

	T1	T2	T3	T4	T5	T6
Decode / word- reading:	Consolidate from Pre- school and Practise Play listening skills games, and listen to the environment around us to develop listening skills	Develop and Embed Listen to the environment around us to develop listening skills through play and games.				
	Introduce Hear and say the initial sound in words e.g. initial sound of their name, initial letter of words in the environment such as T for Tesco.	Practise and Develop Hear and say the initial sound in a wider range of words.				
	Introduce and Practise Look at picture books and introduce the language of stories.	Develop and Embed Look at picture books and, with support, begin to use the language of stories in their own retellings	Develop and Embed Look at picture books and independently use the language of stories.			
	Introduce Begin the RWI phonics scheme working through set 1 sounds in sequence. Revise, if necessary, the following day.	Practise Continue the RWI phonics scheme working through set 1 sounds in sequence. Revise, if necessary, the following day. Introduce and practise Set 1 special friends	Practise Continue the RWI phonics scheme working through set 1 and some children beginning set 2 sounds in sequence.	Practise Continue the RWI phonics scheme, securely blending set 1 sounds, and some children continuing with set 2 in sequence.	Develop Continue the RWI phonics scheme revising set 1 sounds, the majority of children on set 2.	Develop Continue the RWI phonics scheme workir through building speed reading of set 1 sound and becoming more secure of set 2 sounds
		Introduce and Practise Read a phonics book with a parent/carer to support reading at home.	Practise Read a phonics book with a parent/carer to support reading at home.	Practise Read a phonics book with a parent/carer to support reading at home.	Develop Read a phonics book with a parent/carer to support reading at home.	Embed Read a phonics book with a parent/carer to support reading at hon
		Introduce Children on track read weekly outside the phonics lesson using their phonics knowledge so far. Children not on track will become daily readers.	Practise Children on track read weekly outside the phonics lesson using their phonics knowledge so far. Children not on track will become daily readers.	Practise Children on track read weekly outside the phonics lesson using their phonics knowledge so far. Children not on track will become daily readers.	Practise Children on track read weekly outside the phonics lesson using their phonics knowledge so far. Children not on track will become daily readers.	Practise Children on track read weekly outside the phonics lesson using their phonics knowledg so far. Children not on track will become daily readers.

Seament sounds in

simple words and blend

them together using the

sounds taught so far -

using green word cards.

Link sounds to letters.

naming and sounding

alphabet taught so far

the phonics session.

during the day not just in

the letters of the

Practise

Develop



In			

Orally segment sounds in simple words and begin to blend them together using the sounds taught so far using green word cards.

Introduce

Link sounds to letters. naming and sounding the letters of the alphabet taught so far during the day not just in the phonics session.

Practise

Link sounds to letters. naming and sounding the letters of the iust in a phonics lesson.

Introduce

Read some common exception words as they appear in the reading scheme - using red words.

Introduce

Assess

planning.

Begin to use skills to blend nonsense words together to show extent of their blending skills.

Identify gaps in sound

knowledge daily and

RWI Assessments at

use this to inform

the end of term.

Assess

Daily assessments will highlight which children need 1-1 'pinny-time' or support within continuous provision.

RWI Assessments take place at the end of the term.

Practise

Segment sounds in simple words and blend them together using the sounds taught so far using green word cards.

alphabet taught so far. during the day and not

Practise

Read some common exception words as they appear in the reading scheme - using red words.

Practise

Begin to use skills to blend nonsense words together to show extent of their blending skills.

Assess

Identify gaps in sound knowledge daily and use this to inform planning. **RWI** Assessments at the end of term.

Develop

Segment sounds in simple words and blend them together using the sounds taught so far using green word cards. Include words which contain 4-5 sounds and consonant blends.

Develop

Link sounds to letters. naming and sounding the letters of the alphabet taught so far during the day not just in the phonics session.

Practise

Read some common exception words as they appear in the reading scheme - using red words.

Practise

Continue to use skills to blend nonsense words together to show extent of their blending skills.

Assess

knowledge daily and use this to inform planning. RWI Assessments at the end of term.

Identify gaps in sound

Develop

Segment sounds in simple words and blend them together using the sounds taught so far using green word cards.

Embed

Link sounds to letters. naming and sounding the letters of the alphabet taught so far during the day not just in the phonics session.

Develop

Read more common exception words as they appear in the reading scheme - using red words.

Develop

Independently use skills to blend nonsense words together to show extent of their blending skills

Assess

Identify gaps in sound knowledge daily and use this to inform planning. RWI Assessments at the end of term.

Embed

Seament sounds in simple words and blend them together using the sounds taught so far using green word cards.

Embed

Link sounds to letters. naming and sounding the letters of the alphabet taught so far during the day not just in the phonics session.

Develop

Read more common exception words as they appear in the reading scheme - using red words.

Develop

Independently use skills to blend words containing set 2 sounds, and nonsense words, together to show extent of their blending skills.

Assess

Identify gaps in sound knowledge daily and use this to inform planning. RWI Assessments at the end of term. Handover gap analysis to Y1 teachers.



Comprehend, locate	Introduce	Practise	Practise	Develop	Develop	Embed and Assess
and retrieve:	With support, can recall key	With some support, can	With some support, can	With some	With growing	Can independently recal
	facts from a story which has	recall key facts from a	recall some key facts	independence, can	independence, can recall	key facts from a story
	been read to them.	story which has been read to them.	from a story which has been read to them.	recall key facts from a story which has been	key facts from a story which has been read to	which has been read to them.
		read to them.	been read to them.	read to them.	them.	uleili.
	Introduce	Practise	Practise	Develop	Develop	Embed and Assess
	With support, can find information from a picture.	With support, can find information from a	With some support, can find information from a	With some support, can find information from a	With some independence, can find	Can independently find information from a
	momation nom a picture.	picture.	picture.	picture.	information from a	picture.
		'	•		picture independently.	'
	Introduce Locate information which	Practise Locate information which	Practise Locate information which	Develop Locate information which	Develop	Embed and Assess
	can be found easily in the	can be found easily in	can be found easily in	can be found easily in	Locate information which	Locate information which can be found easily in
	text e.g. What did the 3	the text	the text	the text	can be found easily in	the text
	bears eat? Who broke the	e.g. Where is Stanley	e.g. Why did he have no	e.g. Why is Ruby	the text	e.g. What colour was the
	chair? Show me how you know.	going? Show me how you know.	friends? Show me how you know.	worried? Show me how you know.	e.g. Can you find some rhyming words? Show	bus? Where was he going? Show me how
	KHOW.	you know.	you know.	you know.	me how you know.	you know.
	Introduce and Practise	Practise and Develop	Embed and Assess		,	, , , , , , , , , , , , , , , , , , , ,
	Recognise, and read	Recognise and read	Recognise and read			
	their name e.g. on peg label's, on the register,	their name on their name card and the	their name on their name card and the			
	on their work etc	register.	register.			
				Develop		
	•	Introduce With support, recognise,	Practise With support, recognise,	Develop With some	Develop With growing	Embed and Assess Independently
		and read aloud, words	and read aloud, words	independence,	independence,	recognise, and read
		and phrases they have	and phrases they have	recognise, and read	recognise, and read	aloud, words and
		learned.	learned.	aloud, words and phrases they have	aloud, words and phrases they have	phrases they have learned.
				learned.	learned.	leamed.
Inferential	Introduce	Practise	Practise	Develop	Develop	Embed and Assess
understanding:	With adult modelling,	With adult support,	With some support,	With some	With growing	Understand the feelings
	understand the feelings of characters in texts they	understand and discuss the feelings of	understand and discuss the feelings of	independence, understand and discuss	independence, understand and discuss	of characters in texts they listen to - when the
	listen to.	characters in texts	characters in texts	the feelings of characters	the feelings of characters	text does not explicitly
		they listen to.	they listen to.	in texts they listen to.	in texts they listen to.	say so.



	Introduce With support, use the pictures in texts as clues to what is happening in the story.	Practise With support, use the pictures in texts as clues to what is happening in the story.	Practise With some support, use the pictures in texts as clues to what is happening in the story.	Develop With some support, use the pictures in texts as clues to what is happening in the story.	Develop Independently, use the pictures in texts as clues to what is happening in the story.	Embed and Assess Independently, use the pictures in texts as clues to what is happening in the story.
	Introduce With adult modelling, begin to be able to feel the mood of a setting e.g. scary forest	Practise With some support, begin to be able to feel the mood of a setting e.g. scary forest or a funny event e.g. the enormous turnip	Practise With some independence, feel the mood of a setting such as a scary forest or a funny event e.g. The penguin being left by the other penguins.	Develop With some independence, feel the mood of a setting such as such as a scary forest or a funny event e.g. Ruby worrying about different things.	Develop With growing independence feel the mood of a setting such as a scary forest or a funny event e.g. How do the poems make you feel?	Embed and Assess Feel the mood of a setting such as a scary forest or a funny event e.g. how does he feel e=when he rides his bus?
	Introduce As a class, predict what could happen next in the text.	Practise Through direct questioning, predict what could happen next in the text	Practise Through direct questioning, predict what could happen next in the text.	Develop With some independence, predict what could happen next in the text.	Develop With growing independence, predict what could happen next in the text.	Embed and Assess Predict what could happen next in the text.
Respond to text:	Consolidate from Preschool Show pleasure in stories being read to them and show what good listening looks like.	Practise To begin to have favourite texts which they ask for repeatedly. Is able to listen to short stories being read to them.	Practise To begin to have favourite texts which they ask for repeatedly, sometimes remembering words they have read and repeating them aloud.	Develop To begin to engage with books during own learning time.	Develop To begin to engage with books during own learning time.	Embed and Assess Children show they find pleasure in books through choosing/engaging with them in own learning time or through acting out stories in role-play time
	Introduce Refer to the features of a book e.g. the title, the author	Practise Refer to a wider range of features e.g. the title, author, illustrator, blurb.	Practise Refer to a wider range of features of a book including the title, author, illustrator, blurb.	Develop Discuss the features of a book including the title, author, illustrator, blurb.	Develop Discuss the features of a book including the title, author, illustrator, blurb.	Embed and Assess Discuss the features of a book, fiction and non-fiction, including the title, author, illustrator, blurb, sub-headings etc
	Introduce Understand where they can access books in the school and in the community e.g. discuss what a library is and where our local one is.	Practise To know that I can look at books for pleasure and can take a chosen book home from the classroom or library.	Practise To know that I can look at books for pleasure and, with prompting, can take a chosen book home from the classroom or library.	Develop Often, with little prompting, look at a book from the classroom or the library and read at home.	Develop Independently choose to look at a book from the classroom or the library and read at home.	Embed and Assess Independently choose to look at a book from the classroom or the library and read at home regularly.
	Consolidate from Preschool Enjoy sharing poems and rhymes together.	Practise Enjoy sharing poems and rhymes together.	Practise Enjoy sharing poems and rhymes together.	Develop Enjoy sharing poems and rhymes together, beginning to make suggestions for actions.	Develop Enjoy sharing poems and rhymes together, beginning to make suggestions for actions.	Embed and Assess Enjoy sharing poems and rhymes together, using actions to show understanding and, sometimes, participating in group performances.



	Introduce Begin to discuss a favourite character or a favourite story. Introduce	Practise With some support, discuss a favourite character or a favourite story.	Practise With some support, discuss a favourite character or a favourite story.	Develop With less support, discuss a favourite character or a favourite story.	Develop Independently, discuss a favourite character or a favourite story.	Embed and Assess Independently, discuss a favourite character or a favourite story.
	With adult modelling, may be able to say why things happened in the text.	Practise With adult modelling, may be able to say why things happened in the text.	Practise With support, is beginning to say why things happened in the text.	Develop With less support, is beginning to say why things happened in the text.	Develop Mostly independently, can say why things happened in the text.	Embed and Assess Independently, can say why things happened in the text.
	Introduce With adult encouragement, join in with repeating refrains and rhyming words.	Practise Remember some of the words they have heard e.g. repeating refrains and rhyming words.	Practise Remember some of the words they have heard e.g. repeating refrains and rhyming words.	Develop Without prompting, remember some of the words they have heard e.g. repeating refrains and rhyming words.	Develop and Introduce Without prompting, sometimes read a familiar book for themselves, remembering some of the words they have heard e.g. repeating refrains and rhyming words.	Practise and Embed Sometimes read a familiar text aloud to themselves, remembering some of the words they have heard e.g. repeating refrains and rhyming words.
	Introduce Talk about the pictures they see in books with the adult that is reading with them.	Practise Begin, with some support, to be able to explain how the pictures relate to the story.	Practise Begin, with some support, to be able to explain how the pictures relate to the story.	Develop With increasing independence, explain how the pictures relate to the story.	Develop With increasing independence, explain how the pictures relate to the story.	Embed and Assess Independently, be able explain how the pictures relate to the story.
	Introduce Observe an adult pointing to parts of a text in answer to questions.	Practise Begin, with adult modelling, to point to parts of the text in answer to questions.	Practise Begin, with adult modelling, to point to parts of the text in answer to questions.	Develop With support, point to parts of the text in answer to questions.	Develop With less support, point to parts of the text in answer to questions.	Embed and Assess Independently, point to parts of the text in answer to questions.
Fluency and phrasing:	Introduce and Practise Recognise, and read their name e.g. on peg label's, on the register, on their work etc	Practise and Develop Recognise, and read their name e.g. on peg label's, on the register, on their work etc	Embed Recognise, and read their name automatically with fluency.			
	Consolidate from Pre- school and Introduce Recite some familiar rhymes and songs by heart. Join in with a refrain during group recitation.	Practise Join in with a refrain during group recitation. With adult modelling, recite rhymes to a given rhythm.	Practise Join in with a refrain during group recitation. With adult modelling, recite rhymes to a given rhythm.	Develop Join in with a refrain during group recitation. Recite rhymes to a given rhythm, perhaps marching or clapping to the beat.	Develop Join in with a refrain during group recitation. Recite rhymes to a given rhythm, perhaps marching or clapping to the beat.	Embed and Assess Join in with a refrain during group recitation. With growing confidence, recite rhymes to a given rhythm, perhaps marching or clapping to the beat.



Introduce With support, begin to	Practise With support, begin to	Develop With some support, read	Develop With some support, read	Develop With minimal support,
read words showing understanding by the way they say it.	read words and simple sentences, showing understanding by the way they say it.	words and simple sentences, showing understanding by the way they say it.	words and simple sentences, showing understanding by the way they say it.	read words and simple sentences, showing understanding by the way they say it.
	Introduce, Practise and Embed Sing the alphabet song.			
	Introduce With support, sight-read familiar labels and words in the environment e.g. snack, milk with visuals prompts.	Practise With support, sight-read familiar labels and words in the environment e.g. snack, milk, with visual prompts.	Develop With some support, sight-read familiar labels and words in the environment e.g. snack, pens, sink.	Develop With some support, sight-read familiar labels and words in the environment.
Introduce Begin to learn red words (CEW) in the order as introduced by the RWI scheme	Practise and Assess With support, recognise and read some common exception words in the order as introduced by the RWI scheme.	Practise and Assess With support, recognise and read some common exception words in the order as introduced by the RWI scheme.	Develop and Assess With increasing confidence, recognise and begin to read independently many common exception words with some automaticity, in the order as introduced by the RWI scheme.	Develop and Assess With increasing confidence, recognise and read independently many common exception words with automaticity, in the order as introduced by the RWI scheme.



	End Points wh	and skills in Reading	Year Group 1			
	T1	T2	T3	T4	T5	T6
Decode / word-reading:	Consolidate from Year R and Continue Continue to apply phonic knowledge and skills as the route to decode words. Introduce	Practise	Embed	Practise and Develop	Develop and Embed	Embed
	In line with RWI progression doc, continue to apply phonic knowledge and skills through introducing set 2 (for some set 3) sounds.	Apply phonic knowledge	Set 1 and set 2 sounds. Introduce and Practise In line with RWI progression doc, continue to apply phonic knowledge and skills through introducing the rest of the set 3 sounds.	Read some set 3 speedily. Build speed of reading words containing set 1, 2	With growing confidence and independence, can apply phonic knowledge and skills as the route to decode words and be able to read all set 1, 2 and 3 sounds.	Confidently and independently, can apply phonic knowledge and skills as the route to decode words and be able to read all set 1, 2 and 3 sounds.
	Practise Read aloud accurately books that are consistent with their developing phonic knowledge, blending sounds in unfamiliar words.	Practise Read aloud accurately books that are consistent with their developing phonic knowledge, blending sounds in unfamiliar words.	Practise Read aloud accurately books that are consistent with their developing phonic knowledge, blending sounds in unfamiliar words.	Practise Read aloud accurately books that are consistent with their developing phonic knowledge, blending sounds in unfamiliar words.	Practise Read aloud accurately books that are consistent with their developing phonic knowledge, blending sounds in unfamiliar words.	Practise Read aloud accurately books that are consistent with their developing phonic knowledge, blending sounds in unfamiliar words.
	Assess As per RWI assessment schedule, which take place every 6 weeks.	Assess As per RWI assessment schedule, which take place every 6 weeks.	Assess As per RWI assessment schedule, which take place every 6 weeks.	Assess As per RWI assessment schedule, which take place every 6 weeks.	Assess As per RWI assessment schedule, which take place every 6 weeks.	Assess As per RWI assessment schedule, which take place every 6 weeks. Read with fluency at 70 words per minute.



R and Cont Continue to Common Ex words from Introduce Introduce so	tinue read xception Year R Practise Read Common	ntroduce some of the common Exception words	Practise Read Common Exception words for Year 1, noting unusual	Develop Read Common Exception words for Year 1, noting unusual	Develop and Embed Read Common Exception words for Year 1, noting unusual	Embed Read Common Exception words for Year 1, noting unusual
	correspondences.		correspondences.	correspondences.	Read contracted words e.g. I'm, she's and to understand that an apostrophe in a contraction represents	Practise Read contracted words e.g. I'm, she's and to understand that an apostrophe in a contraction represents an omitted letter.
	riod nordo mirrondana	led words in RWI and nrough weekly spelling	Assess Red words in RWI and through weekly spelling tests.	Assess Red words in RWI and through weekly spelling tests.	Assess Red words in RWI and through weekly spelling tests.	Assess Red words in RWI and through weekly spelling tests.



Comprehend, locate and retrieve:	Consolidate from Year R and continue As a class, listen to, and discuss, stories at a level beyond that at which they can read independently.	Introduce Listen to, and discuss, stories at a level beyond that at which they can read independently.	Develop Listen to, and discuss, a wide range of stories at a level beyond that at which they can read independently.	Develop Listen to, and discuss, a wide range of stories at a level beyond that at which they can read independently.	Practise Read, listen to and discuss a wide range of texts at a level beyond that at which they can read independently.	Develop Read, listen to and discuss a wide range of texts at a level beyond that at which they can read independently.
	Introduce Begin to become familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.	Practise Begin to become familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.	Practise Become familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.	Develop Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.	Develop Become confident with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.	Embed Become confident with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.
	Introduce Recognise and join in with predictable phrases with teacher modelling.	Practise Recognise and join in with predictable phrases with some teacher modelling.	Practise Recognise and join in with predictable phrases with some teacher modelling.	Develop With growing independence, can recognise and join in with predictable phrases.	Develop With growing independence, can recognise and join in with predictable phrases.	Embed With growing independence, can recognise and join in with predictable phrases.
	Introduce Learn to appreciate rhymes and poems, and to recite some words/phrases by heart.	Practise Learn to appreciate rhymes and poems, and to recite some by heart.	Practise Learn to appreciate rhymes and poems, and to recite some by heart.	Develop Learn to appreciate rhymes and poems, and to recite some by heart.	Develop Learn to appreciate rhymes and poems, and to recite some by heart with increasing confidence.	Embed Learn to appreciate rhymes and poems, and to recite some by heart with confidence.
	Introduce and Practise Link what they read, or hear read, to their own experiences.	Practise Link what they read, or hear read, to their own experiences.	Practise Link what they read, or hear read, to their own experiences.	Develop With increasing independence, can link what they read, or hear read, to their own experiences.	Develop With increasing independence, can link what they read, or hear read, to their own experiences.	Embed With increasing independence, can link what they read or hear read to their own experiences.



	Consolidate from Year R and Continue As a class, talk about the title and how it relates to the events in the text.	Practise Talk about the title and how it relates to the events in the text;	Practise Talk about the title and how it relates to the events in the text.	Develop Talk about the title and how it relates to the events in the text.	Develop Talk about the title and begin to discuss its significance and how it relates to the events in the text.	Embed Talk about the significance of the title and how it relates to the events in the text.
	Introduce With adult modelling, understand and explain key facts about what is read to them.	Practise With adult modelling, understand and explain key facts about what is read to them from a wider range of texts.	Practise With some support, explain key facts about what is read to them from a variety of texts, including poems, non- fiction and stories e.g. key characters, places and events.	Develop With some independence, explain key facts about what is read to them from a variety of texts, including poems, non-fiction and stories e.g. key characters, places and events.	Develop Independently, explain key facts about what is read to them from a variety of texts, including poems, non-fiction and stories e.g. key characters, places and events.	Develop Independently, and with confidence, explain key facts about what is read to them from a variety of texts, including poems, non-fiction and stories e.g. key characters, places and events.
				Introduce Begin to explain clearly their understanding of what is read to them.	Practise Explain their understanding of what is read to them.	Develop Explain clearly their understanding of what is read to them.
	Introduce Retrieve answers to simple literal who, what, when, and how questions with teacher support.	Practise Retrieve answers to simple literal who, what, where, when and how questions with increasing independence.	Practise Retrieve answers to simple literal who, what, where, when, how and which questions with increasing independence.	Develop Retrieve answers to simple literal who, what, where, when, how and which questions mostly independently. Introduce and Practise Learn some ways to find information in non-fiction texts.	Develop Retrieve answers to simple literal who, what, where, when, how and which questions mostly independently. Practise Learn some ways to find information in non-fiction texts.	Embed Retrieve answers to simple literal who, what, where, when, how and which questions independently. Develop With some independence, find information in non-fiction texts.
	Assess As per school's assessment policy.	Assess As per school's assessment policy.	Assess As per school's assessment policy.	Assess As per school's assessment policy.	Assess As per school's assessment policy.	Assess As per school's assessment policy.
Inferential understanding:	Introduce Begin to draw on what they already know, or on background Information and vocabulary provided by the teacher, to help them understand what they've read.	Practise Begin to draw on what they already know, or on background Information and vocabulary provided by the teacher, to help them understand what they've read.	Practise With support, draw on what they already know, or on background Information and vocabulary provided by the teacher, to help them understand what they've read.	Develop With support, draw on what they already know, or on background Information and vocabulary provided by the teacher, to help them understand what they've read.	Develop With some independence, draw on what they already know, or on background Information and vocabulary provided by the teacher, to help them understand what	Embed Draw on what they already know, or on background Information and vocabulary provided by the teacher, to help them understand what they've read.



	Introduce Through the books that they listen to, begin to make simple inferences on the basis of what is being said and done.	Practise Through both the books they can already read accurately and fluently, and those they listen to, begin to make simple inferences on the basis of what is being said and done.	Develop Through both the books they can already read accurately and fluently, and those they listen to, make simple inferences on the basis of what is being said and done.	Develop Through both the books they can already read accurately and fluently, and those they listen to, make simple inferences on the basis of what is being said and done.	Develop Through both the books they can already read accurately and fluently, and those they listen to, make simple inferences on the basis of what is being said and done.	Develop Through both the books they can already read accurately and fluently, and those they listen to, make simple inferences on the basis of what is being said and done.
	Introduce With adult modelling, predict what might happen next in a sequenced story, based on what has been read so far.	Practise With some support, predict what might happen next in a sequenced story, based on what has been read so far.	Practise With some support, predict what might happen next in a sequenced story, based on what has been read so far.	Develop With growing confidence, predict what might happen next in a sequenced story, based on what has been read so far.	Develop Confidently, predict what might happen next in a sequenced story, based on what has been read so far.	Embed Confidently, make a prediction on what might happen next in a sequenced story, based on what has been read so far.
				Introduce With adult support, begin to explain their understanding of what is read to them, beyond that which is explicitly stated. e.g. How does feel about being here?	Practise With some support, explain their understanding of what is read to them, beyond that which is explicitly stated. e.g. Why is theinterested in the?	Practise With some independence, explain their understanding of what is read to them, beyond that which is explicitly stated. e.g. Why did put them in that order?
	Assess As per school's assessment policy.	Assess As per school's assessment policy.	Assess As per school's assessment policy.	Assess As per school's assessment policy.	Assess As per school's assessment policy.	Assess As per school's assessment policy.
Respond to text:	Consolidate from Year R and Continue With support, participate in discussions about what is read to them, taking turns and listening to what others say.	Practise With support, participate in discussions about what is read to them, taking turns and listening to what others say.	Practise With some support, participate in discussions about what is read to them, taking turns and listening to what others say.	Develop With increasing independence, participate in discussions about what is read to them, taking turns and listening to what others say.	Develop Independently, participate in discussions about what is read to them, taking turns and listening to what others say.	Embed Independently and confidently, participate in discussions about what is read to them, taking turns and listening to what others say.



						4
	Introduce As a class, discuss word meanings, linking new meanings to those already known. Introduce Listen to, share and discuss a wide range of high-quality stories which are beyond those they can read by themselves.	Practise With support, begin to discuss word meanings, linking new meanings to those already known. Practise Listen to, share and discuss a wide range of high-quality books which are beyond those they can read by themselves.	Practise With support, begin to discuss word meanings, linking new meanings to those already known. Practise Listen to, share and discuss a wide range of high-quality books which are beyond those they can read by themselves.	Develop With growing confidence, discuss word meanings, linking new meanings to those already known. Develop Listen to, share and discuss a wide range of high-quality books which are beyond those they can read by themselves.	Develop With growing confidence, discuss word meanings, linking new meanings to those already known. Develop Listen to, share and discuss a wide range of high-quality books which are beyond those they can read by themselves.	Embed Discuss word meanings, linking new meanings to those already known. Develop Listen to, share and discuss a wide range of high-quality books which are beyond those they can read by themselves.
	Introduce With adult support, learn to appreciate poems and rhymes.	Practise With adult support, learn to appreciate poems and rhymes.	Practise With support, learn to appreciate poems and rhymes.	Develop With support, learn to appreciate poems and rhymes, beginning to perform some by heart.	Develop With increasing independence, learn to appreciate poems and rhymes, beginning to perform some by heart.	Embed Independently, learn to appreciate poems and rhymes, learning some to perform by heart.
	Introduce With adult modelling, listen to new words in texts read aloud to them, which broaden their vocabulary	Practise With support, listen to and use new words in texts read aloud to them, which broaden their vocabulary.	Practise With some support, listen to and use new words in texts read aloud to them, which broaden their vocabulary.	Practise With some support, explain clearly their understanding of what is read to them.	Develop With some confidence, listen to and use new words in texts read aloud to them, which broaden their vocabulary.	Develop With increasing confidence, listen to and use new words in texts read aloud to them, which broaden their vocabulary.
	Consolidate from Year R and Continue Show pleasure in stories being read to them and continue to develop a love of reading.	Practise With some support, develop a love of reading.	Practise With some support, develop a love of reading.	Develop With increasing confidence, develop a love of reading.	Develop Confidently, develop a love of reading.	Develop Continue to develop a love of reading.
	Assess As per school's assessment policy.	Assess As per school's assessment policy.	Assess As per school's assessment policy.	Assess As per school's assessment policy.	Assess As per school's assessment policy.	Assess As per school's assessment policy.
I						



Fluency and phrasing:	Continue and Practise To build speed of reading words containing set 1 sounds.	Practise To build speed of reading words containing set 2 sounds.	Practise To build speed of reading words containing set 1,2 and the first 6 set 3 sounds.	Practise To build speed of reading words containing set 1, 2 and 3 sounds.	Practise Children to build speed of reading words containing set 1, 2 and 3 sounds. Read multisyllabic words with increased accuracy. 60-70 words per minute.	Practise Children to read words containing set 1, 2 and 3 sounds speedily. Read multisyllabic words with increased accuracy and pace. 70 words per minute.
	Continue and Introduce With support, join in with others to recite some familiar complete rhymes and songs by heart. Join in with predictable phrases.	and songs by heart	Practise Practise reciting some familiar complete rhymes and songs by heart alongside others. Join in with predictable phrases.	Develop Recite some familiar complete rhymes and songs by heart. Join in with predictable phrases.	Develop Recite some familiar complete rhymes and songs by heart. Join in with predictable phrases.	Embed Recite some familiar complete rhymes and songs by heart without prompting. Join in with predictable phrases.
			Introduce Check that the text makes sense to them as they read and correct inaccurate reading.	Practise Check that the text makes sense to them as they read and correct inaccurate reading. With support, begin to notice punctuation.	Develop Check that the text makes sense to them as they read and correct inaccurate reading. With support, begin to notice punctuation.	Embed Check that the text makes sense to them as they read and correct inaccurate reading. Begin to notice punctuation.
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	. Introduce Reread favourite books to themselves to gain confidence with word- reading and fluency.	Practise Reread favourite books to themselves to gain confidence with word- reading and fluency.	Practise Reread favourite books to themselves to gain confidence with word- reading and fluency.	Develop Reread favourite books to themselves to gain confidence with word- reading and fluency.	Embed Reread favourite books to themselves to gain confidence with word- reading and fluency.
		Introduce Begin to sound and blend unfamiliar printed words quickly and accurately using their phonemic knowledge and skills.	Practise Begin to sound and blend unfamiliar printed words quickly and accurately using their phonemic knowledge and skills.	Develop Begin to sound and blend unfamiliar printed words quickly and accurately using their phonemic knowledge and skills.	Embed Begin to sound and blend unfamiliar printed words quickly and accurately using their phonemic knowledge and skills.
Assess As per RWI assessment schedule, which take place every 6 weeks.	Assess As per RWI assessment schedule, which take place every 6 weeks.	Assess As per RWI assessment schedule, which take place every 6 weeks.	Assess As per RWI assessment schedule, which take place every 6 weeks.	Assess As per RWI assessment schedule, which take place every 6 weeks.	Assess In line with the Phonics Screening Check. Assess As per RWI assessment schedule, which take place every 6 weeks.



	End Points which show Progression of knowledge, understanding and skills in Reading Year Group 2							
	T1	T2	T3	T4	T5	T6		
Decode / word-reading:	Consolidate from Year 1 and Assess Respond speedily with the correct sounds to graphemes for all 40+ phonemes (Set 1,2 and 3 sounds) including, where applicable, alternative sounds for graphemes.	Consolidate from Year 1 and Assess Close any missing sound gaps to be able to respond speedily with the correct sounds to graphemes for all 40+ phonemes (Set 1,2 and 3 sounds) including, where applicable, alternative sounds for graphemes.	Practise With some support, read most words quickly and accurately without overt sounding and blending when these have been frequently encountered. Assess Children on track for expected will complete the programme at the end of Spring 1.					
	Consolidate from Year 1 and Assess 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.	Consolidate from Year 1 and Assess 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.	Introduce Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.	Practise Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.	Develop Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.	Embed Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.		
	Consolidate from Year 1 and Practise Read other words of more than one syllable that contain taught GPCs as well as words that contain common suffixes.	Consolidate from Year 1 and Practise With adult support, begin to read accurately words of two or more syllables that contain the same graphemes as well as words that contain common suffixes.	Practise With some support, read accurately words of two or more syllables that contain the same graphemes as well as words that contain common suffixes.	Practise With some independence, read accurately words of two or more syllables that contain the same graphemes as well as words that contain common suffixes.	Develop Accurately, read words of two or more syllables that contain the same graphemes as well as words that contain common suffixes.	Accurately, read words of two or more syllables that contain the same graphemes as well as words that contain common suffixes.		
	Consolidate from Year 1, Assess and Introduce Read Common Exception words from Year 1 and begin to read some Common Exception words for Year 2	Embed and Practise Read all Year 1 Common Exception words. With adult support, begin to read some Common Exception words for Year 2.	Practise With some support, read some Common Exception words for Year 2.	Practise With some independence, read some Common Exception words for Year 2.	Develop Accurately, read many Common Exception words for Year 2.	Accurately, read most Common Exception words for Year 2.		



	Continue from Year 1 and Practise Begin to read words with contractions and understand that an apostrophe represents an omitted letter. Continue from Year 1 and Practise Read familiar books to	Develop Read some words with contractions and understand that an apostrophe represents an omitted letter. Practise Read familiar books to build up fluency and	Embed Read words with contractions and understand that an apostrophe represents an omitted letter. Practise Read familiar books to build up fluency and	Develop Read familiar books to build up fluency and	Develop Read familiar books to build up fluency and	Embed Read familiar books to build up fluency and
	build up fluency and confidence in word reading.	confidence in word reading.	confidence in word reading.	confidence in word reading.	confidence in word reading.	confidence in word reading.
	Assess As per RWI assessment schedule, which take place every 6 weeks.	Assess As per RWI assessment schedule, which take place every 6 weeks.	Assess As per RWI assessment schedule, which take place every 6 weeks.	Assess As per RWI assessment schedule, which take place every 6 weeks.	Assess As per RWI assessment schedule, which take place every 6 weeks.	Assess As per RWI assessment schedule, which take place every 6 weeks. Assess PSC for Y2 retakes.
Comprehend, locate and retrieve:	Introduce With adult modelling, begin to scan for key words in the text in order to locate answers.	Practise With adult support, scan for key words in the text in order to locate answers.	Practise With some support, scan for key words in the text in order to locate answers.	Develop With some independence, scan for key words in the text in order to locate answers.	Develop With growing independence, scan for key words in the text in order to locate answers.	Embed Independently scan for key words in the text order to locate answers.
	Introduce With adult support, begin to recognise simple recurring literary language e.g Once upon a time Long, long agoor repetition and alliteration.	Practise With some support, recognise simple recurring literary language e.g Once upon a time Long, long agoor repetition and alliteration.	Practise With some independence, recognise recurring simple literary language e.g Once upon a time Long, long agoor repetition and alliteration.	Develop With increasing independence, recognise simple recurring literary language e.g Once upon a time Long, long agoor repetition and alliteration.	Develop Independently, recognise simple recurring literary language e.g Once upon a time Long, long agoor repetition and alliteration.	Embed Independently, recognise simple recurring literary language e.g Once upon a time Long, long agoor repetition and alliteration.
	Introduce Begin to draw on vocabulary knowledge to understand texts and solve problems under the 5 reading content domains: decode, retrieve, sequence, infer and predict.	Practise With some support, draw on vocabulary knowledge to understand texts under the 5 reading content domains: decode, retrieve, sequence, infer and predict.	Practise With some support, draw on vocabulary knowledge to understand texts under the 5 reading content domains: decode, retrieve, sequence, infer and predict.	Practise With growing confidence, draw on vocabulary knowledge to understand texts under the 5 reading content domains: decode, retrieve, sequence, infer and predict.	Develop With some independence, draw on vocabulary knowledge to understand texts under the 5 reading content domains: decode, retrieve, sequence, infer and predict.	Embed Independently, draw on vocabulary knowledge to understand texts under the 5 reading content domains: decode, retrieve, sequence, infer and predict.



Introduce

Begin to discuss and clarify the meanings of words. linking new meanings to known vocabulary provided by the teacher.

Introduce

With adult modelling. begin to check the text makes sense as they read

Practise

With adult support. discuss and clarify the meanings of words. linking new meanings to known vocabulary provided by the teacher.

Practise

With support, check the text makes sense as they read.

Introduce

With adult support. listen to and discuss a wide range of poems. stories and non-fiction at a level beyond that at which they can read independently.

Introduce

With adult modelling, begin to analyse the wording of a question in order to choose what to look for in a text, e.g. Who? What? When?

Introduce

With adult modelling, find answers where the question word does not match the text word.

discuss and clarify the meanings of words. known vocabulary provided by the teacher.

Practise

With support, check the text makes sense as they read.

Practise

With some support. listen to and discuss a wide range of poems. stories and non-fiction at a level beyond that at which they can read independently.

Practise

With some support, analyse the wording of a question in order to choose what to look for in a text.

Practise

With support, find answers where the question word does not match the text word.

Introduce

Assess

As per school's

assessment policy.

Begin to learn to: navigate different paragraphs of information texts and locate the most suitable paragraph e.g. by reading subheadings or using other visual information, in order to retrieve solutions.

Assess

As per school's As per school's assessment policy. assessment policy.

Assess

Practise

With some support. linking new meanings to

With some support. listen to and discuss a wide range of poems. stories and non-fiction at a level beyond that at which they can read independently.

Practise

Develop

Mostly independently.

discuss and clarify the

linking new meanings to

independence, check the

text makes sense as they

meanings of words.

known vocabulary

provided by the

teacher.

Develop

read.

Practise

With some

With some confidence. analyse the wording of a question in order to choose what to look for in a text.

Develop

With some confidence. find answers where the question word does not match the text word.

Practise

With some support navigate different paragraphs of information texts and locate the most suitable paragraph e.g. by reading subheadings or using other visual information, in order to retrieve solutions.

Assess

As per school's assessment policy.

Develop

Discuss and clarify the meanings of words. linking new meanings to known vocabulary provided by the teacher.

Develop

Mostly independently. check the text makes sense as they read.

Develop

Confidently listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.

Develop

Independently, analyse the wording of a question in order to choose what to look for in a text.

Develop

Independently, find answers where the question word does not match the text word.

Practise

With some confidence navigate different paragraphs of information texts and locate the most suitable paragraph e.g. by reading subheadings or using other visual information, in order to retrieve solutions.

Assess

As per school's assessment policy.

Embed

Discuss and clarify the meanings of words.

Embed

Check the text makes sense as they read.

Embed

Confidently listen to and discuss a wide range of poems, stories and non-fiction text at a level beyond that at which they can read independently.

Embed

Independently, analyse the wording of a question in order to choose what to look for in a text.

Embed

Independently, find answers where the question word does not match the text word.

Develop

Independently navigate different paragraphs of information texts and locate the most suitable paragraph e.g. by reading subheadings or using other visual information, in order to retrieve solutions.

Assess

As per school's assessment policy.



Inferential	Introduce	Practise	Practise	Develop	Develop	Embed
understanding:	Begin to make inferences on the basis of what is being said and done.	With support, make inferences on the basis of what is being said and done.	With some support, make inferences on the basis of what is being said and done.	With growing confidence, make inferences on the basis of what is being said and done.	Independently, make inferences on the basis of what is being said and done.	Independently, make inferences on the basis of what is being said and done.
	Consolidate from Year 1 and Continue With adult support, predict what might happen next, on the basis of what has been read so far.	Practise Predict what might happen next, on the basis of what has been read so far.	Practise Predict what might happen next, on the basis of what has been read so far.	Develop Begin to make plausible predictions on what might happen next, on the basis of what has been read so far.	Develop Begin to make plausible predictions on what might happen next, on the basis of what has been read so far.	Embed Independently make mostly plausible predictions on what might happen next, on the basis of what has been read so far.
	Introduce Begin to discuss cause and effect e.g. what has prompted a character's behaviour.	Practise With support, have wide discussions about cause and effect.	Practise With some support, comment on cause and effect e.g. what has prompted a character's behaviour.	Develop With some confidence, comment on cause and effect e.g. what has prompted a character's behaviour.	Develop With confidence, comment on cause and effect.	Embed Independently, comment on cause and effect.
		Introduce Begin to explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.	Practise With support, explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.	Practise With minimal support explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.	Develop Independently, explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.	Embed Independently, explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.



nt policy.
h, and wider range airy stories anal tales.
ntly, develop ure in listening to, and views about ge of texts, ontemporary level beyond endent lity.
in s about texts ad to them they read for s, taking stening to
2



Introduce Begin to discuss favourite words/ phrases in any of the texts this term that interest them.	Practise With some support, discuss favourite words/ phrases in any of the texts this term that interest them.	Practise With minimal support, discuss favourite words/ phrases in any of the texts this term that interest them.	Develop With growing confidence, discuss favourite words/ phrases from texts this term that interest them.	Develop Independently, discuss favourite words/ phrases from any of the texts this term that interest them.	Embed Independently, discuss favourite words/ phrases in any of the texts this term that interest them.
	Introduce Begin to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.	Practise With support, continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.	Develop With growing independence, continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.	Develop With increasing independence and confidence, continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.	Embed Confidently, continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.
	Introduce With adult support, begin to participate in discussions about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say.	Practise With some support, participate in discussions about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say.	Practise With growing confidence, participate in discussions about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say.	Develop Independently, participate in discussions about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say.	Embed Independently, participate in discussions about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say.
		Introduce With some support, begin to discuss the sequence of events in stories; retell these events orally, once the story has become familiar.	Practise With some support, discuss the sequence of events in stories; retell these events orally, once the story has become familiar.	Develop With growing confidence, discuss the sequence of events in stories; retell these events orally, once the story has become familiar.	Embed Independently, discuss the sequence of events in stories; retell these events orally, once the story has become familiar.
Assess As per school's assessment policy.	Assess As per school's assessment policy.	Assess As per school's assessment policy.	Assess As per school's assessment policy.	Assess As per school's assessment policy.	Assess As per school's assessment policy.
Introduce With adult modelling, read and correct inaccurate reading.	Practise With support, read and correct inaccurate reading.	Practise With some support, read and correct inaccurate reading.	Develop With increasing confidence, read and correct inaccurate reading.	Develop Independently, read and correct inaccurate reading.	Embed Independently, read and correct inaccurate reading.
	Assess As per school's assessment policy. Introduce With adult modelling, read and correct	Begin to discuss favourite words/ phrases in any of the texts this term that interest them. Introduce	Begin to discuss favourite words/ phrases in any of the texts this term that interest them. Introduce	Begin to discuss favourite words/ phrases in any of the texts this term that interest them.	Begin to discuss favourite words/ phrases in any of the texts this term that interest them.



Respond the correct grapheme phoneme 3 sounds; where ap	e sounds for alternative sounds for	Continue and Practise To read all words including nonsense and multisyllabic words that include set 1,2,3 sounds speedily and accurately.	poetry, rhymes). To build pace and	Continue and Practise To read a range of text types (fiction, non-fiction, poetry, rhymes). To build pace and fluency of reading.	Continue and Practise To read a range of text types (fiction, non-fiction, poetry, rhymes). To build pace and fluency of reading.
	Introduce With adult modelling, begin to use expression appropriately to support the meaning of sentences, including those which use subordination. To read with developing fluency at 70 + words per minute.	Practise With support, continue to use some expression appropriately to support the meaning of sentences, including those which use subordination. To read with developing fluency at 80 + words per minute.	Practise With some support, begin to use expression appropriately to support the meaning of sentences, including those which use subordination. To read with developing fluency at 80 + words per minute.	Develop With confidence, use expression appropriately to support the meaning of sentences, including those which use subordination. To read with developing fluency at 80 + words per minute.	Embed Independently, use expression appropriately to support the meaning of sentences, including those which use subordination. To read with developing fluency at 90 + words per minute.
	Assess	Assess Children on track for expected will complete the programme at the end of Spring 1.	Assess As per school's assessment policy.	Assess As per school's assessment policy.	Assess As per school's assessment policy.



	End	d Points which show Progressi		<u> </u>	Year Group 3	
	T1	T2	T3	T4	T5	T6
Decode / word- reading:	Continue and Practise Use phonic skills of blending and segmenting to read unfamiliar words.	Practise Without overt blending and segmenting, use phonics skills automatically and consistently to unfamiliar or challenging words.	Practise Without overt blending and segmenting, use phonics skills automatically and consistently to unfamiliar or challenging words.	Develop Without overt blending and segmenting, use phonics skills automatically and consistently to unfamiliar or challenging words.	Develop Without overt blending and segmenting, use phonics skills automatically and consistently to unfamiliar or challenging words.	Embed Use phonics skills automatically and consistently to read unfamiliar or challenging words.
	Practise Decode most new words outside their spoken vocabulary, making a good approximation of the word's pronunciation.	Practise With some support, decode most new words outside their spoken vocabulary, making a good approximation of the word's pronunciation.	Practise With some confidence, decode most new words outside their spoken vocabulary, making a good approximation of the word's pronunciation.	Develop With increasing confidence, decode most new words outside their spoken vocabulary, making a good approximation of the word's pronunciation.	Develop Confidently, decode most new words outside their spoken vocabulary, making a good approximation of the word's pronunciation.	Embed Independently, decode most new words outside their spoken vocabulary, making a good approximation of the word's pronunciation.
	Consolidate from Year 2, Assess Revise Common Exception words taught so far in Y2, noting the unusual correspondences between spelling and sound, and where these occur in the word.	Embed Read all words from the year two Common Exception list. Introduce and Practise With support, begin to read some exception words, some from Y3-4 list, noting the unusual correspondences between spelling and sound, and where these occur in the word.	Practise With some support, read some exception words from Y3-4 list, noting the unusual correspondences between spelling and sound, and where these occur in the word.	Develop With some confidence, read further exception words from Y3-4 list, noting the unusual correspondences between spelling and sound, and where these occur in the word.	Develop With increasing confidence, read many exception words from Y3-4 list, noting the unusual correspondences between spelling and sound, and where these occur in the word.	Embed With increasing confidence, read many exception words from Y3-4 list, noting the unusual correspondences between spelling and sound, and where these occur in the word.
		Introduce With support, begin to apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet.	Practise With some support, apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet.	Practise With some confidence, apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet.	Develop With confidence, apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet.	Embed Independently apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet.



Comprehend	,
locate and	
retrieve:	

Consolidate from Year 2 and Continue

With support, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks

Consolidate from Year

2 and Continue With support, read books that are structured in different ways and read for a range of purposes.

Introduce

With adult modelling learn to use dictionaries to check the meaning of words that they have read.

Consolidate from Year 2 and Continue

With support, check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.

Introduce

With adult modelling retrieve and record information from non-fiction.

Practise

With some support, listen to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.

Practise

With some support, read books that are structured in different ways and read for a range of purposes.

Practise

With support, use dictionaries to check the meaning of words that they have read.

Practise

With some support, check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.

Practise

With support, retrieve and record information from non-fiction.

Practise

With some confidence, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.

Practise

With some confidence, read books that are structured in different ways and read for a range of purposes.

Practise

With some support, use dictionaries to check the meaning of words that they have read.

Practise

With some confidence, check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.

Practise

With some support, retrieve and record information from non-fiction.

Develop

With increasing confidence, listen to and discuss a wide range of fiction, poetry, plays, nonfiction and reference books or textbooks.

Develop

With increasing confidence, read books that are structured in different ways and read for a range of purposes.

Develop

With some confidence, use dictionaries to check the meaning of words that they have read.

Develop

With increasing confidence, check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.

Develop

With growing confidence, retrieve and record information from non-fiction.

Develop

With confidence, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.

Develop

Develop

Develop

Develop

non-fiction.

Confidently, use

they have read.

discussing their

understanding and

words in context.

dictionaries to check the

Confidently, check that the

text makes sense to them.

explaining the meaning of

Confidently, retrieve and

record information from

meaning of words that

Confidently, read books that are structured in different ways and read for a range of purposes.

Embed

Embed

Independently, read books that are structured in different ways and read for a range of purposes.

With confidence listen to

and discuss a wide range

non-fiction and reference

of fiction, poetry, plays.

books or textbooks.

Embed

Independently, use dictionaries to check the meaning of words that they have read.

Embed

Independently, check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.

Embed

Independently, retrieve and record information from non-fiction



Introduce

With adult support, begin to recognise some different forms of poetry e.g. Free Verse, Clerihews and Limericks

Introduce

With support, increase their familiarity with a wide range of books. retelling some of these orally.

Introduce

With adult modelling, start to become more familiar with retrieving facts and information where question words and text language vary i.e. where the literal answer is somewhat 'hidden' in the vocabulary used.

Introduce

Assess

As per school's

With adult modelling. check the accuracy of what they are retrieving by reading around the words or phrases they find

Practise

Practise

Practise

Practise

With support, recognise

some different forms of

poetry e.g. Free Verse.

Clerihews and Limericks

With support, increase

range of books retelling

some of these orally.

With support, become

question words and text

more familiar with

retrieving facts and

information where

language varv.

their familiarity with a wide

With support, check the accuracy of what they are retrieving by reading around the words or phrases they find.

Introduce

With adult modelling. begin to scan for alternative synonyms or phrases.

Assess As per school's assessment policy. assessment policy.

Practise

With some support. recognise some different forms of poetry e.g. Free Verse, Clerihews and Limericks

Practise

With some support. increase their familiarity with a wide range of books, including fairy stories, myths and legends, retelling some of these orally.

Practise

With support, become more familiar with retrieving facts and information where question words and text language vary.

Practise

With some support, check the accuracy of what they are retrieving by reading around the words or phrases they find.

Practise

With support, start to scan for alternative synonyms or phrases.

Introduce

With support, ask questions which improve their own understanding.

Assess

As per school's assessment policy.

Develop

With some confidence. recognise some different forms of poetry e.g. Free Verse, Clerihews and Limericks

Develop

Confidently, increase their familiarity with a wide range of books, including fairy stories, myths and legends, retelling some of these orally.

Develop

With some confidence. become more familiar with retrieving facts and information where question words and text language varv.

Develop

With some confidence. check the accuracy of what they are retrieving by reading around the words or phrases they find.

Develop

With growing confidence, scan for alternative synonyms or phrases.

Practise

With some support, ask questions which improve their own understanding.

Assess

As per school's assessment policy.

Develop

Confidently, recognise some different forms of poetry e.g. Free Verse. Clerihews and Limericks

Develop

Independently, increase their familiarity with a wide range of books, including fairy stories, myths and legends, retelling some of these orally.

Develop With increasing confidence, become more familiar with retrieving facts and information where question words and text language vary.

Independently, check the accuracy of what they are retrieving by reading around the words or phrases they find.

Develop

Develop

Confidently, scan for alternative synonyms or phrases.

With confidence, check

the accuracy of what they

are retrieving by reading

around the words or

phrases they find.

Develop

With some confidence. ask questions which improve their own understanding.

Assess

As per school's assessment policy.

Embed

Embed

Embed

Embed

these orally.

Embed

Independently, recognise

Independently, increase

their familiarity with a wide

range of books, including

legends, retelling some of

fairy stories, myths and

Independently, retrieve

where question words and

facts and information

text language vary.

some different forms of

poetry e.g. Free Verse. Clerihews and Limericks

Independently, scan for alternative synonyms or phrases.

Embed

Independently, ask questions which improve their own understanding.

Assess

As per school's assessment policy.



Inferential	
understanding:	

Consolidate from Year 2 and Introduce

With support, revise how to draw inferences such as inferring characters' feelings, thoughts and motives from their actions.

Consolidate from Year 2 and Introduce

With adult modelling, make a credible prediction on what might happen from details stated **and** implied or from other stories they know.

Introduce

With adult modelling, begin to identify main ideas drawn from more than one paragraph and summarise them.

Assess

As per school's assessment policy.

Introduce and Practise

With adult modelling, draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and begin justifying inferences with evidence.

Practise

With support, make a credible prediction on what might happen from details stated **and** implied or from other stories they know.

Practise

With support, begin to identify main ideas drawn from more than one paragraph and summarise them.

Assess

As per school's assessment policy.

Practise

With support, draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and grow in confidence when justifying inferences with evidence.

Practise

With some support, make a credible prediction on what might happen from details stated **and** implied or from other stories they know.

Practise

With some support, begin to identify main ideas drawn from more than one paragraph and summarise them.

Assess

As per school's assessment policy.

Develop

With some confidence, draw inferences such as inferring characters' feelings, thought and motives from their actions, and justify inferences with evidence.

Develop

With growing confidence, make a credible prediction on what might happen from details stated **and** implied or from other stories they know.

Develop

With some confidence, begin to identify main ideas drawn from more than one paragraph and summarise them.

Assess

As per school's assessment policy.

Develop

With increasing confidence, draw inferences such as inferring characters' feelings, thought and motives from their actions, and justify inferences with evidence.

Develop

With confidence, make a credible prediction on what might happen from details stated **and** implied or from other stories they know.

Develop

With growing confidence, begin to identify main ideas drawn from more than one paragraph and summarise them.

Assess

As per school's assessment policy.

Embed

Independently, draw inferences such as inferring characters' feelings, thought and motives from their actions, and justify inferences with evidence.

Embed

Independently, make a credible prediction on what might happen from details stated **and** implied or from other stories they know.

Embed

Within age-appropriate texts, begin to Independently identify main ideas drawn from more than one paragraph and summarise them.

Assess

As per school's assessment policy.



Respond to	
tovt-	

Introduce

With adult modelling, ask questions to improve their understanding using KS2 reading content domains to develop questioning skills: decode, retrieve. summarise, infer, predict, meaning, language

Practise

With support, ask questions to improve their understanding using KS2 reading content domains to develop questioning skills: decode, retrieve. summarise, infer, predict, meaning, language

Practise

With some support, ask questions to improve their understanding using KS2 reading content domains to develop questioning skills: decode, retrieve. summarise, infer, predict. meaning, language

Develop

With some confidence. ask questions to improve their understanding using KS2 reading content domains to develop auestionina skills: decode, retrieve. summarise, infer, predict. meaning, language

Develop

Confidently, ask questions to improve their understanding using KS2 reading content domains to develop questioning skills: decode, retrieve. summarise, infer, predict. meaning, language

Embed

Independently, ask questions to improve their understanding using KS2 reading content domains to develop questioning skills: decode, retrieve. summarise, infer, predict. meaning, language

Consolidate from Year

2 and Continue With adult modelling. participate in discussions about books that are read to them and those they can read for themselves, taking turns and listening to what others sav.

Practise

With encouragement. participate in discussion about books that are read to them and those they can read for themselves. taking turns and listening to what others say.

Practise

With some support. participate in discussion about books that are read to them and those they can read for themselves. taking turns and listening to what others say.

Develop

With some confidence. participate in discussion about books that are read to them and those they can read for themselves. taking turns and listening to what others say.

Develop

Confidently, participate in discussion about books that are read to them and those they can read for themselves, taking turns and listening to what others say.

Independently, participate in discussion about books that are read to them and those they can read for themselves, taking turns and listening to what others say.

Introduce

With support, identify some simple themes and conventions in a wide range of books.

Practise

With some support, identify some simple themes and conventions in a wide range of books.

Practise

With some support, identify simple themes and conventions in a wide range of books.

Develop

With some confidence, identify simple themes and conventions in a wide range of books.

Develop

Confidently, identify simple themes and conventions in a wide range of books.

Embed

Independently, identify simple themes and conventions in a wide range of books.

Introduce

With adult modelling, begin to retell some stories orally.

Practise

With support, begin to retell some stories orally.

Practise

With some support, retell some stories orally.

Develop

With some confidence. retell some stories orally.

Develop

With some confidence. retell some stories orally.

Embed

Confidently, retell some stories orally.

Introduce

With support, develop positive attitudes to reading by listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference/text books.

Practise

With some support. develop positive attitudes to reading by listening to and discussing a wide range of fiction, poetry. plays, non-fiction and reference/text books.

Practise

With some support, develop positive attitudes to reading by listening to and discussing a wide range of fiction, poetry, plays, nonfiction and reference/text books.

Develop

Confidently, develop positive attitudes to reading by listening to and discussing a wide range of fiction, poetry. plays, non-fiction and reference/text books.

Develop

Independently, develop positive attitudes to reading by listening to and discussing a wide range of fiction, poetry, plays. non-fiction and reference/text books.

Embed

Independently, develop positive attitudes to reading by listening to and discussing a wide range of fiction, poetry. plays, non-fiction and reference/text books.

Introduce

With adult modelling. locate and discuss words and phrases that capture the reader's interest and imagination.

Practise

With support, locate and discuss words and phrases that capture the reader's interest and imagination.

Practise

With some confidence. locate and discuss words and phrases that capture the reader's interest and imagination.

Develop

With increasing confidence. locate and discuss words and phrases that capture the reader's interest and imagination.

Develop

Confidently, locate and discuss words and phrases discuss words and that capture the reader's interest and imagination.

Embed

Confidently, locate and phrases that capture the reader's interest and imagination.

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	.

Introduce With adult modelling, express preferences for text type.	Practise With support, express preferences for text type.	Practise With some support, express preferences for text type.	Develop With some confidence, express preferences for text type.	Develop Confidently, express preferences for text type.	Embed Independently, express preferences for text type.
			Introduce With adult modelling, begin to identify how language, structure and presentation contribute to meaning.	Practise With support, begin to identify how language, structure and presentation contribute to meaning.	Practise With support, begin to identify how language, structure and presentation contribute to meaning.
Assess As per school's assessment policy.	Assess As per school's assessment policy.	Assess As per school's assessment policy.	Assess As per school's assessment policy.	Assess As per school's assessment policy.	Assess As per school's assessment policy.



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Fluency and phrasing:	Consolidate from Year 2 and Continue With support, read a range of age appropriate texts, with developing fluency.	Practise With some support, read a range of age appropriate texts, with developing fluency.	Practise With some support, read a range of age appropriate texts, with developing fluency.	Develop With some confidence, read a range of age appropriate texts, with developing fluency.	Develop Confidently, read a range of age appropriate texts, with developing fluency.	Embed Confidently, read a range of age appropriate texts, with developing fluency.
	Consolidate from Year 2 and Continue With support, accurately read at a speed that is sufficient for them to focus on understanding, rather than on decoding individual words.	Practise With some support, accurately read at a speed that is sufficient for them to focus on understanding, rather than on decoding individual words.	Practise With some confidence, accurately read at a speed that is sufficient for them to focus on understanding, rather than on decoding individual words.	Develop With confidence, accurately read at a speed that is sufficient for them to focus on understanding, rather than on decoding individual words.	Develop Confidently, accurately read at a speed that is sufficient for them to focus on understanding, rather than on decoding individual words.	Embed Confidently, accurately read at a speed that is sufficient for them to focus on understanding, rather than on decoding individual words.
	Consolidate from Year 2 and Continue With adult modelling, when reading aloud, speak audibly and with growing fluency showing some awareness of when to use intonation and volume.	Practise With encouragement, when reading aloud, speak audibly and with growing fluency showing some awareness of when to use intonation and volume.	Practise With encouragement, when reading aloud, speak audibly and with growing fluency showing some awareness of when to use intonation and volume.	Develop With growing confidence, when reading aloud, speak audibly and with growing fluency showing awareness of when to use intonation and volume.	Develop Confidently, when reading aloud, speak audibly and with growing fluency showing awareness of when to use intonation and volume	Embed Confidently, when reading aloud, speak audibly and with growing fluency showing awareness of when to use intonation and volume.
	Introduce With adult modelling, gradually internalise the reading process to read silently.	Practise With encouragement, gradually internalise the reading process to read silently	Practise With some encouragement, gradually internalise the reading process to read silently.	Develop With growing confidence, internalise the reading process to read silently.	Develop Confidently, internalise the reading process to read silently.	Embed Independently, internalise the reading process to read silently.
		Introduce With adult modelling, recite some poems or songs by heart, in groups and sometimes alone, building confidence and fluency.	Practise With support, recite some poems or songs by heart, in groups and sometimes alone, building confidence and fluency.	Practise With some confidence, recite some poems or songs by heart, in groups and sometimes alone, building confidence and fluency.	Develop Confidently, recite some poems or songs by heart, in groups and sometimes alone, building confidence and fluency.	Embed Confidently, recite some poems or songs by heart, in groups and sometimes alone, building confidence and fluency.
	To read 90+ words per minute	To read 90+ words per minute	To read 100+ words per minute	To read 100+ words per minute	To read 100+ words per minute	To read 110+ words per minute
	Assess As per school's assessment policy.	Assess As per school's assessment policy.	Assess As per school's assessment policy.	Assess As per school's assessment policy.	Assess As per school's assessment policy.	Assess As per school's assessment policy.

	End Points wh	ich show Progression of ki	nowledge, understanding a	and skills in Reading	Year Group 4	
	T1	T2	Т3	T4	T5	T6
Decode / word-reading:	Consolidate from Year 3 and Continue With little support, decode alternative sounds for a wide range of graphemes. Use phonics skills of segmenting and blending to address unfamiliar words.	Consolidate from Year 3 and Practise Continue to revise the full range of GPCs, and begin to use phonic skills consistently and automatically when addressing unfamiliar or challenging words.	Consolidate from Year 3 and Practise With minimal support, know the full range of GPCs, and use phonic skills consistently and automatically to address unfamiliar or challenging words.	Consolidate from Year 3 and Practise Confidently know the full range of GPCs, and use phonic skills consistently and automatically to address unfamiliar or challenging words and texts.	Consolidate from Year 3 and Practise Read, with increasing fluency, a range of age- appropriate text types. Read at a speed sufficient enough to focus on understanding.	Consolidate from Year 3 and Practise Read, with fluency, a range of age-appropriate text types. Read at a speed sufficient enough to focus on understanding.
	Consolidate from Year 3 Revise and read exception words taught so far from the Y3-4 list	Practise With increasing confidence, read many exception words from Y3-4 list.	Practise Read many of the exception words from the Y3-4 list.	Develop Read most of the exception words from the Y3-4 list.	Develop Read most of the exception words taught so far from the Y3-4 list.	Embed Revise and read all of the exception words taught from the Y3-4 list.
	Assess As per school's assessment policy.	Assess As per school's assessment policy.	Assess As per school's assessment policy.	Assess As per school's assessment policy.	Assess As per school's assessment policy.	Assess As per school's assessment policy.



Con	nprehend,	locate
and	retrieve:	

Introduce

With adult modelling, explain and discuss their understanding of the text from a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.

Introduce

With adult support, identify how language, structure and presentation contribute to meaning in texts.

Introduce

With adult support, check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context texts.

Introduce

With some support, use dictionaries to define new vocabulary.

Introduce

With adult modelling, develop their reading retrieval skills, working across a wider range of texts.

Introduce

With adult support, work with texts of increasing length, to retrieve information across the whole text as well as within one sentence or paragraph.

Practise

With some support, explain and discuss their understanding of the text from a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.

Practise

With some support, identify how language, structure and presentation contribute to meaning in texts.

Practise

With some support, check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.

Practise

Use dictionaries with growing independence, to define new vocabulary.

Practise

With support, develop their reading retrieval skills, working across a wider range of texts.

Practise

With support, work with texts of increasing length, to retrieve information across the whole text as well as within one sentence or paragraph.

Practise

With minimal support, explain and discuss their understanding of the text from a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.

Practise

With some confidence, identify how language, structure and presentation contribute to meaning in texts.

Practise

With support, check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.

Practise

Use dictionaries with growing independence, to define new vocabulary.

Practise

With some support, develop their reading retrieval skills, working across a wider range of texts.

Practise

With some support, work with texts of increasing length, to retrieve information across the whole text as well as within one sentence or paragraph.

Develop

With increasing confidence, explain and discuss their understanding of the text from a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks

Develop

Confidently, identify how language, structure and presentation contribute to meaning in texts.

Develop

With growing confidence, check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.

Develop

Use dictionaries with growing independence, to define new vocabulary

Develop

With growing confidence, develop their reading retrieval skills, working across a wider range of texts.

Develop

With increasing independence, work with texts of increasing length to retrieve information across the whole text as well as within one sentence or paragraph.

Develop

Confidently, explain and discuss their understanding of the text from a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.

Develop

Independently, identify how language, structure and presentation contribute to meaning in texts.

Develop

Independently, check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.

Develop

Use dictionaries with growing independence, to define new vocabulary.

Develop

Independently, develop their reading retrieval skills, working across a wider range of texts.

Develop

Independently, work with texts of increasing length to retrieve information across the whole text as well as within one sentence or paragraph.

Embed

Independently, explain and discuss their understanding of the text from a wide range of fiction, poetry, plays, nonfiction and reference books or textbooks.

Embed

Independently, identify how language, structure and presentation contribute to meaning in texts.

Embed

Independently, check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.

Embed

Independently use dictionaries with growing confidence, to define new vocabulary.

Embed

Independently, develop their reading retrieval skills, working across a wider range of texts.

Embed

Confidently, work with texts of increasing length, to retrieve information across the whole text as well as within one sentence or paragraph.

*

Introduce With adult support scan a whole text select which paragesection of text, and may be located in then use the text support their answer.	first to graph, or select which paragraph, or section of text, an answer may be located in and then use the text	Practise With some support, skim or scan a whole text first to select which paragraph, or section of text, an answer may be located in and then use the text to support their answers.	Develop With developing confidence, skim or scan a whole text first to select which paragraph, or section of text, an answer may be located in and then use the text to support their answers.	Develop Independently, skim or scan a whole text first to select which paragraph, or section of text, an answer may be located in and then use the text to support their answers.	Develop Confidently and independently, skim or scan a whole text first to select which paragraph, or section of text, an answer may be located in and then use the text to support their answers.
Consolidate With support, revise examples of Free V poetry.		Practise With support, explore different forms of poems e.g Kennings and Tetractys.	Practise With support, explore different forms of poems e.g Kennings and Tetractys.	Develop Explore different forms of poems e.g Kennings and Tetractys.	Embed Explore different forms of poems e.g Free Verse, Kennings and Tetractys.
Assess As per school's assessment policy	Assess As per school's assessment policy.	Assess As per school's assessment policy.	Assess As per school's assessment policy.	Assess As per school's assessment policy.	Assess As per school's assessment policy.



Inferential						
understanding:	Continue and Practise Begin to ask questions to improve their understanding of a text when needed.	Practise With encouragement, ask questions to improve their understanding of a text when necessary.	Practise With some confidence, ask questions to improve their understanding of a text when needed.	Develop Confidently, ask questions to improve their understanding of a text when needed.	Develop Confidently and independently, ask questions to improve their understanding of a text when necessary.	Embed Independently, ask questions to improve their understanding of a text when necessary.
	Introduce and Practise With growing confidence, and adult support, identify themes and conventions within a range of books.	Practise With growing confidence, and adult support, identify themes and conventions within a range of books.	Practise With growing confidence, and some support, identify themes and conventions within a range of books.	Develop With growing confidence, and some support, identify themes and conventions within a range of books.	Develop With increasing independence, and adult support, identify themes and conventions within a range of books.	Develop With increasing independence, identify themes and conventions within a range of books.
	Introduce With adult support, make credible predictions about what might happen from details stated and implied.	Practise With some support, make credible predictions about what might happen from details stated and implied.	Practise With some support, make credible predictions about what might happen from details stated and implied.	Develop With some independence, make credible predictions about what might happen from details stated and implied.	Develop Independently, make credible predictions about what might happen from details stated and implied.	Embed Independently, make credible predictions about what might happen from details stated and implied.
	Continue from Year 3 and Practise With adult support, draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence.	Practise With minimal support, draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence.	Develop Independently, draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence.	Develop Independently, draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence.	Develop Independently, draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence.	Embed Independently, and sometimes without prompting, draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence.
	Assess As per school's assessment policy.	Assess As per school's assessment policy.	Assess As per school's assessment policy.	Assess As per school's assessment policy.	Assess As per school's assessment policy.	Assess As per school's assessment policy.



Respond	to text:
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Introduce

With growing confidence, and gathering experience from a wider range of texts, children build positive attitudes to reading, by reading, listening to and discussing a wide range of fiction, non-fiction and poetry.

Introduce

With adult modelling, show an increasing awareness of authorial choice, discuss words and phrases which capture their interest.

Introduce

With adult modelling, discuss the impact of the text on the reader and how this has been achieved using how, what, where and why questions. Include poetic devices.

Introduce and Practise

Begin to develop their familiarity with a range of text types including myths and legends. Retell some of these orally.

Assess

As per school's assessment policy.

Practise

With growing confidence, and gathering experience from a wider range of texts, children build positive attitudes to reading, by reading, listening to and discussing a wide range of fiction, non-fiction and poetry.

Practise

With support, show an increasing awareness of authorial choice, discuss words and phrases which capture their interest.

Practise

With support, discuss the impact of the text on the reader and how this has been achieved using how, what, where and why questions. Include poetic devices.

Practise

Develop their familiarity with a range of text types including myths and legends. Retell some of these orally.

Assess

As per school's assessment policy.

Practise

With growing confidence, and gathering experience from a wider range of texts, children build positive attitudes to reading, by reading, listening to and discussing a wide range of fiction, non-fiction and poetry.

Practise

With some confidence, show an increasing awareness of authorial choice, discuss words and phrases which capture their interest.

Practise

With some support, discuss the impact of the text on the reader and how this has been achieved using how, what, where and why questions. Include poetic devices.

Practise

Develop their familiarity with a range of text types including myths and legends. Retell some of these orally.

Assess

As per school's assessment policy.

Develop

With growing confidence, and gathering experience from a wider range of texts, children build positive attitudes to reading, by reading, listening to and discussing a wide range of fiction, non-fiction and poetry.

Develop

With greater confidence, show increasing awareness of authorial choice, discuss words and phrases which capture their interest.

Develop

With growing confidence, discuss the impact of the text on the reader and how this has been achieved using how, what, where and why questions. Include poetic devices.

Develop

Develop their familiarity with a range of text types including myths and legends. Retell some of these orally.

Assess

As per school's assessment policy.

Develop

With growing confidence, and gathering experience from a wider range of texts, children build positive attitudes to reading, by reading, listening to and discussing a wide range of fiction, nonfiction and poetry.

Develop

Independently, show increasing awareness of authorial choice, discuss words and phrases which capture their interest.

Develop

Confidently, discuss the impact of the text on the reader and how this has been achieved using how, what, where and why questions. Include poetic devices.

Develop

Develop their familiarity with a range of text types including myths and legends. Retell some of these orally.

Assess

As per school's assessment policy.

Develop

With growing confidence, and gathering experience from a wider range of texts, children build positive attitudes to reading, by reading, listening to and discussing a wide range of fiction, non-fiction and poetry.

Develop

Independently, show increasing awareness of authorial choice, discuss words and phrases which capture their interest.

Embed

Confidently and independently, discuss the impact of the text on the reader and how this has been achieved using how, what, where and why questions. Include poetic devices.

Develop

Develop their familiarity with a range of text types including myths and legends. Retell some of these orally.

Assess

As per school's assessment policy.



				T	T	T
Fluency and phrasing:	Consolidate from Year 3 and Continue Read a range of age appropriate texts, with developing fluency.	Practise With adult support, as decoding becomes more secure, become independent, fluent and enthusiastic readers.	Practise With some support, as decoding becomes more secure, become independent, fluent and enthusiastic readers.	Develop With growing confidence, as decoding becomes more secure, become independent, fluent and enthusiastic readers.	Develop Confidently, as decoding becomes more secure, become independent, fluent and enthusiastic readers.	Embed Confidently read, with fluency, a range of age- appropriate text types. Read at a speed sufficient to focus on understanding.
	Introduce and Practise Begin to recite whole poems, or play scripts, with growing awareness of the listener.	Practise Read aloud, and perform, poetry or play scripts to demonstrate some understanding of intonation, tone, volume and action.	Practise Read aloud, and perform, poetry or play scripts to demonstrate understanding of intonation, tone, volume and action.	Develop Read aloud, and perform, poetry or play scripts, to demonstrate understanding of intonation, tone, volume and action.	Develop Read aloud, and perform, poetry or play scripts, to demonstrate understanding of intonation, tone, volume and action	Embed Read aloud, and perform, poetry or play scripts, to demonstrate a confident understanding of intonation, tone, volume and action
	Introduce With adult modelling, read with expression. Use the punctuation to support meaning. Notice where commas create phrasing or separate clauses within sentences.	Practise With adult modelling, and support, read with expression. Use the punctuation to support meaning. Notice where commas create phrasing or separate clauses within sentences.	Practise With adult support, and support, read with expression. Use the punctuation to support meaning. Notice where commas create phrasing or separate clauses within sentences.	Develop With support, read with expression. Use the punctuation to support meaning. Notice where commas create phrasing or separate clauses within sentences.	Develop With some support, read with expression. Use the punctuation to support meaning. Notice where commas create phrasing or separate clauses within sentences.	Embed With some independence, read with expression. Use the punctuation to support meaning. Notice where commas create phrasing or separate clauses within sentences.
	To read 110+ words per minute.	To read 110+ words per minute.	To read 120+ words per minute.	To read 120+ words per minute.	To read 130+ words per minute.	To read 140+ words per minute.
	Assess As per school's assessment policy.	Assess As per school's assessment policy.	Assess As per school's assessment policy.	Assess As per school's assessment policy.	Assess As per school's assessment policy.	Assess As per school's assessment policy.



	End Points wh	ich show Progression of k	nowledge, understanding	and skills in Reading	Year Group 5	
	T1	T2	T3	T4	T5	T6
Decode / word-reading:	Consolidate from Year 4 and Assess Read Y3/4 statutory spellings. Introduce Begin to read some from the Year 5/6 list.	Practise Begin to read some of the exception words from the Y5-6 list.	Practise Read an increasing amount of the exception words from the Y5-6 list.	Develop Read many of the exception words from the Y5-6 list.	Develop Read most of the exception words from the Y5-6 list.	Develop Read most of the exception words from the Y5-6 list.
	Consolidate from Year 4 and Continue With some support, begin to work out unfamiliar words by applying their growing knowledge of root prefixes and suffixes (morphology and etymology).	Practise With some support, continue to work out unfamiliar words by applying their growing knowledge of root prefixes and suffixes (morphology and etymology).	Practise With less support, work out unfamiliar words by applying their growing knowledge of root prefixes and suffixes (morphology and etymology).	Develop With some independence, work out unfamiliar words by applying their growing knowledge of root prefixes and suffixes (morphology and etymology).	Develop With growing independence, work out unfamiliar words by applying their growing knowledge of root prefixes and suffixes (morphology and etymology).	Embed Mostly independently work out unfamiliar words by applying the growing knowledge or root prefixes and suffixes (morphology and etymology).
	Consolidate from Year 4 and Continue With some support, identify new vocabulary, discussing its meaning and practising correct pronunciation.	Practise With minimal support, identify new vocabulary, discussing its meaning and practising correct pronunciation.	Practise With some confidence, identify new vocabulary, discussing its meaning and practising correct pronunciation.	Develop With growing confidence, identify new vocabulary, discussing its meaning and practising correct pronunciation.	Develop With growing independence, identify new vocabulary, discussing its meaning and practising correct pronunciation.	Embed Confidently and independently, ident new vocabulary, discussing its meani and practising correct pronunciation.
	Assess As per school's assessment policy.	Assess As per school's assessment policy.	Assess As per school's assessment policy.	Assess As per school's assessment policy.	Assess As per school's assessment policy.	Assess As per school's assessment policy.



Comprehend, locate Consolidate from Year 4.	Practise	Practise	Develop	Develop	Embed
Comprehend, locate and retrieve: Consolidate from Year 4, Continue Read and discuss a range of fiction, poetry, plays, non-fiction and reference books/textbooks looking at their structure and reading for a purpose.	Read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference	Practise Read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books/textbooks looking at their structure and reading for a purpose.	Develop Read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books/textbooks looking at their structure and reading for a purpose.	Develop Read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books/textbooks looking at their structure and reading for a purpose.	Read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books/textbooks looking at their structure and reading for a purpose.

With increasing

words in context.

Practise



Continue from Year 4
With support, check that
the book makes sense to
them, discussing their
understanding and
exploring the meaning of
words in context.

Consolidate from Year 4 and Continue Understand that books are structured in different ways and read for a range of purposes.

Introduce With adult modelling. begin to distinguish between statements of fact and opinion when discussing whole-class reading texts.

Introduce Begin to recommend books that they have read to their peers. giving simple reasons for their choices.

4 and Continue With adult support, begin to retrieve, record and present information from non-fiction.

Consolidate from Year

Introduce With adult modelling. begin to retrieve key details and begin to find quotations from a whole text.

Practise

With support, check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.

Develop and Embed Confidently, understand that books are structured in different ways and read for a range of purposes.

Practise With support, begin to distinguish between statements of fact and opinion in whole-class reading texts.

Practise Continue to recommend books that they have read to their peers, giving simple reasons for their choices.

Practise With some support. begin to retrieve, record and present information from non-fiction.

Practise With some support, retrieve key details and begin to find quotations from a whole text.

confidence, check that the book makes sense to them, discussing their understanding and exploring the meaning of

Practise With support, begin to distinguish between statements of fact and opinion in whole-class reading texts.

Practise Continue to recommend books that they have read to their peers, giving more iustified reasons for their choices.

Practise With less support. retrieve, record and present information from non-fiction.

Practise With some support, retrieve key details and begin to find quotations from a whole text.

sense to them. discussing their understanding and exploring the meaning of words in context.

With confidence, check

that the book makes

Develop

Develop With arowina independence, begin to distinguish between statements of fact and opinion in various texts across the curriculum.

Develop With growing confidence. recommend books that they have read to their peers, giving justified reasons for their choices.

Develop With growing independence, retrieve, record and present information from nonfiction.

Develop With increasing confidence, retrieve key details and begin to find quotations from a whole text.

Develop With some independence, check that the book makes sense to them. discussing their understanding and

exploring the meaning of words in context.

confidently, check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.

Independently and

Embed

Develop **Embed** Independently, begin to With arowina independence, distinguish distinguish between statements of fact and between statements of fact and opinion in various opinion in various texts across the curriculum. texts across the curriculum.

Develop Confidently recommend books that they have read to their peers. giving justified reasons for their choices.

Enthusiastically recommend books that they have read to their peers, giving justified reasons for their choices.

Develop
With growing
ndependence, retrieve,
record and present
nformation from non-

fiction.

D ---- I ---

Develop
Confidently, retrieve key
details and begin to find
quotations from a whole
text.

Embed

Embed

Independently, retrieve. record and present information from nonfiction.

Embed

Independently, retrieve key details and begin to find quotations from a whole text.



Introduce

With adult modelling, begin to learn to locate the author or poet's viewpoint, either where it is explicitly stated, or when it can be retrieved through using similar words and phrases.

Continue from Year 4 Introduce

With adult support, begin to understand some challenging vocabulary and its meaning within context. Continue to use a dictionary to clarify meaning or a thesaurus to identify synonyms.

Consolidate from Year

4 and Continue

With adult modelling, revise how to skim or scan a whole text first to select which paragraph or section of text an answer may be located in and then use the text to support their answers.

Assess

As per school's assessment policy.

Practise

With some support, locate the author or poet's viewpoint, either where it is explicitly stated, or when it can be retrieved through using similar words and phrases.

Practise

With some support, understand some challenging vocabulary and its meaning within context. Continue to use a dictionary to clarify meaning or a thesaurus to identify synonyms.

Practise

With support, continue to skim or scan a whole text first to select which paragraph or section of text an answer may be located in and then use the text to support their answers.

Assess

As per school's assessment policy.

Practise

With some confidence, locate the author's viewpoint, either where it is explicitly stated, or when it can be retrieved through using similar words and phrases.

Practise

With developing confidence, understand some challenging vocabulary and its meaning within context. Continue to use a dictionary to clarify meaning or a thesaurus to identify synonyms.

Practise

With some support, continue to skim or scan a whole text first to select which paragraph or section of text an answer may be located in and then use the text to support their answers.

Assess

As per school's assessment policy.

Develop

With increasing confidence, locate the author or poet's viewpoint, either where it is explicitly stated, or when it can be retrieved through using similar words and phrases.

Develop

With increasing confidence, understand some challenging vocabulary and its meaning within context. Continue to use a dictionary to clarify meaning or a thesaurus to identify synonyms.

Develop

With some confidence, skim or scan a whole text first to select which paragraph or section of text an answer may be located in and then use the text to support their answers.

Assess

As per school's assessment policy.

Develop

Confidently, locate the author's viewpoint, either where it is explicitly stated, or when it can be retrieved through using similar words and phrases.

Develop

Confidently, understand some challenging vocabulary and its meaning within context. Continue to use a dictionary to clarify meaning or a thesaurus to identify synonyms.

Develop

With increased confidence, skim or scan a whole text first to select which paragraph or section of text an answer may be located in and then use the text to support their answers.

Assess

As per school's assessment policy.

Embed

Independently and confidently, locate the author or poet's viewpoint, either where it is explicitly stated, or when it can be retrieved through using similar words and phrases.

Embed

Confidently and independently, understand some challenging vocabulary and its meaning within context. Continue to use a dictionary to clarify meaning or a thesaurus to identify synonyms.

Embed

Confidently, skim or scan a whole text first to select which paragraph or section of text an answer may be located in and then use the text to support their answers.

Assess

As per school's assessment policy.

	*

Inferential understanding:	Consolidate from Year 4 and Continue With support, continue to draw inferences independently, often justifying with textual evidence.	Practise Confidently, draw inferences independently, often justifying with textual evidence.	Practise Independently, draw inferences independently, often justifying with textual evidence.	Develop and Introduce Draw inferences independently, often justifying with textual evidence. With adult support, begin to draw inferences around characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.	Practise and Develop Draw inferences independently, often justifying with textual evidence. With less support, begin to draw inferences around characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.	Embed Confidently, draw inferences independently often justifying with textual evidence. Draw inferences around characters' feelings thoughts and motives from their actions, and justifying inferences with evidence.
	Consolidate from Year 4 and Continue Continue to ask questions to improve their understanding.	Practise Ask some good quality questions to improve their understanding.	Practise Ask some good quality questions to improve their understanding.	Develop With increasing confidence, ask good quality questions to improve their understanding.	Develop With confidence ask appropriate questions to improve their understanding.	Embed Confidently, ask appropriate questions to improve their understanding.
	Consolidate from Year 4 and Continue Continue to make credible predictions about what might happen from details stated and implied.	Practise Continue to make credible predictions about what might happen from details stated and implied.	Practise With some confidence, make credible predictions about what might happen from details stated and implied.	Develop With a developing confidence, make credible predictions about what might happen from details stated and implied.	Develop Confidently, make credible predictions about what might happen, and what may have come before, from details stated and implied.	Embed Confidently and independently make credible predictions about what might happen, and what may have come before, from details stated and implied.
	Introduce and Practise With adult support, orally, and in writing, summarise main ideas of a text.	Practise With less support, orally, and in writing, summarise main ideas of a text.	Practise Independently, orally, and in writing, summarise main ideas of a text.	Develop and Introduce Confidently summarise main ideas of a text both orally and in writing. With adult support, begin to summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.	Develop Confidently summarise main ideas of a text both orally and in writing. With increasing confidence, summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.	Embed Confidently and independently summarise main ideas of a text both orally and in writing. Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.
	Consolidate from Year 4 and Continue With support, continue to identify and discuss themes and conventions in, and across, a wide range of writing.	Practise With some support, continue to identify and discuss themes and conventions in, and across, a wide range of writing.	Practise With some independence, identify and discuss themes and conventions in, and across, a wide range of writing.	Develop With increasing independence, identify and discuss themes and conventions in, and across, a wide range of writing.	Develop With increasing independence, identify and discuss themes and conventions in, and across, a wide range of writing.	Embed Mostly independently, identify and discuss themes and conventions in, and across, a wide range of writing.

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Introduce With adult modelling, begin to make comparisons within and across texts.	Practise With adult support, begin to make comparisons within and across texts.	Practise With adult support, make comparisons within and across texts.	Develop With some support, make comparisons within and across texts.	Develop With increasing confidence, make comparisons within and across texts.	Embed Confidently, make comparisons within and across texts.
Assess As per school's assessment policy.	Assess As per school's assessment policy.	Assess As per school's assessment policy.	Assess As per school's assessment policy.	Assess As per school's assessment policy.	Assess As per school's assessment policy.



Respond to text:	Consolidate from Year 4 and Continue Recap how language, structure and presentation contribute to meaning.	Practise With some support, identify how language, structure and presentation contribute to meaning.	Practise With some confidence, identify how language, structure and presentation contribute to meaning.	Develop With increasing confidence, identify how language, structure and presentation contribute to meaning.	Develop Confidently, identify how language, structure and presentation contribute to meaning.	Embed Independently, identify how language, structure and presentation contribute to meaning.
	Consolidate from Year 4 and Continue With adult support, discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.	Practise With some support, discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.	Practise With some confidence, discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.	Develop With increasing confidence, discuss and evaluate how authors use language, including figurative language, considering the impact on the reader	Develop Confidently, discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.	Embed Confidently and independently, discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.
	Introduce With some support, 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 courteously.	Practise With increasing confidence, 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 courteously.	Practise With increasing confidence, 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 courteously.	Develop With increasing independence and confidence, 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 courteously.	Develop With increasing independence and confidence, 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 courteously.	Embed Independently and confidently, 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 courteously.
	Consolidate from Year 4 and Continue With adult modelling, maintain a positive attitude to reading texts structured in different ways for a range of purposes i.e. poetry, fiction, non-fiction	Practise With some support, maintain a positive attitude to reading texts structured in different ways for a range of purposes i.e. poetry, fiction, non-fiction	Practise With support, maintain a positive attitude to reading texts structured in different ways for a range of purposes i.e. poetry, fiction, non-fiction.	Develop With increasing confidence, maintain a positive attitude to reading texts structured in different ways for a range of purposes i.e. poetry, fiction, non- fiction	Develop Confidently, maintain positive attitudes to reading texts structured in different ways for a range of purposes i.e. poetry, fiction, non- fiction	Embed Confidently, maintain a positive attitude to reading texts structured in different ways for a range of purposes i.e. poetry, fiction, non-fiction
	Assess As per school's assessment policy.	Assess As per school's assessment policy.	Assess As per school's assessment policy.	Assess As per school's assessment policy.	Assess As per school's assessment policy.	Assess As per school's assessment policy.



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Fluency and phrasing:	Consolidate from Year 4 and Continue Learn and perform a wider range of poetry, sometimes by heart, demonstrating an understanding of intonation, tone, volume and action	Practise Learn and perform a wider range of poetry, sometimes by heart, demonstrating an understanding of intonation, tone, volume and action	Practise Learn and perform a wider range of poetry, mostly by heart, demonstrating an understanding of intonation, tone, volume and action	Develop Learn and perform a wider range of poetry, by heart, demonstrating an understanding of intonation, tone, volume and action	Develop Learn and perform a wider range of poetry, by heart, demonstrating an understanding of intonation, tone, volume and action	Embed Learn and perform a wider range of poetry, by heart, demonstrating an understanding of intonation, tone, volume and action
	Consolidate from Year 4 and Continue Begin to read aloud a wider range of age- appropriate texts with accuracy and at a reasonable speaking pace.	Practise Continue to read aloud a wider range of age-appropriate texts with accuracy and at a reasonable speaking pace.	Practise With increasing confidence read aloud a wider range of age- appropriate texts with accuracy and at a reasonable speaking pace.	Develop Confidently read aloud a wider range of age- appropriate texts with accuracy and at a reasonable speaking pace.	Develop Confidently read aloud a wider range of age- appropriate texts with accuracy and at a reasonable speaking pace.	Embed Confidently read aloud a wider range of age-appropriate texts with accuracy and at a reasonable speaking pace.
	Introduce With adult modelling, begin to notice more sophisticated punctuation e.g. punctuation for parenthesis, and use expression accordingly.	Practise With support, notice more sophisticated punctuation e.g. punctuation for parenthesis, and use expression accordingly.	Practise With some support, notice more sophisticated punctuation e.g. punctuation for parenthesis, and use expression accordingly.	Develop With some confidence, notice more sophisticated punctuation e.g. punctuation for parenthesis, and use expression accordingly.	Develop With increasing confidence, notice more sophisticated punctuation e.g. punctuation for parenthesis, and use expression accordingly.	Embed Confidently and independently, notice more sophisticated punctuation e.g. punctuation for parenthesis, and use expression accordingly.
	Introduce Read silently and then discuss regularly what they have read.	Practise Read silently and then discuss regularly what they have read.	Practise Read silently and then discuss regularly what they have read.	Develop Read silently and then discuss regularly what they have read.	Develop Read silently and then discuss regularly what they have read.	Embed Read silently and then discuss regularly what they have read.
	Introduce With adult support, read most words effortlessly and work out how to pronounce unfamiliar written words with increasing automaticity.	Practise With some support, read most words effortlessly and work out how to pronounce unfamiliar written words with increasing automaticity.	Practise With growing independence, read most words effortlessly and work out how to pronounce unfamiliar written words with increasing automaticity.	Develop With growing independence, read most words effortlessly and work out how to pronounce unfamiliar written words with increasing automaticity.	Develop Mostly independently, read most words effortlessly and work out how to pronounce unfamiliar written words with increasing automaticity.	Embed Confidently and independently read most words effortlessly and work out how to pronounce unfamiliar written words with increasing automaticity.
	To read 130+ words per minute.	To read 140+ words per minute.	To read 140+ words per minute.	To read 140+ words per minute.	To read 140+ words per minute.	To read 150+ words per minute.
	Assess As per school's assessment policy.	Assess As per school's assessment policy.	Assess As per school's assessment policy.	Assess As per school's assessment policy.	Assess As per school's assessment policy.	Assess As per school's assessment policy.



	End Points	which show Progression of k	knowledge, understanding ar	nd skills in Reading Y	ear Group 6	
	T1	T2	T3	T4	T5	T6
Decode / word-reading:	Consolidate from Year 5 and Continue 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 that they meet.	Practise 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 that they meet.	Practise 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 that they meet.	Develop 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 that they meet.	Develop 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 that they meet.	Embed 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 that they meet.
	Consolidate from Year 5 and Continue Read many words from the 5-6 word list.	Practise Read most words from the 5-6 word list.	Practise Read most words from the 5-6 word list.	Develop Read most words from the 5-6 word list.	Develop Read all of the words from the 5-6 word list.	Embed Read all words from the 5-6 word list.
	Assess As per school's assessment policy.	Assess As per school's assessment policy.	Assess As per school's assessment policy.	Assess As per school's assessment policy.	Assess As per school's assessment policy.	Assess As per school's assessment policy.



Comprehend, locate and retrieve:	Consolidate from Year 5 and Continue Demonstrate an increasing familiarity with a range of texts including classic literature, poetry and stories from different cultures.	Practise With increasing confidence, demonstrate an increasing familiarity with a range of texts including classic literature, poetry and stories from different cultures.	Practise Confidently demonstrate an increasing familiarity with a range of texts including classic literature, poetry and stories from different cultures.	Develop Confidently demonstrate an increasing familiarity with a range of texts including classic literature, poetry and stories from different cultures.	Develop Independently and confidently demonstrate an increasing familiarity with a range of texts including classic literature, poetry and stories from different cultures.	Embed Independently demonstrate an increasing familiarity with a range of texts including classic literature, poetry and stories from different cultures.
	Consolidate from Year 5 and Continue With support, continue to distinguish between statements of fact and opinion in whole-class reading texts.	Practise With less support, continue to distinguish between statements of fact and opinion in whole- class reading texts.	Practise With some independence, distinguish between statements of fact and opinion.	Develop With growing confidence, distinguish between statements of fact and opinion.	Develop Independently distinguish between statements of fact and opinion.	Embed Independently distinguish between statements of fact and opinion.
	Consolidate from Year 5, and Continue Retrieve, record and present information from non-fiction.	Practise and Introduce Retrieve, record and present information from non-fiction. With adult modelling, begin to retrieve and record information across the curriculum to support other areas of learning. e.g. note- taking in a history lesson.	Practise Retrieve, record and present information from non-fiction. With adult support, retrieve and record information across the curriculum to support other areas of learning. e.g. note-taking in a history lesson.	Develop Retrieve, record and present information from non-fiction. With growing independence, retrieve and record information across the curriculum to support other areas of learning. e.g. notetaking in a history lesson.	Develop Retrieve, record and present information from non-fiction. With growing independence, retrieve and record information across the curriculum to support other areas of learning. e.g. notetaking in a history lesson.	Embed Independently retrieve, record and present information from nonfiction. Without prompting, retrieve and record information to aid learning in all areas of the curriculum.



Consolidate from Year 5 and Continue

With adult modelling, find accurate quotations from a whole text.

Introduce

With adult modelling, summarise key details to support opinions and predictions.

Consolidate from Year 5 and Continue

Independently skim or scan a whole text first to select which paragraph, or section of text, an answer may be located in and then use the text to support their answers.

Consolidate from Year

Mostly independently, identify and discuss themes and conventions in, and across, a wide range of writing.

Assess

As per school's assessment policy.

Practise

With support, find accurate quotations from whole texts.

Practise

With support, summarise key details to support opinions and predictions.

Practise

With support, use skimming, scanning and text-marking to support answers to questions which require analysis e.g. of mood /setting /characters and to support own viewpoint.

Practise

With support, identify and discuss themes and conventions of increasing difficulty in, and across, a wide range of writing.

Assess

As per school's assessment policy.

Practise

With some support, routinely find accurate quotations from whole texts.

Practise

With some support, summarise key details to support opinions and predictions.

Practise

With some confidence, use skimming, scanning and text-marking to support answers to questions which require analysis e.g. of mood /setting /characters and to support own viewpoint.

Practise

With support, identify and discuss themes and conventions of increasing difficulty in, and across, a wide range of writing.

Assess

As per school's assessment policy.

Develop

With some confidence, routinely find accurate quotations from whole texts

Develop

With increasing confidence, summarise key details to support opinions and predictions.

Develop

With increasing confidence, use skimming, scanning and text-marking to support answers to questions which require analysis e.g. of mood /setting /characters and to support own viewpoint.

Develop

With increasing independence, identify and discuss themes and conventions of increasing difficulty in, and across, a wide range of writing.

Assess

As per school's assessment policy.

Develop

Confidently, routinely find accurate quotations from whole texts.

Develop

Confidently, summarise key details to support opinions and predictions.

Develop
Confidently, use skimming, scanning and text-marking to support answers to questions which require analysis e.g. of mood /setting /characters and to support own viewpoint.

Develop

With increasing independence, identify and discuss themes and conventions of increasing difficulty in, and across, a wide range of writing.

Assess

As per school's assessment policy.

Embed

Independently, routinely find accurate quotations from whole texts.

Embed

Confidently, summarise key details to support opinions and predictions.

Embed

Independently, use skimming, scanning and text-marking to support answers to questions which require analysis e.g. of mood /setting /characters and to support own viewpoint.

Embed

Mostly independently, identify and discuss themes and conventions of increasing difficulty in, and across, a wide range of writing.

Assess

As per school's assessment policy.



Inferential
understanding:

Consolidate from Year 5 Revise and Continue Independently draw inferences often justifying with textual evidence. Draw inferences around characters' feelings. thoughts and motives from their actions, and justifying these with evidence

Practise Independently draw hidden inferences. justifying with textual evidence Introduce With adult modelling and support. find quotations from the text to support as evidence.

Practise With some confidence draw hidden inferences. justifying with textual evidence. Mostly independently, find quotations from the text to support as evidence.

Develop With increasing confidence, draw hidden inferences, justifying with textual evidence. Independently, find quotations from the text to support as evidence.

Develop With confidence, draw hidden inferences. iustifving with textual evidence. Independently, find quotations from the text to support as evidence.

Embed With confidence, draw hidden inferences. justifying with textual evidence. Confidently and independently, find quotations from the text to support as evidence.

Consolidate from Year 5 and Continue

With adult support. make credible predictions about what might happen, and what may have come before. from details stated and implied.

Practise

With increasing confidence and independence, make credible predictions about what might happen, and what may have come before, from details stated and implied.

Practise

Confidently and independently make credible predictions about what might happen, and what may have come before, from details stated and implied.

Develop

Confidently and independently make credible predictions about what might happen, and what might happen, and what may have come before, from details stated and implied. and implied.

Develop

Confidently and independently make credible predictions about what may have come before, from details stated **Embed**

Confidently and independently make credible predictions about what might happen, and what may have come before, from details stated and implied.

Consolidate from Year

5. and Continue Confidently and independently summarise main ideas of a text both orally and in writing. Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.

Introduce and Practise

With support. summarise main ideas across a whole text and note developments e.g. changes to a character or a relationship.

Practise

With some confidence and independence. summarise main ideas across a whole text and note developments e.g. changes to a character or a relationship.

Develop

With growing confidence and independence. summarise main ideas across a whole text and note developments e.g. changes to a character or a relationship.

Develop

With growing confidence and independence. summarise main ideas across a whole text and note developments e.g. changes to a character of a relationship.

Embed

Independently and confidently, summarise main ideas across a whole text and note developments e.g. changes to a character or a relationship.

Consolidate from Year

5. and Continue Confidently, make comparisons within and across texts. Introduce With adult modelling. use evaluative skills.

Practise

With some support, start to make comparisons within and across texts, using evaluative skills.

Practise

With some confidence. be able to make comparisons within and across texts, using evaluative skills.

Develop

With increasing confidence continue to make comparisons within and across texts, using evaluative skills.

Develop

Confidently and independently, be able to make comparisons within and across texts, using evaluative skills.

Embed

Independently, make comparisons within and across texts, using evaluative skills.

Assess

As per school's assessment policy. Assess

As per school's assessment policy. Assess

As per school's assessment policy. **Assess**

As per school's assessment policy. Assess

As per school's assessment policy. Assess

As per school's assessment policy.



Respond to text:	Consolidate from Year 5, and Continue Continue to participate in discussions about books that are read to them and those they read independently, building on their own and others' ideas Introduce begin challenging others' views courteously.	Practise Continue to participate in discussions about books that are read to them and those they read independently, building on their own and others' ideas. Challenge others' views courteously.	Practise With some confidence, participate in discussions about books that are read to them and those they read independently, building on their own and others' ideas. Challenge others' views courteously.	Develop With growing confidence, participate in discussions about books that are read to them and those they read independently, building on their own and others' ideas. Challenge others' views courteously.	Develop With confidence, participate in discussions about books that are read to them and those they read independently, building on their own and others' ideas. Challenge others' views courteously.	Embed With continued confidence, participate in discussions about books that are read to them and those they read independently, building on their own and others' ideas. Challenge others' views courteously.
	Consolidate from Year 5 and Continue With support, discuss and evaluate how authors use language, talking readily about the effect of words and phrases on the reader e.g How does this text make you feel? Which word or which part does this? Which part do you prefer? Can you explain why? How does the way this is set out on the page help us to find information?	Practise With less support, discuss and evaluate how authors use language, talking readily about the effect of words and phrases on the reader.	Practise With some confidence, discuss and evaluate how authors use language, talking readily about the effect of words and phrases on the reader.	Develop With some confidence, discuss and evaluate how authors use language, talking readily about the effect of words and phrases on the reader.	Develop With growing independence, discuss and evaluate how authors use language, talking readily about the effect of words and phrases on the reader.	Embed Confidently, discuss and evaluate how authors use language, talking readily about the effect of words and phrases on the reader.
	Introduce With adult support, identify and talk about figurative language and its impact – similes, metaphors, personification and onomatopoeia.	Practise With some support identify and talk about figurative language and its impact – similes, metaphors, personification, onomatopoeia.	Practise With some support identify and talk about figurative language and its impact – similes, metaphors, personification, onomatopoeia and hyperboles.	Develop With growing independence, identify and talk about figurative language and its impact – similes, metaphors, personification, onomatopoeia and hyperboles.	Develop With growing confidence, identify and talk about figurative language and its impact – similes, metaphors, personification, onomatopoeia and hyperboles.	Embed Confidently, identify and talk about figurative language and its impact – similes, metaphors, personification, onomatopoeia and hyperboles.



	Introduce With adult modelling, work out the nuanced meanings of words and phrases in context. For example, 'What is meant by resilience in this extract?'	Practise With some support, work out the nuanced meanings of words and phrases in context. For example, 'Why do you think the word 'wait' has been used so often in this poem?'	Practise With some confidence, work out the nuanced meanings of words and phrases in context. For example, why is the rope described as "a lifeline"?	Develop With increasing confidence, work out the nuanced meanings of words and phrases in context. For example, Find and copy a phrase that shows the narrator's viewpoint.	Develop Confidently and independently, work out the nuanced meanings of words and phrases in context. For example, why does the description of the Old Mistress as 'slight' contradict with her actions towards Nathaniel?	Embed Independently, work out the nuanced meanings of words and phrases in context. Find and copy a simile used to describe how Michelle looked at her face in the mirror.
	Assess As per school's assessment policy.	Assess As per school's assessment policy.	Assess As per school's assessment policy.	Assess As per school's assessment policy.	Assess As per school's assessment policy.	Assess As per school's assessment policy.
Fluency and phrasing: 150-200+	Consolidate from Year 5, Revise and Continue Read age-appropriate texts with some fluency. Consolidate from Year 5 and Continue With support, recite a wider range of poetry by heart showing understanding through intonation, tone and volume so that the meaning is clear to the audience.	Practise Read age-appropriate texts with developing fluency. Practise With less support, recite a wider range of poetry by heart showing understanding through intonation, tone and volume so that the meaning is clear to the audience.	Practise Read age-appropriate texts with developing fluency. Practise With some confidence, recite a wider range of poetry by heart showing understanding through intonation, tone and volume so that the meaning is clear to the audience.	Develop Read age-appropriate texts with fluency. Develop With growing confidence, recite a wider range of poetry by heart showing understanding through intonation, tone and volume so that the meaning is clear to the audience.	Develop Read age-appropriate texts with fluency. Develop With growing confidence, recite a wider range of poetry by heart showing understanding through intonation, tone and volume so that the meaning is clear to the audience.	Embed Read age-appropriate texts with fluency. Embed Confidently, recite poetry by heart showing understanding through intonation, tone and volume so that the meaning is clear to the audience.



	Consolidate from Year 5, and Continue With support, notice and respond to punctuation and phrasing when reading aloud.	Practise With some support, notice and respond to punctuation and phrasing when reading aloud.	Practise With some confidence, notice and respond to punctuation and phrasing when reading aloud.	Develop With increasing confidence, notice and respond to punctuation and phrasing when reading aloud.	Develop Confidently, notice and respond to punctuation and phrasing when reading aloud.	Embed Confidently, notice and respond to punctuation and phrasing when reading aloud.
	To read 140+ words per minute.	To read 140+ words per minute.	To read 150+ words per minute.	To read 150-200 words per minute.	To read 150-200 words per minute.	To read 150-200 words per minute.
	Assess As per school's assessment policy.	Assess As per school's assessment policy.	Assess As per school's assessment policy.	Assess As per school's assessment policy.	Assess As per school's assessment policy.	Assess As per school's assessment policy.