



	By the end of Year 3	By the end of Year 4	By the end of Year 5	By the end of Year 6
Attitude to reading; Range of texts	<p>Children can...</p> <ul style="list-style-type: none"> Sustain their reading for enjoyment and to find out Enjoy listening to books read to them Discuss why they like particular books or authors with others, giving reasons Extend the range of books read by browsing and selecting texts, including poetry, to read independently 	<p>Children can...</p> <ul style="list-style-type: none"> Read independently complete short texts and sections from information books Enjoy listening to books read to them Describe and review their own reading habits Develop their reading stamina as they read longer texts 	<p>Children can...</p> <ul style="list-style-type: none"> Listen to texts read to them. Read favourite authors and choose books to read on the recommendation of others Talk about books referring to details and examples in the text Plan personal reading goals which reflect their interests and extend their range 	<p>Children can...</p> <ul style="list-style-type: none"> Listen to texts read to them and sustain their reading of longer and more challenging texts Discuss their personal reading with others and articulate their personal response to their reading, identifying how and why a text affects the reader Develop their reading stamina and complete the independent reading of some longer texts.
Word reading	<p>Children can...</p> <ul style="list-style-type: none"> Continue to blend phonemes as a prime approach to unfamiliar words Identify syllabic patterns Read independently using phonics, including the full range of digraphs and trigraphs, to decode unknown words, and syntax, context and word structure when reading for meaning. Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words. Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. Read aloud and understand the meaning of words linked to the expectations of Year 3 spelling. 	<p>Children can...</p> <ul style="list-style-type: none"> Apply their growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words, to include re-, sub-, inter-, super-, anti-, auto-, -ation, -ous. Read and decode further exception words accurately, noting the unusual correspondences between spelling and sound, and where these occur in the word. Read aloud and understand the meaning of words linked to the expectations of Year 4 spelling. 	<p>Children can...</p> <ul style="list-style-type: none"> Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words. Read aloud and understand the meaning of words linked to the expectations of Year 5 spelling. 	<p>Children can...</p> <ul style="list-style-type: none"> Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words. Read aloud and understand the meaning of words linked to the expectations of Year 6 spelling.



	By the end of Year 3	By the end of Year 4	By the end of Year 5	By the end of Year 6
Vocabulary	<p>Children can...</p> <ul style="list-style-type: none"> Practise re-reading a sentence and reading on in order to locate or infer the meaning of unfamiliar words. Discuss unfamiliar words and their possible meaning to clarify their understanding of a sentence or passage. Identify where an author uses alternatives and synonyms for common or over used words and speculate about the shades of meaning implied. Locate words in a dictionary by the first two letters. Know the quartiles of the dictionary. 	<p>Children can...</p> <ul style="list-style-type: none"> Identify unfamiliar vocabulary in a text and adopt appropriate strategies to locate or infer the meaning, including re-reading surrounding sentences and/ or paragraphs to identify an explanation or develop a sensible inference. (E.g. by identifying root words and derivatives, using the context and syntax, or using aids such as glossaries or dictionaries.) Identify where unfamiliar words are not explained in the text and where a dictionary needs to be used to understand them. Consider a writer's use of specific and precise nouns, adjectives, verbs and adverbs and discuss the meanings conveyed. Investigate the meaning of technical or subject specific words they meet in their reading. Locate words in a dictionary by the third and fourth place letters. Use the quartiles of the dictionary efficiently to locate words quickly. 	<p>Children can...</p> <ul style="list-style-type: none"> Identify when they do not understand the vocabulary used in a text and need to clarify the meaning. Give increasingly precise explanations of word meanings that fit with the context of the text they are reading. Check the plausibility and accuracy of their explanation or inference of the word meaning. Distinguish between everyday word meanings and their subject specific use, e.g. the specific meaning of force in scientific texts. Use age appropriate dictionaries and thesauri effectively to locate word meanings and other information about words, e.g. by using alphabetical order, understanding abbreviations, determining which definition is the most relevant to the context. Use a dictionary to check a suggested meaning. 	<p>Children can...</p> <ul style="list-style-type: none"> Check the plausibility and accuracy of their explanation of, or inference about, a word meaning. Identify when they do not understand the vocabulary used in a text and apply appropriate strategies (re – reading, reading on, using the context, knowledge of syntax or word roots) to clarify the meaning. Collect unfamiliar vocabulary from texts they have read, define meanings and use the vocabulary when recording ideas about the text. Collect and define technical vocabulary met in other subjects, e.g. developing subject or topic glossaries. Use age appropriate dictionaries, glossaries and other alphabetically ordered texts confidently and efficiently in order to locate information about words met in reading. Identify the most appropriate meaning of a word used in a text from alternative definitions given in a dictionary.
Infer	<p>Children can...</p> <ul style="list-style-type: none"> Understand how what a character says or does impacts on other characters, or on the events described in the narrative. Infer characters' feelings in fiction. Re-read sections of texts carefully to find 'evidence' to support their ideas about a text. Answer simple inference questions by making a point and supporting it with 'evidence' from a text. 	<p>Children can...</p> <ul style="list-style-type: none"> Deduce the reasons for the way that characters behave from scenes across a short story. Support their ideas about a text by quoting or by paraphrasing from it. Answer inferential questions both orally and in writing, by making a point, and explaining it. 	<p>Children can...</p> <ul style="list-style-type: none"> Understand what is implied about characters and make judgements about their motivations and attitudes from the dialogue and descriptions. Evaluate a book or section of it, referring to details and examples in a text to back up their judgement and support their reasoning. Identify and summarise evidence from a text to support a hypothesis. 	<p>Children can...</p> <ul style="list-style-type: none"> Understand what is implied about characters through the way they are presented, including through the use of a narrator or narrative voice, explaining how this influences the readers' view of characters. Identify material from texts to support an argument, know when it is useful to quote directly, paraphrase or adapt. Identify and summarise evidence from a text to support a hypothesis.



	By the end of Year 3	By the end of Year 4	By the end of Year 5	By the end of Year 6
Predict	<p>Children can...</p> <ul style="list-style-type: none"> • Predict what may happen based on both what has been stated (obvious) and implied (less obvious). • Update and modify predictions about the events, characters or ideas in a text on a regular basis throughout their reading. • Predict from what they have read or had read to them how incidents, events, ideas or topics will develop or be concluded 	<p>Children can...</p> <ul style="list-style-type: none"> • Predict what may happen based on what has been implied • Make predictions about a text based on prior knowledge of the topic, event or type of text. Modify predictions as they read on. • Use information about characters to make plausible predictions about their actions. 	<p>Children can...</p> <ul style="list-style-type: none"> • Predict what may happen based on their understanding of the content and the themes within the text • Make regular and increasingly plausible predictions as they read, modifying their ideas as they read the next part of the text. • Learn to anticipate events based on their own experience, what has been read so far and knowledge of other similar texts. • Discuss the plausibility of their predictions and the reason for them. 	<p>Children can...</p> <ul style="list-style-type: none"> • Predict what may happen based on their wider understanding of content and themes. • Make plausible predictions and explain what they are basing them on. Discuss how and why they need to modify their predictions as they read on. • Make predictions, discussing the reasoning behind them, drawing on their knowledge of the world, from reading other similar texts and what they read earlier in the text. • Compare their predictions with the events that occurred and consider why their predictions were accurate, plausible, or off the mark.



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Explain	<p>Children can...</p> <ul style="list-style-type: none"> Identify typical story themes, e.g. trials and forfeits, good and evil, weak over strong, wise and foolish. Discuss how characters' feelings, behaviour and relationships change over a text. Investigate the features of traditional stories – openings and endings, how events and new characters are introduced, how problems are resolved. Identify how different non-fiction texts are organised. Use the organisational features of non-fiction texts in their own reading and research. Distinguish between rhyming and non-rhyming poetry and comment on the impact of the poem's layout. Make comparisons between events in narrative or information texts on the same topic or theme. Compare and contrast writing by the same author. Discuss authors' choice of words and phrases that describe and create impact, e.g. adjectives and expressive verbs. Discuss the language used to create significant aspects of a text, e.g. opening, build up, atmosphere, and how a writer implies as well as tells. 	<p>Children can...</p> <ul style="list-style-type: none"> Identify social, moral or cultural issues or themes in stories, e.g. the dilemmas faced and dealt with by characters or the moral of the story. Link cause and effect in narratives and recounts. Explain how ideas are developed in non-fiction texts. Explore narrative order (introduction, build up, crisis, resolution, and conclusion) and how scenes are built up and concluded through description, action and dialogue. Identify the main features of non-fiction texts (both print and computer based) including headings, captions, lists, bullet points and understand how these support the reader in gaining information efficiently. Identify different patterns of rhyme and verse in poetry, e.g. choruses, rhyming couplets, alternate line rhymes and read these aloud effectively. Collect information to compare and contrast events, characters or ideas. Compare and contrast books and poems on similar themes. Understand how writers use figurative and expressive language to create images and atmosphere, e.g. to create moods, arouse expectations, build tension, describe attitudes or emotions. Discuss the meaning of similes and other comparisons they have read. 	<p>Children can...</p> <ul style="list-style-type: none"> Begin to distinguish between plot events/ details and the main themes in the texts they read. Identify how ideas and themes are explored and developed over a text, e.g. how a story opening can link to its ending or how characters change over a narrative. Explain how a detailed picture can emerge from a non-fiction text by examining different aspects of the topic. Compare the structure of different stories to discover how they differ in pace, build up, sequence, complication and resolution. Identify the features of different non-fiction text, including content, structure, vocabulary, style, layout and purpose, e.g. recounts, instructions, explanations, persuasive writing and argument. Discuss the way that writers of non-fiction match text structure to their intentions. Read poems by significant poets and identify what is distinctive about the style or presentation of their poems. Make comparisons between the ways that different characters or events are presented. Compare the way that ideas or themes are presented in different texts or in different versions (including in other media, e.g. film) of the same text. Discuss the meaning of figurative language (metaphors and similes) and idiomatic words and phrases used in a text, beginning to explain the purpose and impact of such choices. Investigate how writers use words and phrases for effect, e.g. to persuade, to convey feelings, to entice a reader to continue. Distinguish between fact and opinion. 	<p>Children can...</p> <ul style="list-style-type: none"> Understand how a writer develops themes, ideas or points of view over a text. Identify how the narrative or author's voice influences the reader's point of view and frames their understanding. Discuss how this can change over the course of a text. In non-fiction texts distinguish between explicit and implicit points of view and discuss how the sense of the writer can develop over a text, e.g. in autobiographies. Understand aspects of narrative structure, e.g. how paragraphs build up a narrative, how chapters or paragraphs are linked together. Analyse how the structure or organisation of a poem supports the expression of moods, feelings and attitudes. Understand and explain how different conventions and presentational features are used across a range of information or non-narrative texts. Compare different types of information texts, including texts which are a mix of text types or were written for a number of purposes simultaneously, and identify differences in the way that they are structured. Make comparisons and draw contrasts between different elements of a text and across texts. Compare and contrast the work of a single author. Investigate different versions of the same story or different books on the same topic, identifying similarities and differences. Identify and discuss idiomatic phrases, expressions and comparisons (metaphors, similes and embedded metaphors) met in texts, using an appropriate technical vocabulary. Consider how authors have introduced and extended ideas about characters, events or topics through the language choices and the way they have developed them. Comment critically on how a writer uses language to imply ideas, attitudes and points of view. Distinguish between fact, opinion and bias.



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Retrieve	<p>Children can...</p> <ul style="list-style-type: none"> Skim opening sentences of each paragraph to get an overview of a page or section of text. Scan contents, indexes and pages to locate specific information accurately. Identify sections of a text that they need to read carefully in order to find specific information or answer a question. Locate, retrieve and collect information from texts about significant or important elements or aspects (e.g. characters, events, topics). Take information from diagrams, flow charts and forms where it is presented graphically. Express and record their understanding of information orally, using simple graphics or in writing. 	<p>Children can...</p> <ul style="list-style-type: none"> Skim read a text to get an overview of it, scan for key words, phrases and headings. Decide which sections of text to read more carefully to fulfil a particular purpose, e.g. to summarise a text. Identify and discuss key sentences and words in texts which convey important information about characters, places, events, objects or ideas. Pick out key sentences and phrases that convey important information. Take information from diagrams, flow charts and forms where it is presented graphically. 	<p>Children can...</p> <ul style="list-style-type: none"> Locate information accurately through skimming to gain an overall sense of the text. Scan a text to gain specific information. Use the skills of skimming and scanning to locate information efficiently across a range of sources to identify sections of text to read more carefully and re-read/ read on as appropriate. Establish what is known about characters, events and ideas in narrative and non-fiction texts, retrieving details and examples from the text to back up their understanding or argument. Locate information confidently and efficiently, using the full range of features of the information text being read, including information presented graphically. 	<p>Children can...</p> <ul style="list-style-type: none"> Evaluate the value of a text for an identified purpose, drawing on information acquired by skimming and scanning Read carefully sections of texts to research information and to answer questions Use evidence from across a text to explain events or ideas. Identify similarities and differences between characters, places, events, objects and ideas in texts. Retrieve information from texts and evaluate its reliability and usefulness.
Summarise	<p>Children can...</p> <ul style="list-style-type: none"> Make notes from one source to capture key information about a topic through recording or highlighting sentences / key words. Retell main points of a story in sequence. Identify a few key points from across a non-fiction passage. Express ideas and give opinions about stories and poems, identifying specific words and phrases to support their ideas. Use simple graphics or illustrations to record and explain their understanding of information. 	<p>Children can...</p> <ul style="list-style-type: none"> Make notes from one source to answer key questions through: highlighting / recording key words and phrases; using bullet points, diagrams, symbols, abbreviations, mindmapping. Summarise a sentence or paragraphs by identifying the most important elements. Make brief summaries at regular intervals when reading, picking up clues and hints as well as what is directly stated. Understand and comment on ideas introduced in a passage or section they've read, drawing on evidence from the text to do so. Compare and contrast stories, justifying their preferences and opinions. 	<p>Children can...</p> <ul style="list-style-type: none"> Make notes from several sources to gather information. Make regular, brief summaries of what they've read, identifying the key points. Summarise a complete short text or substantial section of a text. Summarise what is known about a character, event or topic, explain any inferences and opinions by reference to the text. Contribute to a discussion where a group explore their understanding of a topic raised through reading. Discuss and comment on texts, and present their ideas in appropriate and helpful formats, including graphically. 	<p>Children can...</p> <ul style="list-style-type: none"> Explore and use their own techniques to make notes. Refine notes by disregarding irrelevant information Make regular, brief summaries of what they've read, linking their summary to previous predictions about the text. Update their ideas about the text in the light of what they've just read. Summarise 'evidence' from across a text to explain events, information or ideas. Summarise their current understanding about a text at regular intervals. Contribute constructively to a discussion about reading, responding to and building on the views of others. Comment critically, orally, in writing and using graphics where necessary to support them, on the impact of books they have read.