English (Reading) (Draft: English Reading)

Year 1

Decode familiar and unfamiliar words using blending as the prime approach

CORE

Use phonic knowledge to decode words

Respond speedily with the correct sound to graphemes for all 40+ phonemes (and alternative sounds for graphemes where applicable)

Identify initial sounds in unfamiliar words. Recognise some letters in other positions

Blend sounds in unfamiliar words containing GPCs that have been taught

Blend phonemes to read CVC words (yellow)

Blend phonemes to read CCCVC and CVCC words (blue, green)

Blend and segment sounds in consonant clusters and use this knowledge in reading

Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word

Read words containing taught GPCs and -s,-es,-ing,-ed,-er and -est endings

Read other words of more than one syllable that contain taught GPCs

Read words with contractions and understand that the apostrophe represents the omitted letters

Expect written text to make sense

Re-read to clarify meaning

Read aloud fluently with attention to a range of punctuation (reading words without overt sounding and blending)

Check print detail carefully, saying a word slowly and running a finger under to check the phonemes

Make 1 to 1 correspondence between written and spoken words

Track visually without finger pointing 2 or 3 lines of print on a page

Re-read with improved expression, attending to fluency and phrasing (put words together so they sound like talking)

Distinguish between a word, letter and a space

Take more note of punctuation to support the use of grammar and oral language rhythms (voice down at the end of a sentence)

(1A and 1C) Some simple points from familiar texts recalled

CORE

Recite poems and rhymes by heart: Perform in unison, following the rhythm and rhyme. Imitate and invent actions

1C: Re-tell key stories, fairy stories and traditional tales

Recognise and join in with predictable phrases

1A: Understand books: Sequence a simple story or event and use this to re-enact and retell

1B: Understand books: Identify the main character in a story or the subject of a non-fiction text

1B: Understand books: Talk about the themes and characteristics of simple texts becoming familiar with key stories, fairy stories and traditional tales

Understand books: Express feelings about stories and poems

1C: Understand books: Identify main events or key points in texts

Understand books: Answer literal retrieval questions about the text

(1D and 1E) Make inferences at a basic level

CORE

1D: Make inferences on the basis of what is said and done

1E: Make simple deductions with prompts and help from the teacher (e.g. what in the text suggests that A is not very happy? What does this tell us about how A is feeling?)

1E: Begin to make predictions about character and plot: Predict events and endings and how characters will behave

1E: Begin to make predictions about character and plot: Discuss the blurb and title of a book

1E: Look through a variety of fiction and non-fiction texts with growing independence to predict content, layout and story development

1D: Discuss story events: Give some reasons why things happen or characters change

1D: Discuss story events: Show an understanding of the elements of a story such as character, setting, events

1D: Discuss story events: Begin to express a view and use evidence in the text to explain reasons

(1B) Some awareness of meaning of simple text features

CORE

1B: Discuss the significance of the title of a non-fiction and fiction book: Distinguish between fiction and non-fiction

1B: Begin to understand the way that information texts are organised

1B: Understand and use correctly terms referring to conventions of print: book, cover, beginning, end, page, word, letter, line

(1A and 1B) Explain and comment on writers' use of language

CORE

1B: Comment on the title of the text and how this links with the main events

1A: Word meaning & linking: Recognise and comment on repeating patterns of language, e.g. rhymes and predictable phrases

1A: Word meaning & linking: Pick out some key phrases in fairy stories and traditional tales, e.g. repetition, once upon a time, fee fi fo fum

1B: Word meaning & linking: With support pick out some key words in a text, e.g. find a word that tells us how the character is feeling, find a word that tells us about the house...

(1B) Relate texts to their social, cultural and historical traditions

CORE

1B: Familiar with stories & traditional tales: Notice relationships between one text and another

1B: Familiar with stories & traditional tales: Return to favourite books and rhymes to be re-read and enjoyed

1B: Familiar with stories & traditional tales: Choose and talk about a favourite book from a selection

1B: Familiar with stories & traditional tales: Comment and compare interesting or enjoyable aspects of books

1B: Familiar with stories & traditional tales: Say how they feel about stories and poems during and after reading

Year 2

Decode familiar and unfamiliar words using blending as the prime approach

CORE

Apply phonic knowledge to decode words

Begin to decode automatically and read fluently

Blend the sounds in words that contain the graphemes taught so far

Recognise alternative sounds for graphemes

Read accurately words of two or more syllables that contain the same graphemes as above

Read words containing common suffixes

Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word

Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered

Key reading skills: During reading check that the text makes sense and correct inaccurate reading

Key reading skills: Read aloud books closely matched to improving phonic knowledge with greater fluency

Key reading skills: Re-read books to build up fluency and confidence in word reading (without overt sounding and blending)

Use punctuation to make the reading make sense

Understand the use of apostrophes for singular possession in nouns when reading

Use different voices/tone to make the reading fluent and interesting

(1A and 1C) Some simple points from familiar texts recalled

CORE

1C: Discuss the sequence of events and characters in books

1C: Discuss how information links in books

Continue to build up a repertoire of poems learnt by heart reciting them with appropriate intonation by performing individually or together. Use actions and sound effects

1C: Understand books: Retell a wider range of stories, fairy stories and traditional tales

1A: Understand books: Recognise simple recurring literary language in stories and poems

1A: Understand books: Pick out and discuss favourite words and phrases

Understand books: Ask questions and find the answers to simple questions in a text

(1D and 1E) Make inferences

CORE

1E: Predict on what has been read so far: predict the events of a story based on the setting described in the opening

1E: Predict on what has been read so far: Predict how characters might behave from what they say and do and from their appearance

1D: Make inferences on the basis of what is being said and done: Talk about and infer what characters might be thinking or feeling using clues in the text

1D: Make inferences on the basis of what is being said and done: Discuss the reasons for events in a story; use evidence to make simple reasoned conclusions

1D: Make inferences on the basis of what is being said and done: Discuss why certain words or phrases make a story funny, scary, exciting

(1B) Identify some features of different texts

CORE

1B: Show awareness of the structure of different text types and begin to understand that they have different purposes: Pick out features used to organise books

1B: Show awareness of the structure of different text types and begin to understand that they have different purposes: Compare the layout of different texts/books and discuss why they are set out in different ways

1B: Show awareness of the structure of different text types and begin to understand that they have different purposes: Use skimming to read the title, contents page and illustrations and predict what a book is about

1B: Show awareness of the structure of different text types and begin to understand that they have different purposes: Pick out features that will help to locate information and explain them

1B: Show awareness of the structure of different text types and begin to understand that they have different purposes: Pick out and discuss how punctuation helps to organise text

1B: Show awareness of the structure of different text types and begin to understand that they have different purposes: Recognise and use the alphabet to help to locate information in some books

1B: Show awareness of the structure of different text types and begin to understand that they have different purposes: Recognise the openings and closings of different stories

(1A) Explain and comment on writers' use of language

CORE

Discuss the use of present, past and progressive tenses in a text and why they have been used (Vocabulary, grammar and punctuation links in year 2)

1A: Author's choice of words: Identify where language is used to create mood or build tension

1A: Author's choice of words: Comment on the choice of author's words to make a text funny, scary, exciting

1A: Author's choice of words: Pick out key words or phrases in a text, e.g. First/Next, Once upon a time

(1B) Relate texts to their social, cultural and historical traditions

CORE

1B: Increasingly familiar with wider range of stories & tales: Give an opinion about a character's actions, e.g. He is not a very nice character

1B: Increasingly familiar with wider range of stories & tales: Discuss the purpose that the writer is intending, e.g. The writer is giving us information, the writer thinks this is not fair

1B: Increasingly familiar with wider range of stories & tales: Express a preference for a story or text from a selection of those that have been read aloud or read independently

1B: Increasingly familiar with wider range of stories & tales: Discuss similarities between different fairy stories and traditional tales

Year 3

Developing reading

CORE

Read a range of texts accurately and at a speed that is sufficient to focus on understanding what is read rather than on decoding individual words

Read longer words with support and test out different pronunciations

Decode most new words outside the spoken vocabulary

Use knowledge of root words, prefixes and suffixes to read aloud and to understand the meanings of new words met (e.g. -ly, -er, -ing, -sion, -tion, -cian, -sian, -ssion, -sure, -ture, super-, anti-, auto-)

Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word

Key Reading Skills: Ask questions to improve understanding of a text

Key Reading Skills: Read aloud books with an increasing fluency and accuracy

Key Reading Skills: Re-read books to build up fluency and confidence in word reading

Key Reading Skills: Show understanding of texts read aloud or performed through intonation

Begin to be aware of direct speech and how this might affect expression when reading aloud

(2B and 2C) Understand, describe, select or retrieve information, events or ideas from texts

CORE

Prepare poems and play scripts to read aloud and to perform with some direction. Include free verse poems

Discuss the choice of words and their impact in poems, noticing how the poet creates sound affects using rhyme or alliteration

2C: Identify main ideas within a text or within a paragraph

2B: Ask questions and find the answers to simple questions in a section of text

2B: Identify themes and conventions in a range of books (e.g. triumph of good over evil or the use of magical devices in fairy stories and folk tales)

2B: Retrieve and record information from non-fiction: Use a contents page and an index page to locate information

2B: Retrieve and record information from non-fiction: Locate information using skimming

(2D and 2E) Deduce, infer or interpret information, events or ideas from texts

CORE

2E: Make plausible predictions: Predict what might happen from details stated and implied/hidden in the text

2E: Make plausible predictions: Make predictions about characters' actions and look for evidence of change as a result of events

2E: Make plausible predictions: Identify settings and predict events that are likely to happen

2D: With support draw inferences: Discuss the actions and relationships of the main characters and justify views using evidence form the text

2D: With support draw inferences: Discuss the relationship between characters based on dialogue

2D: With support draw inferences: Use clues from action, dialogue and description to establish meaning

(2B and 2F) Identify and comment on the structure and organisation of texts

CORE

2B: Identify the features of some non-fiction text types

2B: Make use of contents and index pages to locate information in non-fiction texts

2B: Recognise some different forms of poetry (e.g. free verse, calligrams and shape poem)

2F: Begin to understand the purpose of the paragraph and how they help to group information

(2A, 2F and 2G) Explain and comment on writers' use of language

CORE

2A: Language for meaning - use of words & phrases: Discuss why the author has chosen a range of vocabulary to describe a character or a setting

2A: Language for meaning - use of words & phrases: Discuss the effect of key words or phrases used to build mood or tension

Y3 SPAG: Identify and discuss adverbs to express time, place and cause (then, next, soon, therefore, finally)

Y3 SPAG: Identify and discuss prepositions to express time, place and cause (e.g. before dark, during break, in the cave, because of him)

Y3 SPAG: Discuss the use of simple and complex sentences and how this influences meaning (e.g. short sentences to build tension, complex sentences to give additional information)

(2B and 2H) Relate texts to their social, cultural and historical traditions

CORE

2B, 2H: Identify themes and conventions: Recognise that authors make decisions about how the plot will develop and use different techniques to provoke readers' reactions

2B, 2H: Identify themes and conventions: Notice the difference between 1st and 3rd person accounts

2B, 2H: Identify themes and conventions: Discuss similarities between the same author's books

2B, 2H: Explain why one story/text is preferred to another by identifying specific elements that are liked and disliked

2B, 2H: Identify themes and conventions: Discuss how we know a text is set in a different time

Year 4

Developing reading

CORE

Read a range of texts with consistent accuracy, fluency and confidence

Use knowledge of root words, prefixes and suffixes to read aloud and to understand the meanings of new words met (e.g. -or, -ous, -ation, dis-, mis-, in, im-, ir-, il-, re-, sub-, inter-)

Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word

Key Reading Skills: Ask questions to improve understanding of a text

Key Reading Skills: Read aloud a wider range of books and poetry with accuracy and at a reasonable speaking pace

Key Reading Skills: Show understanding of texts read aloud or performed through intonation, tone, volume and action

Key Reading Skills: Recognise the functions of punctuation including direct speech and use appropriate intonation and expression

(2B and 2C) Understand, describe, select or retrieve information, events or ideas from texts

CORE

Prepare poems and play scripts to read aloud and to perform. Include shorter narrative poems, limericks and kennings

Vary volume, pace and use appropriate expression when performing

Use actions, sound effects, musical patterns and images to enhance a poem's meaning

2C: Identify main ideas from more than one paragraph and summarise these

2B: Ask questions and find the answers to simple questions in different types of text

2B: Retrieve and record information from non-fiction

Decide on a question that needs answering and locate the answer in a non-fiction book

2B: Locate information when directed using skimming and scanning in non-fiction

2D: Identify themes and conventions in a wide range of books (e.g. heroes, journeys and superhuman beings in myths and legends)

(2D and 2E) Deduce, infer or interpret information, events or ideas from texts

CORE

2E: Predict what might happen from details stated in the text: Discuss the way that descriptive language and small details are used to build an impression of an unfamiliar place

2E: Predict what might happen from details implied/hidden in the text: Make predictions about how characters might behave in different settings

2D: Draw inferences and justify with evidence: Empathise with different characters' points of view which are both implicit and explicit

2D: Draw inferences and justify with evidence: Identify the use of figurative and expressive language to build a fuller picture of a character

2D: Draw inferences and justify with evidence: Discuss the way that characters respond in a dilemma and make deductions about their motives and feelings

2D: Draw inferences and justify with evidence: Discuss the relationship between what characters say and do- do they always reveal what they are thinking?

2D: Draw inferences and justify with evidence: Discuss, moods, feelings and attitudes using inference and deduction

(2B and 2F) Identify and comment on the structure and organisation of texts

CORE

2B: Identify the features of different text-types. Recognise the conventions of different types of writing, such as a diary written in the first person, the greeting in letters and presentational features in non-fiction texts

2B: Make use of non-fiction features to find information from the text (index, contents, headings and sub-headings, illustrations)

2B: Recognise some different forms of poetry (e.g. narrative poetry, limericks, kennings)

2F: Understand how paragraphs can organise ideas around a theme and can build up ideas across a text

(2A, 2F and 2G) Explain and comment on writers' use of language

CORE

2A, 2F, 2G: Language, structure & presentation for meaning: Comment upon the use and effect of author's language

2A, 2F, 2G: Language, structure & presentation for meaning: Describe, with examples, how the author has chosen a range of vocabulary to convey different moods, feelings and attitudes

2A, 2F, 2G: Language, structure & presentation for meaning: Identify and describe the styles of individual writers and poets

2A, 2F, 2G: Language, structure & presentation for meaning: Identify and comment on expressive, figurative and descriptive language to create effect in poetry and prose

Y4 SPAG: Identify and discuss noun phrases expanded by modifying adjectives, nouns and preposition (e.g. the teacher expanded to the strict teacher with curly hair)

Y4 SPAG: Identify and discuss fronted adverbials and how they add meaning to a text

(2B and 2H) Relate texts to their social, cultural and historical traditions

CORE

2B, 2H: Identify themes and conventions in a wide range of books: Express personal response with some awareness of the writer's viewpoint or the effect on the reader

2B, 2H: Identify themes and conventions in a wide range of books: Make judgements about the success of the narrative, e.g. do you agree with the way the problem was solved?

2B, 2H: Identify themes and conventions in a wide range of books: Discuss similarities between the same author's books and different authors

2B, 2H: Identify themes and conventions in a wide range of books: Recognise ways in which writers present issues and points of view in fiction and non-fiction

2B, 2H: Identify themes and conventions in a wide range of books: Identify a writer's viewpoint

2B, 2H: Identify themes and conventions in a wide range of books: Develop awareness that the author sets up dilemmas in a story and devise a solution

Year 5

Developing reading

CORE

Read a range of age appropriate texts fluently

Demonstrate appropriate intonation, tone and volume when reading aloud text, plays and reciting poetry, making the meaning clear to the audience

Apply the knowledge of root words, prefixes and suffixes to determine the meaning of new words (see appendix 1 of National Curriculum)

Draw on contextual evidence to make sense of what is read

Ask questions to enhance understanding of a text

Recommend books to others based on own reading preferences

Deliver a short presentation to show an understanding of what has been read

(2B and 2C) Understand, describe, select or retrieve information, events or ideas from texts

CORE

Continue to learn poetry by heart so that a wide range has been learned. Include poems with imagery, similes and narrative poems

Learn poetry by heart: Comment on the use of similes and expressive language to create images, sound effects and atmosphere

Learn poetry by heart: Vary pitch, pace, volume, expression and use pauses to create impact

Learn poetry by heart: Use dramatic interpretation when performing

2B: In non-fiction, retrieve, record and present information with support and guidance from a couple of sources (e.g. 2 texts, a text and a website, a film clip and a book)

Plan what information needs to be found with guidance (e.g. a KWL grid). Make simple notes

2B, 2C: Identify key details from more than one paragraph by: Using the skills of skimming and scanning to identify key ideas

2B, 2C: Identify key details from more than one paragraph by: Referring to the text to support predictions and opinions (PEE - Point + Evidence + Explanation)

(2D and 2E) Deduce, infer or interpret information, events or ideas from texts

CORE

2D: Distinguish between statements of fact and opinion with support

2D: Draw inferences: Identify evidence characters changing in a story and discuss possible reasons

2D: Draw Inferences : Discuss what a character's actions and motives say about their character

2D: Draw inferences: Recognise that characters may have different perspectives on events in stories

2D: Justify inferences with evidence

2E: Make predictions based on details stated and implied: Make predictions for how a character might change during a story or a poem and change predictions as events happen

(2F and 2H) Identify and comment on the structure and organisation of texts

CORE

2H: Make comparisons within and across texts

2F: Structure & presentation for meaning: Identify and discuss the genre-specific language features the author has used to convey information in a non-fiction text

2F: Structure & presentation for meaning: Identify and discuss the structural devices the author has used to organise the text

(2A, 2F and 2G) Explain and comment on writers' use of language

CORE

2A, 2F, 2G: Language inc. figurative for meaning: Identify vocabulary chosen to convey different messages, moods, feelings and attitudes

2A, 2F, 2G: Language inc. figurative for meaning: Describe and compare the styles of individual writers and poets, providing evidence

2A, 2F, 2G: Language inc. figurative for meaning: Comment and compare the language choices the author has made to convey information over a range of non-fiction texts

Y5 SPAG: Recognise and discuss the use of relative clauses to provide extra information

Y5 SPAG: Recognise and discuss the use of adverbials to link ideas across a paragraph

Y5 SPAG: Identify where brackets, dashes and commas have been used to indicate parenthesis (year 5 vocabulary, grammar and punctuation)

(2B and 2D) Identify and comment on writers' purposes and viewpoints and the overall effect of the text

CORE

2B: Identify themes and conventions

2B, 2D: With support discuss themes and conventions and show some understanding of them

Express views & justify opinions: Identify the writer's main purpose through a general overview

Express views & justify opinions: Identify common elements of an author's style and discuss how the style of one author differs from another

Express views & justify opinions: Identify and comment upon an author's or poet's viewpoint in the text and respond to this e.g. re - tell from a different viewpoint

Express views & justify opinions: Comment on the overall impact of poetry or prose with reference to features, e.g. development of themes

Express views & justify opinions: Justify preferences for an author, poet or a type of text

(2B and 2H) Relate texts to their social, cultural and historical traditions

CORE

2B, 2H: Take part in a debate and show an understanding of themes in a text

2H: Discuss wide range of texts from heritage & other cultures: Identify and explain the key features of a range of appropriate texts

2H: Discuss wide range of texts from heritage & other cultures: Identify and explain characters and their profiles across a range of texts

2H: Discuss wide range of texts from heritage & other cultures: Identify and discuss themes within a text (Social, cultural and historical)

Year 6

Developing reading

CORE

Read a range of age-appropriate texts in English and across the other subjects fluently and effortlessly

Demonstrate appropriate intonation, tone and volume when reading aloud text, plays and reciting poetry, making the meaning clear to the audience

Apply the knowledge of root words, prefixes and suffixes to determine the meaning of new words (see appendix 1 of National Curriculum)

Draw on contextual evidence to make sense of what is read

Ask questions to enhance understanding of a text

Recommend books to others based on own reading preferences

Deliver a formal presentation to show an understanding of what has been read using notes where necessary

(2B and 2C) Understand, describe, select or retrieve information, events or ideas from texts

CORE

Continue to learn poetry by heart so that a wide range has been learned. Include poems with similes, metaphors, imagery, style and effect and poems with themes

Learn poetry by heart: Comment on the use of unusual or surprising language choices and effects such as onomatopoeia and metaphor and comment on how this influences meaning

Learn poetry by heart: Vary pitch, pace, volume, rhythm and expression in relation to the poem's meaning and form

Learn poetry by heart: Use dramatic interpretations and ICT to enhance the presentation

2B: In non-fiction: retrieve, record and present information from a range of sources (texts, websites, films, leaflets, articles)

2B: In non-fiction: Plan and decide independently what information needs to be searched for

2B, 2C:Identify key details that support main ideas from more than one paragraph: Use quotations to illustrate ideas

2B, 2C: Identify key details that support main ideas from more than one paragraph: Use the skills of skimming, scanning, text-marking and note taking to identify key ideas

2B, 2C: Identify key details that support main ideas from more than one paragraph: Refer to the text to support predictions and opinions (PEEL-Point + Evidence + Explanation + Evaluation)

(2D and 2E) Deduce, infer or interpret information, events or ideas from texts

CORE

2E: Distinguish between statements of fact and opinion

2E: Draw inferences: Identify stock characters in particular genres

2E: Draw inferences: Identify evidence of characters that challenge stereotypes and surprise the reader

2E: Draw inferences: Recognise that authors can use dialogue at certain points in a story to explain plot, show character and relationships, convey mood or create humour

2E: Draw inferences: Make inferences about the perspective of the author from what is written and implied

2D: Justify inferences with evidence

2E: Make predictions based on details stated and implied: Predict using more complex narratives, e.g. narratives with flashback, narratives with different viewpoints, narrative with two parallel threads in it

(2F and 2H) Identify and comment on the structure and organisation of texts

CORE

2H: Make comparisons within and across texts: Comment on the genre-specific language features the author has used to convey information in a non-fiction text

2H: Make comparisons within and across texts: Comment on and compare the language choices the author has made to convey information over a range of non-fiction texts

2F: Structure & presentation for meaning: Comment on the structural choices the author has made when organising the text

2F: Structure & presentation for meaning: Explain how the structural choices support the writer's theme and purpose

(2A, 2F and 2G) Explain and comment on writers' use of language

CORE

2A, 2F, 2G: Language inc. figurative for meaning: Analyse how the author has chosen a range of vocabulary to convey different messages, moods, feelings and attitudes

2A, 2F, 2G: Language inc. figurative for meaning: Compare, contrast and explore the styles of writers and poets, providing evidence and explanations

2A, 2F, 2G: Language inc. figurative for meaning: Describe and evaluate the styles of individual writers and poets, providing evidence and justifying interpretations

2A, 2F, 2G: Language inc. figurative for meaning: Identify and discuss irony and its effect

2A, 2F, 2G: Language inc. figurative for meaning: Comment and compare the language choices the author has made to convey information over a range of non-fiction texts

Y6 SPAG: Recognise and discuss the use of the passive to affect the presentation of information in a sentence

Y6 SPAG: Recognise and discuss the difference between informal speech and formal speech (e.g. the use of question tags; "he's your friend, isn't he?", or the use of subjunctive forms such as; "if I were")

(2B and 2D) Identify and comment on writers' purposes and viewpoints and the overall effect of the text

CORE

2B: Identify themes and conventions

2B, 2D: Demonstrate through discussion an understanding of the use of themes and conventions

Express views & justify opinions: Identify how style is influenced by the intended audience

Express views & justify opinions: Identify common elements of an author's style and make comparisons between books

Express views & justify opinions: Interpret poems, explaining how the poet creates shades of meaning; justify own views and explain underlying themes

Express views & justify opinions: Identify and discuss the viewpoint in the text, e.g. recognise that the narrator can change and be manipulated, i.e. the story has 2 narrators, a different character takes over the storytelling

Express views & justify opinions: Declare and justify personal preferences for writers and types of text

(2B and 2H) Relate texts to their social, cultural and historical traditions

CORE

2B, 2H: Take part in a debate and show an understanding of themes in a text

2H: Discuss wide range of texts from heritage & other cultures: Compare and contrast the key features of a range of appropriate texts

2H: Discuss wide range of texts from heritage & other cultures: Compare and contrast characters across a range of appropriate texts

2H: Discuss wide range of texts from heritage & other cultures: Compare and contrast themes across a range of appropriate texts (social, cultural and historical)