Oral	1. Link what they read or hear to their own experiences 2. Orally retell known stories, linked to the Y1 range 3. Recite some simple poems by heart e.g. nursery rhymes, Surrounded by Noise (Ian Souter) The Horseman (Walter de la Mare) 4. Check that the text makes sense to them as they read and correct inaccurate reading 5. Read aloud books matched to Y1 phonic knowledge	Grammar	6. Discuss the meaning of new words by linking to vocabulary they know e.g. unkind = means not kind 7. Recognise and use predictable phrases in known stories e.g. 'I'll huff and I'll puff; once upon a time; happily ever after 8. Use age appropriate dictionaries to check the meanings of words e.g. picture dictionaries, first dictionaries
Response	9. Discuss a wide range of poems, stories and non-fiction beyond their independent reading level 10. Demonstrate their understanding e.g. through role play, story mapping, discussion, drama 11. Consider the key characteristics of familiar stories e.g. good and evil characters, happy endings, happening in the past 12. Draw on what they already know to understand a text e.g. through relating to their own experiences (linking learning about penguins to 'Happy Feet') 13. Make simple predictions based on their own experiences e.g. I think mum will be cross because my mum gets cross 14. Make simple inferences e.g. I think Red Riding Hood was scared because the wolf was frightening	Organisation & Research	15. Identify the significance of the title and events in stories e.g. why is this story called 'Where The Wild Things Are?' Why did they make Max king? 16. Identify the significance of the title and events in non-fiction 17. Understand that non-fiction texts provide information 18. Answer questions orally about a shared non-fiction text e.g. what do penguins eat?
Word Reading	19. Apply phonic knowledge and skills to decode words 20. Correctly and quickly read the graphemes for all 40+ phonemes, including the alternatives taught so far 21. Accurately blend sounds in unfamiliar words that contain the GPCs that have been taught so far 22. Note unusual correspondences and identify where these occur in the word, in relation to the Y1 common exception words 23. Read words of more than one syllable and those that end in: –s, –es, –ing, –ed, –er and –est 24. Read words with contractions 25. Accurately read aloud books that are consistent with their developing phonic knowledge	Range	▪ Engage with a wide range of familiar poems, picture books, fairy tales, narrative and non-fiction

Oral	1. Orally retell known stories, linked to the Y2 range 2. Recite poems by heart, using intonation to make the meaning clear e.g. The Sound Collector (Roger McGough) Walking With My Iguana (Brian Moses) Daddy Fell into the Pond (Noyes) 3. Read aloud books matched to Y2 phonic knowledge 4. Check that the text makes sense to them as they read and correct inaccurate reading	Grammar	5. Discuss favourite words and phrases 6. Clarify and discuss the meanings of new words, by linking to vocabulary they know e.g. I think 'kindly' means he spoke in a nice way. 7. Recognise simple, recurring literary language across poetry and narratives e.g. in a land far away; long ago; once there lived; it wasn't long before; they searched far and wide 8. Use age appropriate dictionaries to check the meanings of words e.g. first dictionaries, infant dictionaries
Response	9. Discuss their understanding of stories, poems and non-fiction (see range) at a level beyond which they can read independently 10. Express a single point of view about a text 11. Draw on what they already know to understand a text e.g. through: the vocabulary, grammar or context; cause and effect (thinking about what's prompted a character's behaviour) 12. Predict what may happen on the basis of what has been read so far e.g. I think mum will get cross because she told Tom not to lie again 13. Make inferences on the basis of what is said and done e.g. I think something bad will happen to Hansel and Gretal because they've been left on their own	Organisation & Research	14. Identify the sequence of events in fiction and how these are related e.g. understanding beginning/middle/end 15. Identify the sequence of events in non-fiction and how these are related e.g. introductions /conclusions 16. Use titles, headings, pictures and blurbs to locate relevant information 17. Use scanning to locate a single piece of information, in response to questions from the teacher 18. Recognise and understand the structure of the non-fiction texts used 19. List key information orally or through text marking (highlighting/ underlining) in response to teachers' questions
Word Reading	20. Accurately blend sounds in unfamiliar words, especially recognising alternative sounds e.g. t<u>oo</u>, ch<u>ew</u>, sh<u>oe</u>, bl<u>ue</u> 21. Note unusual correspondences and identify where these occur in the word, in relation to the Y2 common exception words 22. Read accurately words of two or more syllables 23. Read words containing common suffixes e.g. –ment, -less, -ful, -ness 24. Automatically read unfamiliar words accurately and without undue hesitation when reading aloud 25. Read fluently and confidently in line with the Y2 range	Range	▪ Read a wide range of contemporary and classic poems, stories, traditional tales and non-fiction accurately and fluently

Oral	1. Read books that are structured in different ways and for a range of different purposes e.g. cartoons (to share plot concisely) chapter books (to provide more detail) diaries (for viewpoint) 2. Orally retell whole stories/sections of stories linked to the Y3 range 3. Recite poems by heart, using intonation, tone and volume to gain the interest of the listener e.g. Waves (Jackie Kay) The King's Breakfast (AA Milne) Up on the Downs and The Boneyard Rap (Wes Magee) 4. Read aloud and perform play scripts, gaining the audience's interest in the characters and plot e.g. using stage directions, volume and action	Grammar	5. Identify the language conventions of non-fiction in relation to the text type (see range) 6. Identify and discuss the meaning of words in context e.g. I think 'generous' means kind because he gave his money away 7. Identify words and phrases that capture the reader's interest and contribute to the meaning of the text e.g. it says gobbled, which tells you he was eating it greedily and quickly. The author's used powerful verbs like flushed, drifting, sneaked, pluck 8. Use age appropriate dictionaries to check the meanings of words
Response	9. Discuss their understanding of both texts they have read independently and those read to them (see range) 10. Express their views and listen to the views of others 11. Identify the over-arching theme of a text e.g. honesty, loneliness, good overcoming evil 12. Ask relevant questions to clarify and improve their understanding of a text e.g. why didn't the villagers trust the Iron Man? 13. Predict what may happen based on both what has been stated (obvious) and implied (less obvious) e.g. I think mum will get cross because Tom knew he shouldn't have lied 14. Draw inferences about characters' thoughts and actions e.g. I think the boy really misses his dad because he cries when he sees his friends with their dads 15. Justify inferences with a single piece of evidence from the text to support one specific point	Organisation & Research	16. Summarise the main idea/s within a paragraph or section e.g. this paragraph is about how Harry is feeling. This paragraph is about how penguins feed. 17. Use contents and sub-headings to locate relevant information 18. Identify a main topic to research, independently and through shared reading 19. Use skimming to locate main ideas in the text 20. Use scanning to locate pieces of information 21. Identify the structural conventions of non-fiction in relation to the text type (see range) 22. Identify how the structure and presentation of texts contributes to the meaning e.g. shape poems, rhyme in rap, direction/size of print in 'Emily Brown and the Thing' 23. Make notes from one source to capture key information about a topic e.g. information about penguins' habitats through recording or highlighting sentences/key words
Word Reading	In line with Appendix 1: 24. apply their knowledge of root words, prefixes and suffixes to read aloud 25. note unusual correspondences and identify where these occur in the word, in relation to the Y3/4 common exception words	Range	Read a wide range of books including: fiction, fairy stories, myths and legends, plays, non-fiction, reference books or textbooks and different forms of poetry independently

Oral	1. Read books that are structured in specific ways and for a range of purposes e.g. comparing online and paper texts (appeal to the reader) comparing information books (Horrible Histories and Eyewitness books) 2. Orally retell whole stories/sections of stories linked to the Y4 range 3. Recite poems by heart, using intonation, tone and volume to maintain the interest of the listener e.g. From A Railway Carriage (RL Stevenson) How to Persuade Your Parents to Give You More Pocket Money (Andrea Shavick) 4. Read aloud and perform play scripts, maintaining the audience's interest in the characters and plot e.g. using stage directions, appropriate intonation, pace and action for the type of play	**Grammar**	5. Identify the language conventions of non-fiction in relation to the text type (see range) 6. Explain the meaning of new words in context e.g. I think 'compassionate' means kind because she could have walked away but she didn't 7. Explain how words and phrases capture the reader's interest and imagination and how they contribute to the meaning of the text e.g. the author's used powerful verbs like: twisting and turning, tumbled, pounding, spun, which give you an idea about how fast and exciting the acrobats are 8. Use age appropriate dictionaries to check the meanings of words
Response	9. Discuss their understanding of both texts they have read independently and those read to them (see range) 10. Explain their views, listen to others' views and respond 11. Identify the author's message about the theme e.g. being honest is the best way to be; it's ok to lie when you need to 12. Ask specific questions to improve their thoughts about a text; explanations and understanding of language e.g. did Tom do that because he wanted to win the match? How did he escape from the cave? What does that word mean? 13. Predict what may happen based on what has been implied e.g. I think mum will get cross because she's worried Tom may get into trouble 14. Draw inferences about characters' feelings and motives e.g. I think Leon volunteers because he wants to prove that magic is real 15. Justify inferences with several pieces of evidence from the text to support one specific point	**Organisation & Research**	16. Summarise ideas from across several paragraphs or sections e.g. how a character's fear is portrayed across several paragraphs, identifying the subject of each paragraph in a non-chronological report 17. Use contents, indexes, glossaries and sub-headings to locate specific information 18. Independently identify key questions to research about a topic 19. Use skimming to locate main ideas in the text 20. Use scanning to locate specific information 21. Identify the structural conventions of non-fiction in relation to the text type (see range) 22. Identify how the structure and presentation of texts contributes to the meaning e.g. the use of chapters; different fonts; artwork 23. Make notes from one source to answer key questions e.g. where do penguins live? What temperature is it there? through: highlighting/ recording key words and phrases; using bullet points, diagrams, symbols, abbreviations, mind-mapping
Word Reading	In line with Appendix 1: 24. apply their knowledge of root words, prefixes and suffixes to read aloud 25. note unusual correspondences and identify where these occur in the word, in relation to the Y3/4 common exception words	**Range**	Read a wide range of books including: fiction, fairy stories, myths and legends, plays, non-fiction, reference books or textbooks and different forms of poetry independently

Can only be photocopied and used by Eastington Primary School

Oral	1. Read books that are structured in specific ways and for a range of purposes e.g. comparing different approaches to recipes (formal/informal) autobiographies and biographies (viewpoint) 2. Recite poems by heart, using intonation, tone and volume to monitor the interest of the listener and adapt their recital e.g. Night Mail (Auden) The Highwayman (Noyes) 3. Read aloud and perform play scripts, monitoring the audience's interest and changing the performance accordingly e.g. consistent use of intonation, pace and action for the characters and type of play	**Grammar**	4. Explore the meaning of words in a given context within fiction and non-fiction e.g. 'flexible' means rubber is a bendy material 5. Evaluate how authors use language to impact the reader e.g. use of repetition for effect; the author's used the metaphor 'his face was a grey cloud,' which helps you to imagine his sadness 6. Use age appropriate dictionaries and thesauri to check the meanings of words
Response	7. Discuss their understanding of both texts they have read independently and those read to them (see range) 8. Explain and develop their own views and build effectively on those of others 9. Identify an author's treatment of the same theme across one or several of their books/poems e.g. Michael Morpurgo's treatment of WWII 10. Ask relevant questions to improve their wider understanding of a text, topic or theme e.g. Why does Michael become friends with Kensuke? (Kensuke's Kingdom) What was it like to be a child in Victorian times? Why has the author used lots of short sentences? 11. Predict what may happen based on their understanding of the content and the themes within the text e.g. I think Macbeth will die because: he's a murderer / the witches suggest it 12. Draw inferences from within the text about themes and characters' and authors' viewpoints e.g. Tom is scared to move because he doesn't pack; he leaves his favourite toy behind on purpose and he's always nervous 13. Justify inferences and views with a variety of references from across the text	**Organisation & Research**	14. Summarise ideas, events and information from the text as a whole e.g. the author's viewpoint about a particular issue 15. Explain their thinking through making reference to key details e.g. quoting from the text 16. Independently devise key questions and identify themes to research e.g. pollution, recycling 17. Use skimming and scanning to locate information efficiently across a range of sources 18. Identify the structural conventions of non-fiction in relation to the text type (see range) 19. Identify how the structure and presentation of texts contributes to the meaning e.g. graphic novels; stories told from two viewpoints; the order and presentation of points in an argument 20. Distinguish between fact and opinion 21. Make notes from several sources to gather information 22. Explore and use their own techniques to make notes 23. Refine notes by disregarding irrelevant information e.g. when researching penguins in Antarctica, disregarding information about polar expeditions to Antarctica 24. Use notes to support presentations and debates
Word Reading	In line with Appendix 1: 25. Apply their knowledge of root words, prefixes and suffixes to read aloud	**Range**	Read a wide range of modern fiction, fiction from our literary heritage and other cultures and traditions, non-fiction and different forms of poetry

Can only be photocopied and used by Eastington Primary School

Oral	1. Read books that are structured in specific ways and for a range of purposes e.g. timeslip stories, texts that provide information about a theme/topic from the past, present and future 2. Recite poems by heart, using intonation, tone and volume to emphasise key elements of the poem and provoke a response in the listener e.g. The Tyger (Blake) Stop All The Clocks (Auden) recital of well-known speeches (Winston Churchill, Martin Luther King, Nelson Mandela) 3. Read aloud and perform play scripts, **refining** their performance to illustrate subtleties e.g. to show changes in character, effects of the plot using asides, expressions, gestures, monologues	Grammar	4. Explore the meaning of words in different contexts within fiction and non-fiction e.g. flexible means he was prepared to compromise/means it was bendy 5. Evaluate how and why authors use language, shades of meaning and a range of figurative devices to impact on the reader e.g. explain the differences between words such as: miffed, irritated, furious, fuming, irate, livid, incensed and their impact 6. Use age appropriate dictionaries and thesauri to check the meanings of words
Response	7. Discuss their understanding of both texts they have read independently and those read to them (see range) 8. Explain and extend their own views and challenge those of others 9. Identify how the same theme is represented across texts e.g. loss in WWI poetry/narratives and how multiple themes are presented in longer narratives e.g. 'Trash' is about courage, poverty, perseverance 10. Ask specific questions to develop understanding of a text, topic or theme, including their wider understanding of cultural and social issues e.g. Why did Dickens write so often about the rich and the poor? Why was Adeline treated so badly? (Chinese Cinderella) 11. Predict what may happen based on their wider understanding of content and themes e.g. I think Macbeth will die because it's a tragedy/villains often lose 12. Draw inferences across texts about characters' viewpoints, authors' viewpoints and themes e.g. soldiers were disillusioned with the war because the reality was different from what they'd been told 13. Justify their inferences and views with a variety of references from across texts and by comparing sources and considering the reliability of information e.g. selecting points that support and discrediting points that contradict their argument	Organisation Research	14. Summarise ideas, events and information throughout a text and across texts (about a common topic) 15. Explain their thinking through making reference to key details and comparisons 16. Independently devise key questions and identify themes to research e.g. racism, slavery 17. Use skimming and scanning to locate information selectively and precisely across a range of sources 18. Identify the structural conventions of non-fiction in relation to the text type (see range) 19. Identify how the structure and presentation of texts contributes to the meaning e.g. moving backwards and forwards throughout the story ('Holes') using a range of narrators (Trash) pathway stories 20. Distinguish between fact, opinion and bias 21. Make notes from several sources to gather information 22. Make choices about the most efficient techniques to make notes 23. Refine notes by disregarding unreliable information e.g. when researching penguins in Antarctica, disregarding information based on opinion or facts that don't correlate with the bulk of the research 24. Use notes to support presentations and debates
Word Reading	In line with Appendix 1: 25. Apply their knowledge of root words, prefixes and suffixes to read aloud	Range	Read a wide range of modern fiction, fiction from our literary heritage and from other cultures and traditions, non-fiction and different forms of poetry