

Progression in Reading

Phonics, Fluency and Understanding

Content Domains for Fred's Teaching Reading

Word Reading	Reception	Early Learning Goal	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Phonics and Decoding	Read individual letters by saying the sounds for them. - Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. - Read some letter groups that each represent one sound and say sounds for them. - Read a few common exception words matched to the school's phonic programme. - Read simple phrases and sentences made up of words with	Word Reading ELG Children at the expected level of development will: Say a sound for each letter in the alphabet and at least 10 digraphs; - Read words consistent with their phonic knowledge by sound-blending; - Read aloud simple sentences and books that are consistent with their phonic	To apply phonic knowledge and skills as the route to decode words. To blend sounds in unfamiliar words using the GPCs that they have been taught. To respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes. To read words containing taught GPCs. To read words containing -s, -es, -ing, -ed and -est endings. To read words with contractions,	To continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.	To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words). To apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- to begin to read aloud. To apply their growing	To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill. To apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.	To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues. To apply their growing knowledge of root words, prefixes and suffixes/ word endings, including -sion, -tion, -cial, -tial, -ant/-ance/-ancy, -ent/-ence/-ency, -able/-ably and -ible/ibly, to read aloud fluently.	To read fluently with full knowledge of all Y5/ Y6 exception words, root words, prefixes, suffixes/word endings* and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.

	known letter– sound correspondences and, where necessary, a few exception words.	knowledge, including some common exception words.	e.g. I’m, I’ll and we’ll.	To accurately read most words of two or more syllables. To read most words containing common suffixes.	knowledge of root words and suffixes/word endings, including - ation, -ly, -ous, - ture, -sure, - sion, -tion, - ssion and - cian, to begin to read aloud.			
Common Exception Words	To notice print in the environment	To read some common irregular words.	To read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words.	To read most Y1 and Y2 common exception words*, noting unusual correspondences between spelling and sound and where these occur in the word.	To begin to read Y3/Y4 exception words.	To read all Y3/Y4 exception words*, discussing the unusual correspondences between spelling and these occur in the word.	To read most Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.	To read most Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.

Fluency	Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Reads quietly. The reading does not sound natural. Reads word by word in a monotone voice. Frequently hesitates whilst reading. Sounds out words. Repeats words or phrases. Makes multiple attempts to read the same phrases. Reads new words slowly. Beginning to read known words speedily.	To read and understand simple sentences. Reading begins to sound natural.	To accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words. To reread texts to build up fluency and confidence in word reading. Reading sounds natural. Does not always sound like they are talking to a friend. Reads in two- or three-word phrases. Begins to notice some punctuation – full stops and exclamation marks. Begins to read without hesitation or extended pauses.	To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation. To reread these books to build up fluency and confidence in word reading. To read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts. Reads with volume. Reads with expression. Beginning to sound like they are talking to a friend. Reads with a mixture of run ons. May pause mid sentence for breath.	At this stage, teaching comprehension skills should be taking precedence over teaching word reading specifically. The focus on word reading should support the development of vocabulary. Fluency will include repeated reads, shared extracts and reading aloud to develop intonation and tone. Reads with varied volume and expression. The reader sounds like they are talking to a friend. Reading voice matches the interpretation of the passage. Reads with good phrasing; adhering to punctuation, stress and intonation. Reads smoothly with some breaks, but self corrects with difficult words. Reads at a conversational pace throughout reading.
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				Reasonable stress and intonation. Reads with a rhythm.	
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Reading Comprehension	Reception	Early Learning Goal	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Understanding and correcting inaccuracies	Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.	Comprehension ELG Children at the expected level of development will: - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.	To check that a text makes sense to them as they read and to self-correct.	To show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher. To check that the text makes sense to them as they read and to correct inaccurate reading.				
Words in Context and Authorial Choice	Engage in extended conversations about stories, learning new vocabulary. Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. Repeat words and phrases from familiar stories.	Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.	To discuss word meaning and link new meanings to those already known.	To discuss and clarify the meanings of words, linking new meanings to known vocabulary. To discuss their favourite words and phrases.	To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. To discuss authors' choice of words and phrases for effect.	Discuss vocabulary used to capture readers' interest and imagination.	To discuss vocabulary used by the author to create effect including figurative language. To evaluate the use of authors' language and explain how it has created an impact on the reader.	To analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology such as metaphor, simile, analogy, imagery, style and effect.

KS1 Reading Domain 1b. Identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information Definition: <i>The skill of knowing that the answer is in the text and that children need to extract what is needed to answer the question.</i> Success Criteria: <i>LO: identify and explain key aspects of fiction and non-fiction</i> Skills <i>-Read the question. -Underline the key words in the question. -Note down what it is you need to look for in the text. -Find the key words in the paragraph which relate to this. -Write your answer using some words found in the text.</i>				One word which shows / tells me... is... The word ... is... The word... means...	Two words which show... One phrase which shows... I can tell that the setting is ... because the author ... ? means the same as ?... The word I think is most important is... The word that best describes the character / setting is...				
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Question stems for this content domain:

Find and copy

Word meaning

Draw a line to match

Which word in the text tells you ...?

Find and copy a word that describes how ...

Find and copy a word that means the same as ... (synonyms)

Draw a line to match the words to their meanings.

What does the word mean in this sentence?

What does this word or phrase tell you about? Which word in this section do you think is the most important? Why?

Which of the words best describes the character/ setting/mood etc?

Can you think of any other words the author could have used to describe this?

Why do you think is repeated in this section?

KS2 Reading Domain 2a. Give / explain the meaning of words in context Success Criteria: <i>LO: give / explain the meaning of words in context.</i> Skills -Find the mentioned word in the text (highlight) -Read words that come before and after this word -Use these context clues to find out the meaning/structure -Check meaning by substituting the key word for a more familiar word to see if the sentence still makes sense -Use word families (words within words) to find meaning Vocabulary: - Word meaning - Word that suggests - Closest in meaning - Group of words - Closely matches the meaning - Matches the description						The word ... means ... The word ... is referring to ... I think the author used that word to ...	Phrases such as ... tell us that ... The phrase ... is referring to ...	The phrase ... gives me the impression that ... The phrase which shows that... is... The word which matches the meaning of... is...	We are given the impression that the main character is.. because ... One / two word(s) / phrase which shows that... is... An alternative word for ... is ...
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Question stems for this content domain:

What does the word ... suggest about... What does the word... tell you about...
What does ... mean in this sentence... What does... mean?
Find and copy one word meaning Find and copy one word that suggests
Find and copy one word that tells you...
Find and copy one word that is closest in meaning to...
Find and copy two words from page ... that tells you that /about the
Find and copy one word or group of words that shows that
Which word most closely matches the meaning of the word ...?
Which word is closest in meaning to...
Circle the correct option to complete each sentence below.
Look at the paragraph beginning ... what does the word ... suggest about ...?
Give the meaning of the word ... in this sentence. What does ... mean?
What other words could the author use to describe the main character?
How has the author's choice of words made you feel about the... why?
Choose the best word to match this description...
Quote. In this sentence, the word... is closest in meaning to...
In this line, the word... is closest in meaning to...

Types of Questions:

- Find and copy
- Quotations
- Explanation of a word
- Matching words with meanings
- Word meanings within a sentence
- Explanations about what words suggest about settings / characters

KS2 Reading Domain 2b. Retrieve and record information / identify key details from fiction and non-fiction Success Criteria: <i>LO: retrieve and record information / identify key details from fiction and non-fiction</i> Skills <i>-Highlight the key words in the question – what are you looking for?</i> <i>-Find these words / this section in the text (skim and scan)</i> <i>-Find appropriate synonyms in the text if the question has been paraphrased</i> <i>-Pull out the relevant information from the text</i> <i>-Include key details from the text in your answer (do not make it up!)</i> Vocabulary: <i>- What, where, when, who, how, why</i>						The evidence which justifies my opinion is... Using the information I have read so far, I know that ... Three things I am told about... At the end of the text...	The story is told through the eyes of the... I know this because... When ... happened, the main character ... Two reasons why... are ...	According to the text, it is important that... The story is set... I know this because...	The character feels... In order to ... the character ... had to ... At this point in the story... this is happening ... These points are true... these statements are false...
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Question stems for this content domain:

Which part...?

Write down three things you are told about ...

Which of these drawings best represents the ...?

What did ... have to do in order to ...?

What was revealed at the end of the text?

Using information from the text, tick one box in each row to show whether each statement is true or false. Circle the correct option to complete each sentence below.

What ...?

at the paragraph beginning ... Give two reasons why ...

Why were the artists' drawings from the time of ... not always accurate?

Through whose eyes is the story told?

When is the story set? What evidence can you find to justify this?

Quote.

What conclusion does the character draw from this...

Why had / why do / why were...

Give one piece of information that... Explain how... In what year did...

How would... According to the text, how could... How much? How could you tell...? How far...

Match the...

Types of Questions:

- Find and copy
- Quotations
- What, who, why, how, where, when, which...
- True or false tick boxes
- Giving single responses
- Matching statements / quotations / diagrams
- Drawings / diagrams representing descriptions
- Circle the correct answer

- Write down what you are told - Quote. What conclusion..? - Statement is true or false.. - One piece of information.. - Give reasons why... - According to the text... - Match the... - Which...?									
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KS1 Reading Domain 1c. Identify and explain the sequence of events in texts Description: Summarising means to briefly retell the main events or ideas in your own words. This involves making sense of the text as a whole – summing up main points. It also involves sequencing events. Reducing details down to the most important points can help strengthen understanding.				The text is about... Big events that happened were... The first thing that happened was... After that...	First... then ... next ... finally ... During this chapter ... The first part was about... The middle section was about... Using one sentence...	Question stems for this content domain: Order of events, Order on a timeline Order of events, Order on a timeline Before / after, Summarise using a sentence, Order headings Number the events/sentences below to show the order they happened in the story...report...poem. What happened after? What happened before? What was the first thing that happened in the story? Which of these events happened last? Number Can you summarise in a sentence the opening/ middle/end of the story? In what order do these chapter headings come in the story? KS1 Questions can differ by: -Either choosing the main/relevant points or identifying which part of the texts related to the already summarised point. (challenge) Skills we are teaching: -Retelling in their own words -Identifying a key point -Chronological order			
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Success Criteria: <i>LO: identify and explain the sequence of events in texts</i>									
Skills <i>-Pick out the main points (in order)</i> <i>-Write these in your own words</i> <i>-Select relevant information only</i> <i>-Show understanding by using one word or phrase to sum-up a section</i>									

KS2 Reading Domain 2c. Summarise main ideas from more than one paragraph Success Criteria: KS2 <i>LO: summarise main ideas from more than one paragraph</i> Skills <i>-Read the question and highlight the key words (what is it asking you to focus on in the text?)</i>	<u>Question stems for this content domain:</u> Below are some summaries of different paragraphs from the text. Number them 1-6 to show the order in which they appear in the text. What is the main point of the first paragraph? Summarise the main events in the story so far. What is the most important sentence in the last section you read? Explain your reasons. Explain what happens in this section... in twelve words or less... Number the summaries... Which of the following would be the most suitable summary of the text... <i>Types of Questions</i> - Number events - Order timeline / chronology - Before / after main points - Summarise in a certain amount of words / one sentence - Order headings - Choosing a suitable summary for a text / section	The author's most important ideas were... A new blurb for this book would be ... The main point ... is...	The main argument in this paragraph is ...	Reoccurring themes are... I feel the most important message in this text is ... The author's hidden theme is... I know this because...	One word to summarise this section is ... I would use the subheading... to summarise the section...
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Inference Skills you are teaching: -Highlighting relevant evidence -Infer as they read -Justify their own thoughts -Link what they know from the text with what they already know (life skills) Familiar Phrasing: - Why? - How do you know? - Explain your view? - What clues suggest this?	To begin to understand 'why' and 'how' questions.		To answer 'how' and 'why' questions about their experiences and in response to stories or events	To begin to make simple inferences.	To make inferences on the basis of what is being said and done.	To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives.	To draw inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text.	To draw inferences from characters' feelings, thoughts and motives.	To consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters). To discuss how characters change and develop through texts by drawing inferences based on indirect clues.
KS1 Reading Domain 1d. Make inferences from the text Definition: <i>Drawing a conclusion based on available evidence plus previous knowledge and experience.</i> <i>"Reading between the lines."</i> <i>Answers will not be found explicitly.</i> <i>Children have to</i>				A clue in the book made me think ... This is because... I think this because...	Clues in the text make me think ... I think the character is feeling ... because ... I get the impression that... The evidence is... The evidence shows... The evidence means... makes me feel...				

make an educational guess using clues from the text supported with their own experiences. Enquiring what the author meant.

Success Criteria:

KS1:

LO: make inferences from the text

Skills

- Find the key words in the question (highlight)
- Look for these key words in the text
- Look for clues which link to the question in the rest of the text around the key words
- Use what you have read in your answer
- Choose a quote which helped you answer the question
- Why did you use this quote? Give details explaining why

Question stems for this content domain:

Explain the meaning Complete the sentence

Who?/What?/Where?/When?/ How?/Why?

Inference backed with evidence from the text

Why do you think...? How do you know...? Can you explain why ...?

How can you tell ...? When do you think...?

Put ticks in the box to show which sentences or statements are true or false.

What impression do you get of the feelings of this character from the text?

Why did/...? Why is...? What evidence is there that...? What is this character's attitude towards...? How do you know? Why was...feeling...? Why did ... happen? Why did ... say ...? What do you think the author intended when he/she said...?

What were...? How does ... make you feel?

Types of Questions:

- Explain the meaning with justifications
- Complete the sentence
- Inference backed with evidence
- Tick boxes / true or false
- Explanations with evidence
- According to the text / quotations

KS2 Reading Domain 2d. Make inferences from the text / explain and justify inferences with evidence from the text LO: make inferences from the text. Explain and justify inferences with evidence from the text. Skills - Read the question - Highlight key words in the question (what is it asking?) - Find these key words (or synonyms) in the text (highlight / underline) - Include information directly from the text in your answer - Justify your answer using evidence from what you have read - Use your 'schema' to share own ideas (prior knowledge, links, connections) - Combine information from the	<u>Question stems for this content domain:</u> <i>He placed his hand firmly on her back and ushered her hurriedly out the door. "Yes, yes, yes. I will call you soon to set up another meeting. I will!" George said, punctuating the end of his sentence with a firmly shut door.</i> This highlights the man wants to get rid of the person he is addressing. <i>How can you tell that?</i> <i>Look at the paragraph beginning... what impressions of... do you get?</i> <i>How do you know that... by looking at the paragraph...?</i> <i>How do these words make the reader feel that...?</i> <i>How does the information suggest?</i> <i>What evidence is there in the text of / that...?</i> <i>What does this paragraph suggest?</i> <i>Explain what the description suggests about...?</i> <i>Explain how...supports the idea that...</i> Why...? <i>In which ways might ?'s character appeal to many readers?</i> <i>According to the text, how...?</i> <i>How does the main character feel in the text?</i> How do you know? <i>How was the setting the author chose important to the story? Explain your view.</i> <i>Why has the character acted in the way they have?</i> What clues suggest this? <i>What lesson did the character learn?</i> <i>Give one piece of evidence ...</i> <i>Quote. This tells us that that character felt/thought...</i>					This information in the text makes me think ... The character says ... which shows they are feeling ...	The text says ... which infers that ... This suggests that ...	I infer ... because ... I infer that ... because the text says ...	Evidence in the text suggests... From what I have read already, evidence suggests ...
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Prediction	Have favourite books and seek them out, to share with an adult, with another child, or to look at alone . • Repeat words and phrases from familiar stories. • Ask questions about the book.		Anticipate – where appropriate – key events in stories; -	To predict what might happen on the basis of what has been read so far.	To predict what might happen on the basis of what has been read so far in a text.	To justify predictions using evidence from the text.	To justify predictions from details stated and implied.	To make predictions based on details stated and implied, justifying them in detail with evidence from the text.	To make predictions based on details stated and implied, justifying them in detail with evidence from the text.
KS1 Reading Domain 1e. Predict what might happen on the basis of what has been read so far. Definition: <i>The process of asking what might happen next based on what we already know from inside and outside the text. The focus is more on ‘what’ than ‘why’.</i>				I think that ...will happen. In the next part I think ... On the next page I think... In the end I think ... Based on the title...	From the front cover, I would predict that ... In the next chapter I think ... I can predict this because... Since ... happened, I think...	Question stems for this content domain: Look at the book cover/blurb – what do you think this book will be about? What do you think will happen next? What makes you think this? How does the choice of character or setting affect what will happen next? What is happening? What do you think happened before? What do you think will happen after? What do you think the last paragraph suggests will happen next? Where do you think ...? What do you think would happen if ...? Types of Questions: - Predicting what might happen next / before - Justifying reasons / making guesses using evidence - Predictions around a character’s intentions / challenges - Analysing front covers / endings / blurbs Vocabulary: Do you think... Using the front cover / opening paragraph / first chapter... Might happen... What suggests might... What information suggests... Next.. After... in the end... Clue... Based on... Happening / happened...			

KS2 Reading Domain 2e. Predict what might happen from details stated and implied Success Criteria: KS2 <i>LO: predict what might happen from details stated and implied</i> Skills <i>-Use evidence from the text to make a realistic prediction</i> <i>-Use your schema to enhance your prediction (personal experience or knowledge)</i> <i>-Highlight words / phrases in the text to support what you are thinking</i>	<u>Question stems for this content domain:</u> Do you think that ...? Explain your choice fully, using evidence from the text... Using the front cover, what do you think this book will be about? Why? What might happen next in the story? What challenges do you think the characters might face? What information suggests this? How do you think the story might end? What clues suggest this? Based on what you have read, what does the text suggest might happen to...	Reading this part ... makes me think that this will happen... Based on what I already know, I think the main character is / will...	Because this happened, then what might occur is ... Because of what I know about... I predict that...	It is possible that ... (adds evidence). Information in the text suggests that... will happen because...	It is possible that ... (adds evidence). Information in the text suggests that... will happen because...
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KS2 Reading Domain 2f. Identify / explain how information / narrative content is related and contributes to meaning as a whole. Definition: <i>Explaining why language and structural choices are made.</i> Success Criteria: LO: identify / explain how information / narrative content is related and contributes to meaning as a whole Skills -Read the question and highlight the key words (what are you being asked to look for?) -Find these key words (or synonyms of these) in the text -Search around these sentences for the answer	<u>Question stems for this content domain:</u> Draw lines to match each part of the story with the correct quotation from the text. Draw lines to match each section to its main content. Why is the main character important in the story? Why has the author used pictures / chapters / titles / subheadings? What clues do you have that the main character is liked / disliked / loved / hated? How are the events in the story linked? Types of Questions: - Matching – drawing lines (parts of story / quotations events and context) - Explanations about choices of characters - Author's choices (settings, characters, mood, descriptions) - Author's choices around text features (headings, sub-headings, pictures) - Linking events throughout the text / chapter Vocabulary: Match each part / section... match quotations... Match main content... Why has the author used? What clues about the... Events linked...		The main character is important because... This character is important because...	The author has used this feature... because... The effect it has on the text is...	Clues from the text... suggest that the Is Events in the story are linked by...	The author has chosen... because... The author has... the impact on the reader is...
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KS2 Reading Domain 2g. Identify how meaning is enhanced through choice of words / phrases Definition: <i>This involves being able to interpret and understand the meaning of words which have been put together to make phrases, sentences or paragraphs. What was the author's intent?</i> Success Criteria: LO: identify how meaning is enhanced through choice of words and phrases Skills -Read the question and highlight key vocabulary -Find this new vocabulary within the text	<u>Question stems for this content domain:</u> Explain the meaning of word Explain the meaning of phrase Explain the meaning of quote Match word with synonym Give one/two impressions this gives you of ... Find and copy... that suggest What adjectives has the author used to describe the main character? What does this tell you about their personality? Which words do you like best from the last section you read? Why? Find an example of figurative language in the text (simile, metaphor, personification) – what effect does it create? Quote. What does this description suggest... What impression do you get... Quote. What does this tell you about... Types of Questions: - Explain the meaning – words / phrase / quotation - Synonyms – matching words - Impression this gives of / gives the reader - Adjectives / description of... - Which words / phrase / statement - Figurative language (effect) – author's use of... - Description suggests... - Author's word choices	The word... means ... The phrase has been chosen...	These words tell us that... I like the word / phrase ... because it reminds me / makes me feel ...	One word that suggests that the ... The phrase which suggests that ... is ...	One example of the use of ... is ... The word ... suggests that the character(s) ... The impression this gives is...
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-Read around the vocabulary (sentences before and after) -Use this to help understanding word meaning -Use knowledge of what you have already read and your schema to explain the author's choices -Include direct evidence from the text to support your opinions									
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Comparing, Contrasting and Commenting	Enjoy sharing books with an adult. Pay attention and respond to the pictures or the words. Have favourite books and seek them out, to share with an adult, with another child, or to look at alone. Repeat words and phrases from familiar stories. Ask questions about the book.	Engage in extended conversations about stories, learning new vocabulary.	Comprehension ELG Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; - Anticipate – where appropriate – key events in stories; - Use and understand recently introduced	To listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently. To link what they have read or have read to them to their own experiences. To retell familiar stories in increasing detail. To join in with discussions about a text, taking turns and	To participate in discussion about books, poems and other works that are read to them (at a level beyond at which they can read independently) and those that they can read for themselves, explaining their understanding and expressing their views. To become increasingly familiar with and to retell a wide range of stories,	To recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. To use appropriate terminology when discussing texts (plot, character, setting).	To discuss and compare texts from a wide variety of genres and writers. To read for a range of purposes. To identify themes and conventions in a wide range of books. To refer to authorial style, overall themes (e.g. triumph of good over evil) and features (e.g. greeting in letters, a diary written in the first person or	To read a wide range of genres, identifying the characteristics of text types (such as the use of the first person in writing diaries and autobiographies) and differences between text types. To 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	To read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions. To recognise more complex themes in what they read (such as loss or heroism). To
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	Makes comments and shares their own ideas. Develop play around favourite stories using props.		vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.	listening to what others say. To discuss the significance of titles and events.	fairy stories and traditional tales. To discuss the sequence of events in books and how items of information are related. To recognise simple recurring literary language in stories and poetry. To ask and answer questions about a text. To make links between the text they are reading and other texts they have read (in texts that they can read independently).		the use of presentational devices such as numbering and headings). To identify how language, structure and presentation contribute to meaning. To identify main ideas drawn from more than one paragraph and summarise these.	courteously. To identify main ideas drawn from more than one paragraph and to summarise these. To recommend texts to peers based on personal choice.	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. To listen to guidance and feedback on the quality of their explanations and contributions to discussions and to make improvements when participating in discussions. To draw out key information and to summarise the main ideas in a text. To distinguish independently between statements of fact and opinion, providing reasoned justifications for their views. To compare
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									characters, settings and themes within a text and across more than one text.
KS2 Reading Domain 2h. Make comparisons within the text Definition: <i>Comparing aspects / themes across a text or within a paragraph.</i> Remember to look for similarities and differences. <i>E.g. ancient compared with modern times; similar or different characters or settings; similar or contrasting thoughts, feelings or opinions; analysing specific features or characteristics.</i>						This character is similar to ... because looks similar / different to behaves in similar ways to behaves differently to ...	Someone may choose to use this book when ... I prefer this text because... This was important to the rest of the story because ... The setting changes when...	The author has organised the text by ... Events happen in chronological order because ... The most important section was...	The reaction to this situation was different because ... The characters reacted differently by ... During the text, the character changed in the following ways: The author's viewpoint is ... and I know this because ... Each character reacts differently by... The characters react in similar ways by ...

Poetry and Performance	To listen to and join in with stories and poems, one-to-one and also in small groups. To join in with repeated refrains in rhymes and stories. To use intonation, rhythm and phrasing to make the meaning clear to others. To develop preference for forms of expression.	To play cooperatively as part of a group to develop and act out a narrative.	To express themselves effectively, showing awareness of listeners' needs	To recite simple poems by heart.	To continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear.	To prepare and perform poems and play scripts that show some awareness of the audience when reading aloud. To begin to use appropriate intonation and volume when reading aloud.	To recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry). To prepare and perform poems and play scripts with appropriate techniques (intonation, tone, volume and action) to show awareness of the audience when reading aloud.	To continually show an awareness of audience when reading out loud using intonation, tone, volume and action.	To confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect.
Non-Fiction	To know that information can be relayed in the form of print.	To know that information can be retrieved from books and computers.			To recognise that non-fiction books are often structured in different ways.	To retrieve and record information from non-fiction texts.	To use all of the organisational devices available within a non-fiction text to retrieve, record and discuss information. To use dictionaries to check the	To use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts.	To retrieve, record and present information from non-fiction texts. To use non-fiction materials for purposeful information retrieval (e.g. in reading history,

							meaning of words that they have read.		geography and science textbooks) and in contexts where pupils are genuinely motivated to find out information (e.g. reading information leaflets before a gallery or museum visit or reading a theatre programme or review).
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