

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Is developing his/her phonological awareness so that he/she can spot and suggest rhymes	Apply phonic knowledge and skills as the route to decode words	Read an age appropriate text fluently	Read an age appropriate text fluently	Read an age appropriate text fluently	Read an age appropriate text fluently	Read an age appropriate text fluently
Is developing his/her phonological awareness so that he/she can count or clap syllables in a word	Read accurately phase 4 words					
Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes - phase 2 and 3	Respond speedily with the correct sound to graphemes (letters or groups of letters) for alternative sounds for graphemes - phase 5					
Read accurately by blending the sounds in words which contain the 40+ phonemes - phase 2 and 3	Read accurately by blending the sounds in words that containing alternative sounds for graphemes - phase 5					
Is developing his/her phonological awareness so that he/she can recognise words with the same initial sound			Read a range of words with prefixes and suffixes (taught in the spelling curriculum)(morphology and etymology)	Read a range of words with prefixes and suffixes (taught in the spelling curriculum) (morphology and etymology)	Read a range of words with prefixes and suffixes (taught in the spelling curriculum) (morphology and etymology)	Read a range of words with prefixes and suffixes (taught in the spelling curriculum) (morphology and etymology)

Word Reading	Able to say a sound for each letter in the alphabet (ELG)	Read words containing taught suffixes -s, -es, -ing, -ed, -er and -est (see spelling progression document)	Read words containing common suffixes -ment, -ness, -ful, -less, -ly (see spelling progression document)				
				Explain how the meaning of words (taught in the spelling curriculum) changes when a prefix or suffix is added	Explain how the meaning of words (taught in the spelling curriculum) changes when a prefix or suffix is added	Explain how the meaning of words (taught in the spelling curriculum) changes when a prefix or suffix is added	Explain how the meaning of words (taught in the spelling curriculum) changes when a prefix or suffix is added
		Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word	Read further common exception words, noting unusual correspondence between spelling and sound and where these occur in the word	Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word	Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word		
		Read other words of more than one syllable that contain taught GPCs	Read accurately words of two or more syllables that contain the same graphemes as above				
			Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered	Read most of the Y3 statutory words	Read most of the Y4 statutory words		
	Can read some irregular words matched to the school's phonic programme (ELG)	Read words with contractions: e.g. <i>I'm</i> , <i>I'll</i> , <i>we'll</i> , and					

		Understand that the apostrophe in words with contractions represents the omitted letter(s)		Identify the alternative sounds and explain where they are within a word	Identify the alternative sounds and explain where they are within a word		
		Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words					
	Reads aloud simple sentences and books that are consistent with his/her phonic knowledge, including some common exception words (ELG)		Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent				
	Can read words consistent with his/her phonic knowledge by sound-blending (ELG)						
	Is able to say a sound for at least 10 digraphs (ELG)	Correct inaccurate word reading independently	Correct inaccurate word reading independently				
	Re-reads books to build up his/her confidence in word reading, his/her fluency and his/her understanding and enjoyment	Re-read these books to build up their fluency and confidence in word reading	Re-read these books to build up their fluency and confidence in word reading				

Note for references to ‘age-appropriate’ texts:
Pupils should not be assessed as meeting or exceeding expectations if they are not reading and discussing texts suitable to their age group. Where objectives are similar across year groups, they should be taught in line with year group expectations for writing.

Range of Reading	Engage in story time (fiction books)	Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently	Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently	Listen to and discuss a range of fiction, poetry, non-fiction and fairy tales	Listen to, read and discuss a wide range of fiction, poetry, plays, myths and legends non-fiction and reference books or textbooks	Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference books, textbooks, books from other cultures and myths and legends	Continue to read and discuss an increasingly challenging range of fiction, poetry, non-fiction, reference books, textbooks, traditional tales, fiction from our literary heritage and modern fiction
	Engages in extended conversations about stories	Link what they read or hear read to their own experiences				Recommend books that they have read to their peers, giving clear reasons for their opinions	Challenge other people's views when discussing books through a formal debate
	Identify books or parts of books that they like/dislike					Talk about my personal preferences for authors and genres	
	Engage in non-fiction books			Read books (fiction and non-fiction) that are structured in different ways and read for a range of purposes	Read books (fiction and non-fiction) that are structured in different ways and read for a range of purposes	Read books (fiction and non-fiction) that are structured in different ways and read for a range of purposes	Read books (fiction and non-fiction) that are structured in different ways and read for a range of purposes
						Make comparisons within and across books	
	Become familiar with a range of traditional tales and picture book stories	Become familiar with and retell key stories, fairy tales and traditional tales	Become familiar with and retell a wider range of key stories, fairy tales and traditional tales	Retell a range fairy tales orally	Retell a range of myths and legends orally		

	Understands that print has meaning						
	Understands that print can have different purposes						
		Understand the storyline of a narrative using already known information	Understand the storyline of a narrative using already known information			Check that a book makes sense to them by discussing their understanding	
				Identify and discuss the themes within texts	Identify and discuss the conventions within texts	Identify the themes within a range of texts	Identify the themess within a range of texts
				Identify the theme (big idea/message) that underpins a narrative	Explain the central theme (big idea/message) of a text	Compare the conventions within a range of texts	Identify the conventions within a range of texts
	Understands that we read English text from left to right and from top to bottom		Become familiar with the layout features of a range of text types (non-fiction)	Read and become familiar with the layout features of a range of text types (non-fiction)	Read and become familiar with the layout features of a range of text types (non-fiction)	Read and become familiar with the layout features of a range of text types (non-fiction)	Read and become familiar with the layout features of a range of text types (non-fiction)
	Understand that stories have a beginning, middle and end (fiction)	Know that texts have a structure and stories are organised into plot points.		Become familiar the structure of a range of text types (fiction)	Become familiar the structure of a range of text types (fiction)	Become familiar the structure of a range of text types (fiction)	Become familiar the structure of a range of text types (fiction)
		Identify the particular characteristics of traditional tales and fairy stories	Compare fairy tales and traditional tales		Compare two texts and explain the similarities and differences.	Compare the structures of a wide range story genres	State why a text fits a partiular genre or type
				Identify the taught grammar objectives in a range of texts.	Identify the taught grammar objectives in a range of texts.	Identify the taught grammar objectives in a range of texts.	Identify the taught grammar objectives in a range of texts.
	Join in with repeated phrases when a story is read to them.	Recognise and join in with predictable phrases					

Familiarity with Texts				Identify and discuss the language and vocabulary within a range of texts (e.g formal/informal, topic vocabulary, technical vocabulary, persuasive language, description)	Identify and discuss the language and vocabulary within a range of texts (e.g formal/informal, topic vocabulary, technical vocabulary, persuasive language, description)	Identify and discuss the language and vocabulary within a range of texts (e.g formal/informal, topic vocabulary, technical vocabulary, persuasive language, description)	Identify and discuss the language and vocabulary within a range of texts (e.g formal/informal, topic vocabulary, technical vocabulary, persuasive language, description)
		Recognise simple literary language - rhyme and repetition	Recognise recurring literary language in stories and poetry - alliteration and onomatopoeia	Identify and discuss literary language specific to different genres of stories and poetry - similes	Identify, discuss and compare literary language specific to different genres of story and poetry - personification	Identify, discuss and compare literary language specific to a wider range of different genres of story and poetry - metaphors	Identify, discuss and compare literary language specific to a wider range of different genres of story and poetry - running metaphors
					Identify adverbial phrases used to create cohesion between paragraphs and move a text on.		
		Recognise the differences between front covers for non-fiction and stories.					
		Explain how a title is linked to the events or character in a narrative.					
	Use pictures to clarify meaning.		Explain why authors might use pictures and diagrams to support a non-fiction text	Explain why certain charts, diagrams or photos have been used and how they support the accompanying text			
	Learn simple rhymes and songs.	Learn to appreciate rhymes and poems	Continue to learn to appreciate poems.				

Poetry	Hear and respond to poems	Recite poems and rhymes by heart	Continue to build up a repertoire of poems learnt by heart	Learn poems by heart	Learn poems by heart	Learn a wider range of poetry by heart	Learn a wider range of poetry by heart
			Recite poems with appropriate intonation to make the meaning clear	Read aloud poetry, showing understanding through intonation, tone and volume	Read aloud poetry, showing understanding through intonation, tone, volume and action		
				Perform poetry showing understanding through intonation, tone and volume	Perform poetry showing understanding through intonation, tone and volume.	Read aloud and perform poems and plays, showing understanding through intonation, tone and volume so that the meaning is clear to an audience	Read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
					Recognise a wide range of poetry (e.g. free verse, narrative poem etc)		
	Learn new vocabulary from texts.	Discuss word meanings, linking new meanings to those already known	Discuss and clarify the meanings of words, linking new meanings to known vocabulary	Check that the text makes sense to them by discussing their understanding and explaining the meaning of words in context	Understand the meaning of new words.	Understand the meaning of new words in context.	Understand the meaning of new words in context and clearly explain what these words mean.
						Identify words that are close in meaning to another word (e.g. find and copy a word closest in meaning to eat'	Identify words that are close in meaning to another word (e.g. find and copy a word closest in meaning to eat'
					Use dictionaries to check the meaning of words that they have read		

Vocabulary						Identify the formal and informal language within a text.	
			Discuss favourite words and phrases within a text.		Identify how words/phrases have been used to create effects, e.g. humour, atmosphere, fear etc	Understand how vocabulary choices are used to change the direction or tone in a text.	Explain how language choices contribute to a text's overall effectiveness.
	Demonstrates an understanding of what has been read to him/her by retelling stories and narratives using his/her own words and recently introduced vocabulary (ELG)						
	Uses and understands recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play (ELG)						
				Explain why authors have chosen specfic words to impact the reader.	Explain why authors have chosen specfic words to impact the reader.	Explain how an author uses language to impact the reader.	Explain how an author uses language to impact the reader.
	Engage in discussions about why an author has used a specific adjective	Explain why an author has used specific adjectives for description (e.g. the word tiny has been used to show that the character is really small)	Explain why an author has used specfic grammar features (e.g. adverbials of time have been used to show the chronological order)		Explain why authors have used descriptive and figurative language to enable readers to visualise scenes in a narrative.		Understand how an author creates atmospheres and moods through language choices.

Authorial intent							Identify when an author builds an increasing sense that something is problematic.
						Explain why authors have made deliberate layout choices (non-fiction)	Explain how an author has used taught grammatical devices to contribute to the overall effect.
							Recognise how a writer's point of view can influence a reader's point of view.
				Identify how an author shows the relationship between two characters through dialouge, actions and description (e.g. positive and negative relationships).			
	Verbally answer simple retrieval questions.	Retrieve information from a non-fiction text.	Retrieve information from a non-fiction text	Retrieve information from a non-fiction text	Retrieve information from a non-fiction text	Retrieve information from a non-fiction text	Retrieve information from a non-fiction text
		Retrieve information from a fiction text.	Retrieve information from a fiction text	Retrieve information from a fiction text	Retrieve information from a fiction text	Retrieve information from a fiction text	Retrieve information from a fiction text
	Sequence main events.	Sequence events in a story	Sequence events in a text				
		Identify the main events in a story	Summarise the key idea of each plot point	Summerise the main ideas drawn from more than one paragraph.	Summarise the main ideas drawn from more than one paragraph.	Summeraise the main ideas drawn from more than one paragraph, identifying the key details that support the main idea.	Summeraise the main ideas drawn from more than one paragraph, identifying the key details that support the main idea.

Make a simple verbal prediction about what will happen next (ELG)	Predict what might happen on the basis of what has been read so far	Predict what might happen on the basis of what has been read so far	Predict what might happen from details stated or implied.	Predict what might happen from details stated or implied.	Predict what might happen from a detail provided.	Predict what might happen from some details implied and stated.
	Make inferences based on what has been said or done within the text e.g. He was upset because it says that he was crying.	Make inferences based on what has been said or done within the text e.g. He was upset because it says that he was crying.	Infer a character's feelings, justifying views with reference to the text.	Infer a character's thoughts and motives justifying views with reference to the text.	Infer a characters feelings and thoughts from their actions and justify with evidence from the text.	Infer a characters feelings, thoughts and motives from their actions and justify with evidence from the text.
Respond to what they hear when being read to with relevant comments and questions						
	Find two pieces of evidence from a text to answer a question.	Find two pieces of evidence from a text to answer a question.	Find multiple pieces of evidence from a text to answer a question.	Find multiple pieces of evidence from a text to answer a question.	Find multiple pieces of evidence from a text to answer a question.	Find multiple pieces of evidence from a text to answer a question.
Identify characters.	Identify how a character is feeling	Identify the language used by an author to describe a positive and negative characrer				
	Explain how a character is feeling	Identify how a character might be feeling and explain why (inference)	Explain the correlation between story events and how a character feels.	Explore how certain characters feel at particular times in a story and what causes these changes.	Explore the consequences of a certain character's decisions in a narrative.	Provide clear evidence of a character's motivations, decisions and actions.
		Compare how one character is similar or different to another				
	Identify how an event impacts a character					

	Identify settings.	Know what a setting is		Identify words/phrases/clauses that enrich a setting.	Analyse the effectiveness of setting descriptions.	Explore how a setting establishes an atmosphere or mood.	
			Identify the language used by an author to describe a setting	Locate language that enables a reader to visualise scenes in a narrative			Identify emotive language aimed at changing the reader's opinion.
						Distinguish between facts and opinions.	
			Ask questions about a text		Ask questions to improve their understanding of a text.	Ask questions to improve their understanding of a text.	
							Present information that they have read through a formal presentation.