand new words.</p>	<p>1. I can retrieve, record and present information from non-fiction.</p> <p>2. I can summarise information from a text.</p> <p>3. I can discuss how a character can be seen in different ways, depending on how an author chooses to portray them.</p> <p>4. I can answer questions to demonstrate understanding of what I have read.</p> <p>5. I can refer and quote from the text to answer questions.</p> <p>6. I can explore the meaning of words in context.</p>	SE	SWT	SES	SGD	
	Inference	Spring				
	<p>1. I can infer messages, moods, feelings and attitudes across a text e.g. how a message can be inferred through referring back to different points in the text where things have been implied.</p> <p>2. I can predict what might happen from details stated and implied.</p>	SE	SWT	SES	SGD	
	Language for Effect	Summer				
	Themes and Conventions	<p>1. I can identify the purpose, audience and organisation of different fiction/ non-fiction texts.</p> <p>2. I can distinguish between statements of fact and opinion.</p> <p>3. I can explain the structural devices an author has used to organise a text</p> <p>4. I can identify the significance of information, ideas or event (turning point) in a text as a whole (e.g. how one small incident altered the course of the story)</p> <p>5. I can identify and discuss the themes across a wide variety of books (e.g. cultural, myths, legends, historical etc.)</p>	SE	SWT	SES	SGD
	Themes and Conventions					

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Year 6					
Word Reading	Comprehension	Autumn			
<p>1. I can apply my knowledge of morphology and etymology, both to read and understand the meaning of new words.</p> <p>2. I can select age appropriate books to read and discuss my reading preferences.</p> <p>3. I can read age appropriate texts with pace and understanding, providing reasoned justifications for my view of the text read.</p> <p>4. I can compare what I am reading with other books read.</p>	<p>1. I can summarise and retrieve information in texts or across a range of texts, including non-fiction.</p> <p>2. I can evaluate how messages, feelings and attitudes are conveyed, making reference to the text.</p> <p>3. I can evaluate the relationships between characters and how this behaviour impacts on the story.</p> <p>4. I can refer and quote from the text to answer questions, clarifying my thinking by elaborating and justifying views.</p> <p>5. I can explore the meaning of words and phrases in context.</p>	GE	GMT	GES	GGD
	Inference	Spring			
	<p>1. I can draw and justify inference with evidence.</p> <p>2. I can predict what might happen from details stated and implied.</p>	GE	GMT	GES	GGD
	Language for Effect				
	<p>1. I can recognise and explain the reasons why authors make different language choices at different points in the text and how this effects the reader.</p>	Summer			
	<p>1. I can look at the organisation of a variety of texts:</p> <p style="padding-left: 20px;">i. explaining the overall effect of presentational features</p> <p style="padding-left: 20px;">ii. discussing the effectiveness of cohesion within paragraphs</p> <p>2. I can discuss a range of organisational features used and how they contribute to the overall effect of the text (e.g. how a writer changes viewpoint, how a writer organises information so that a reader can compare and contrast ideas)</p> <p>3. I can reflect on the significance of information, ideas or events (turning point) in a text as a whole (e.g. how one small incident altered the course of the story)</p> <p>4. I can begin to discuss the message a text has about our society, a particular culture or traditions from the past.</p>	GE	GMT	GES	GGD

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