

# Reading Curriculum Progression



# Reading: Curriculum Intent Statement

## Reading Intent Statement:

At CFSA we value reading as a key life skill and are dedicated to enabling our students to become 'real readers', developing culturally, emotionally and socially, by gaining new knowledge and building upon prior experiences through reading. The intent of our reading curriculum is to create competent readers, who can recommend a book to their peers, who are confident to engage in discussions about a text and who can ask and answer questions about an author's choice of language and the impact it has on the reader. We believe that by the time they leave our school, they will have fully experienced how it feels to be immersed into an environment that holds reading at the heart of its curriculum.



# English Curriculum

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- ❖ read easily, fluently and with good understanding
- ❖ develop the habit of reading widely and often, for both pleasure and information
- ❖ acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- ❖ appreciate our rich and varied literary heritage
- ❖ write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- ❖ use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- ❖ are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

At Chellaston Fields, we aim to build a love of language and literature and this is at the core of our curriculum. Reading all types of literature, developing excellent oracy with classrooms rich in talk, questions and peer conversations and ensuring a strong emphasis on talk through storytelling, reciting poetry and debating are common practice in our classrooms and opportunities to read for pleasure and knowledge across other subjects.



# English Word Reading Progression



	Apply phonic knowledge & skills as the route to decode words.	Continue to apply phonic knowledge & skills as the route to decode words until automatic decoding has become embedded & reading is fluent.		Show awareness of the listener through the use of pauses, giving emphasis and keeping an appropriate pace so as to entertain and maintain interest.		Engage the listener by varying my expressions and adapt my reading voice depending on the audience, purpose or context.
<p>Use phonic knowledge to decode regular words and read them aloud accurately. ELG</p> <p>Read some common irregular words. ELG</p>	Respond speedily with the correct sound to graphemes for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.	Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.				Use my combined knowledge of phonemes and word derivations to pronounce words correctly, eg, arachnophobia.
	Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.		Attempt pronunciation of unfamiliar words drawing upon prior knowledge of similar looking words.			
	Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.	Read further common exception words, noting unusual correspondence between spelling & sound and where these occur in the word.	Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.			
	Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings.	Read words containing common suffixes.	Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology), both to read aloud and to understand the meaning of new words they meet.			
	Read other words of more than one syllable that contain taught GPCs.	Read accurately words of two or more syllables that contain the taught GPCs.				
	Read words with contractions, e.g. I'm, I'll, we'll and understand that the apostrophe represents the omitted letter(s).				To read the punctuation and grammatical boundaries in a sentence to give clear meaning.	Read fluently, using punctuation to inform meaning.
	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	Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically & without undue hesitation.		Read a variety of fiction, non-fiction and poetry aloud, showing understanding through intonation, tone and volume and action.		Perform my own compositions, using appropriate tone and volume so that the meaning is clear.
	Re-read these books to build up their fluency & confidence in word reading.					Can read ahead and re-read to check for meaning.



# English Reading Comprehension Progression (1)



	Develop pleasure in reading, motivation to read, and understanding by:	Develop positive attitudes to reading and understanding of what they read by:	Maintain positive attitudes to reading and understanding of what they have read by:
	Listening to & discussing a wide range of poems, stories & non-fiction at a level beyond that at which they can read independently.	Listening to, discussing & expressing views about a wide range of contemporary & classic poetry, stories & non-fiction at a level beyond that at which they can read independently.	Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
	Being encouraged to link what they read or hear read to their own experiences.		
		Discussing the sequence of events in books & how items of information are related.	Reading books that are structured in different ways and reading for a range of purposes.
		Using dictionaries to check the meaning of words that they have read.	
	Becoming very familiar with key stories, fairy stories & traditional tales, retelling them & considering their particular characteristics.	Becoming increasingly familiar with & retelling a wider range of stories, fairy stories & traditional tales.	Increasing their familiarity with a wide range of books, including fairy stories, myths, legends, and retelling of some of these orally.
			Increasing their familiarity with a wide range of books, including myths, legends & traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.
			Recommending books that they have read to their peers, giving reasons for their choices.
	Recognising & joining in with predictable phrases.	Recognising simple recurring literary language in stories & poems.	
		Discussing their favourite words & phrases.	Discussing words & phrases that capture the reader's interest and imagination.
			Identifying themes & conventions in a wider range of books.
			Identifying & discussing themes & conventions in and across a wide range of writing.
			Making comparisons within & across books.
			Recognising some different forms of poetry (e.g. free verse, narrative poetry).
	Learning to appreciate rhymes & poems, and to recite some by heart.	Continuing to build up a repertoire of poems learnt by heart, appreciating these & reciting some, with appropriate intonation to make the meaning clear.	Preparing poems and play scripts to read aloud and perform, showing understanding through intonation, tone, volume and action.
		Being introduced to nonfiction books that are structured in different ways.	
	Discussing word meanings, linking new meanings to those already known.	Discussing & clarifying the meaning of words, linking new meanings to known vocabulary.	Learning a wider range of poetry by heart.
			Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.



# English Reading Comprehension Progression (2)



	Understand both the books they can already read accurately and fluently and those they listen to by:	Understand what they read, in books they can read independently, by	Understand what they read by:	
<p>Read &amp; understand simple sentences. ELG</p> <p>Demonstrate understanding when talking to others about what they have read. ELG</p>	Drawing on what they already know or on background information & vocab provided by the teacher.	Drawing on what they already know or on background information & vocab provided by the teacher.	Checking that the book makes sense to them, discussing their understanding & exploring the meaning of the words in context.	
	Checking that the text makes sense to them as they read & correcting inaccurate reading.	Checking that the text makes sense to them as they read & correcting inaccurate reading.		
	Discussing the significance of the title & events.			
	Making inferences on the basis of what is being said & done.	Making inferences on the basis of what is being said & done.	Drawing inferences such as inferring characters' feelings, thoughts & motives from their actions, & justifying inferences with evidence.	Drawing inferences such as inferring characters' feelings, thoughts & motives from their actions, and justifying inferences with evidence.
	Predicting what might happen on the basis of what has been read so far.	Predicting what might happen on the basis of what has been read so far.	Predicting what might happen from details stated & implied.	Predicting what might happen from details stated & implied.
		Answering & asking questions.	Asking questions to improve their understanding of the text.	Asking questions to improve their understanding of the text.
				Provide reasoned justifications for their views.
			Identifying main ideas drawn from more than one paragraphs & summarise these.	Discuss & evaluate how authors use language, including figurative language, considering the impact on the reader.
			Identifying how language, structure & presentation contribute to meaning.	Summarising the main idea drawn from more than one paragraph, identifying key details that support the main ideas.
			Retrieve & record information from non-fiction.	Identifying how language, structure & presentation contribute to meaning.
				Retrieve, record & present information from non-fiction.
				Distinguish between statements of fact & opinion.
		Participate in discussion about what is read to them, taking turns & listening to what others say.	Participate in discussion about books, poems & other words that are read to them & those that they can read for themselves, taking turns & listening to what others say.	Participate in discussion about both books that are read to them and those that they can read for themselves, building on their own & others' ideas & challenging views courteously.
	Explain clearly their understanding of what is read to them.	Explain & discuss their understanding of books, poems & other material, both those that they listen to & those that they read for themselves.	Explain & discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.	

# Reception Reading

## ELG Statements

### Knowledge:

- Know phonic phases 1 – 4
- Know how to blend sounds to create words
- Know first hundred tricky and high frequency words
- Know to read and understand simple sentences
- Know how to decode regular words and read them aloud accurately
- Know how to read some common irregular words
- Demonstrate understanding of what they have read
- Knows how to choose a book that they will enjoy reading

### Word Reading and Comprehension

- Read and understand simple sentences.
- Use phonic knowledge to decode regular words and read them aloud accurately.
- Read some common irregular words.
- Demonstrate understanding when talking to others about what they have read.

# Reception Reading

## ELG Exceeding Statements

### Knowledge:

#### Word reading and Comprehension

- Read phonically regular words of more than one syllable.
- Read many irregular high frequency words.
- Use phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary.
- Describe the main events in simple stories they have read.

# Reception Communication & Language

Knowledge:

## ELG Statements

### Listening & Attention

- Listen attentively in a range of situations.
- Listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.
- Give their attention to what others say and respond appropriately while engaged in another activity.

### Understanding

- Follow instructions involving several ideas or actions.
- Answer 'how' and 'why' questions about their experiences and in response to stories or events.

### Speaking

- Express themselves effectively, showing awareness of listeners' needs.
- Use past, present and future forms accurately when talking about events that have happened or are to happen in the future.
- Develop their own narratives and explanations by connecting ideas or events.

# Reception Communication & Language

## Knowledge:

## ELG Exceeding Statements

### Listening & Attention

- Listen to instructions and follow them accurately, asking for clarification if necessary.
- Listen attentively with sustained concentration to follow a story without pictures or props.
- Listen in a larger group, for example, at assembly.

### Understanding

- Express views about events or characters in a story and answer questions about why things happened.
- Carry out instructions which contain several parts in a sequence.

### Speaking

- Show some awareness of the listener by making changes to language and non-verbal features.
- Recount experiences and imagine possibilities, often connecting ideas.
- Use a range of vocabulary in imaginative ways to add information, express ideas or to explain or justify actions or events.

# Year 1 Reading

## Knowledge:

- Know phonics phases 1 – 5.
- Know how to blend sounds in unfamiliar words.
- Read aloud accurately books that are consistent with their age-expected stage of reading scheme.
- Build fluency and confidence of reading aloud.
- Read all common exception words for year one.
- Link what they have read to their own life experiences and make predictions.
- Show an understanding of what they have read.
- Re-tell nursery rhymes and fairy tales.
- Pass the year one phonic assessment.

# Year 1 Statements

## Word Reading

- Match all 40+ graphemes to their phonemes.
- Blend sounds in unfamiliar words.
- Divide words into syllables.
- Read compound words.
- Read words with contractions and understand that the apostrophe represents the missing letters.
- Read phonetically decodable words.
- Read words that end with 's, -ing, -ed, -est
- Read words which start with un-.
- Add -ing, -ed and -er to verbs. (Where no change is needed to the root word)
- Read words of more than one syllable that contain taught GPCs.

## Comprehension

- Say what I like and do not like about a text.
- Link what I have heard or read to my own experiences.
- Retell key stories orally using narrative language.
- Talk about the main characters within a well known story.
- Learn some poems and rhymes by heart.
- Use what I already know to understand texts.
- Check that my reading makes sense and go back to correct when it doesn't.
- Draw inferences from the text and/or the illustrations. (Beginning)
- Make predictions about the events in the text.
- Explain what I think a text is about.

# Year 1 Reading

## Knowledge:

# Year 1 Exceeding Statements

## Word Reading

- Read accurately and confidently words of 2 or more syllables.
- Happy to read aloud in front of others.
- Read a number of signs and labels in the environment drawing from phonic knowledge when doing so.
- Aware of mistakes made because reading does not make sense.

## Comprehension

- Talk about favourite authors or genre of books.
- Can predict what happens next in familiar stories.
- Tell someone about likes and dislikes related to story they have read or a story they have had read to them.
- Re-read a passage if unhappy with own comprehension.
- Growing awareness of how non fiction texts are organised.
- Use illustrations as an important feature in aiding reading.

# Year 1 key vocabulary - reading

Class text	The text we are reading in school that their learning is based on.
Narrative	A story.
Recount	A text which tells us about something which has happened.
Phoneme	A single unit of sound.
Diagraph	A type of grapheme where two letters represent one phoneme (sound), eg, sh.
Trigraph	A type of grapheme where three letters represent one phoneme (sound) eg, igh.
Consonants	Most of the letters of the alphabet represent consonants; the letters <i>a, e, i, o, u</i> represent vowels.
Vowels	The letters <i>a, e, i, o, u</i> .
Grapheme	A letter, or combination of letters, that corresponds to a single phoneme within a word, eg, ten.
Segment	Break a word into phonemes for writing, eg, sh-ee-p.
Blend	Put the phonemes back together to read a word
Key word/ common exception word	A word which can't be phonetically decoded, eg, was.

# Year 1 Speaking & Listening

## Knowledge:

### Talking to and with others

- Develop ideas and feelings through sustained talk
- Speaking turns
- Organise talk to help the listener, with overall structure evident
- Adapt language and non-verbal features to suit content and audience
- Respond to the speaker's main ideas, developing them through generally relevant comments and suggestions
- Attempt different roles and responsibilities in pairs or groups
- Show understanding of characters or situations by adapting speech, gesture, and movement, helping to create roles and scenarios

# Year 1 Statements

- Speak clearly and confidently in front of people in their class.
- Re-tell a well known story and remember the main characters.
- Hold attention when playing and learning with others.
- Keep to the main topic when we are talking in a group.
- Ask questions in order to get more information.
- Start a conversation with an adult I know well or with my friends.
- Listen carefully to the things other people have to say in a group.
- Join in with conversations in a group.
- Join in with role play.

# Year 1 Speaking & Listening

## Knowledge:

## Year 1 Exceeding Statements

- Justify answers, arguments and opinions when challenged.
- Give well-structured descriptions and narratives for different purposes.
- Express personal feelings when involved in discussions.
- Participate keenly in discussions and debates.
- Retell known story, remembering detail and adding own point of view.
- Change events (usually endings) in a familiar story when asked to do so.
- Consider the views of everyone in a collaborative talk situation.
- Use appropriate language to ensure listener knows when something happened.
- Summarise the outcome of collaborative talk.

# Year 2 Reading

## Knowledge:

- Fully understand phonics phases 1 – 6.
- Read accurately and fluently by blending sounds in unfamiliar words containing GPCs that have been taught.
- Read aloud accurately books that are consistent with their age-expected stage of our reading scheme.
- Build fluency and confidence of reading aloud.
- Read all common exception words for years one and two.
- Know how to ask questions, make inferences and make predictions about a text, showing an understanding of what they have read.
- Be able to re-tell a traditional tale
- Be able to recognise simple recurring phrases in fabulous texts, stories and poetry

# Year 2 Statements

## Word Reading

- Decode automatically and fluently.
- Blend sounds in words that contain the graphemes we have learnt.
- Recognise and read alternative sounds for graphemes.
- Read accurately words of two or more syllables that contain the same GPCs.
- Read words with common suffixes.
- Read common exception words.
- Read and comment on unusual correspondence between grapheme and phoneme.
- Read most words quickly and accurately when I have read them before without sounding out and blending.
- Read most suitable books accurately, showing fluency and confidence.

## Comprehension

- Talk about and give an opinion on a range of texts.
- Discuss the sequence of events in books and how they relate to each other.
- Use prior knowledge, including context and vocabulary, to understand texts.
- Retell stories, including fairy stories and traditional tales.
- Read for meaning and check that the text makes sense.
- Go back and re-read when it does not makes sense.
- Find recurring language in stories and poems.
- Talk about my favourite words and phrases in stories and poems.
- Recite some poems by heart, with appropriate intonation.
- Answer and ask questions.
- Make predictions based on what I have read.
- Draw (simple) inferences from illustrations, events, characters' actions and speech.

# Year 2 Reading

## Knowledge:

## Year 2 Exceeding Statements

### Word Reading and Comprehension

- Enhance meaning through expression and intonation.
- Identify and comment on main characters in stories and the way they relate to one another.
- Self-correct, look backwards and forwards in the text and search for meaning.
- Comment on the way characters relate to one another.
- Show understanding of the main points of the text and re-tell the story.
- Make sensible predictions about what is likely to happen in the story and to different characters.
- Know how suspense and humour is built up in a story, including the development of the plot.
- Recognise similarities in the plot or characters within different stories.
- Extract information from non-fiction texts, appropriately using contents, index, chapters, headings and glossary.
- Read poetry, using intonation and expression, and handle humour appropriately when needed.

# Year 2 key vocabulary - reading

Decoding	Breaking down a word into different phonemes to help read it.
Vocabulary	Draw upon knowledge of vocabulary in order to understand text.
Infer	Making assumptions about what is happening in a text from something you know.
Predict	Saying what will happen next or as a result of something.
Explain	Explain your preferences, thoughts and opinions about the text.
Retrieve	Finding information from a text.
Sequence	Sequence the key events in the story.

**V**ocabulary  
**I**nfer  
**P**redict  
**E**xplain  
**R**etrieve  
**S**ummarise



# Year 2 Speaking & Listening

## Knowledge:

### Talking to and with others

- Recount experiences and imagine possibilities,
- Often connecting ideas vary talk in simple ways to gain and hold attention of the listener
- Make specific vocabulary choices and use nonverbal features that show awareness of different purposes and listeners In some contexts
- Listen and respond to the speaker, making simple comments and suggestions make helpful contributions when speaking in turn in pairs, and small groups

### Talking about talk

- Extend experience and ideas, adapting speech, gesture ,or movement to simple roles and different scenarios
- Show awareness of ways in which speakers vary talk, and why

# Year 2 Statements

- Ask question to get more information and clarify meaning.
- Talk in complete sentences.
- Decide when I need to use specific vocabulary.
- Take turns when talking in pairs or a small group.
- Be aware that formal and informal situations require different language (beginning).
- Retell a story using narrative language and linking words and phrases.
- Hold the attention of people I am speaking to by adapting the way I talk.
- Understand how to speak for different purposes and audiences (beginning).
- Perform a simple poem from memory.

# Year 2 Speaking & Listening

## Knowledge:

## Year 2 Exceeding Statements

- Use different style, tone and loudness of speech when speaking to a larger audience.
- Help the discussion to go well by listening and respond to others' ideas.
- Draw up a set of questions about a group of artefacts that is shared or discussed with the class.
- Explain main things learnt from a presentation by someone.
- Draw up hypotheses in science.
- Talk about personal feelings when reflecting on a story.
- Organise persuasive language with a clear view as to who it is pitched at.
- Know when to vary voice and language to express feelings of a key moment.
- Ensure instructions follow one another in sequence.
- Decide how to preened a poem dramatically, using all members of the group.

# Year 3 Reading

## Knowledge:

- Read accurately and fluently at the correct reading stage and use their knowledge of root words, prefixes and suffixes to understand the meaning of new words they meet.
- Build fluency and confidence of reading aloud.
- Read most of the year three common exception words.
- Be an active reader: link what they have read to their own life experiences, the world and other books; ask questions, summarise; make inferences; make predictions.
- Be able to retrieve and record information from a non-fiction book
- Be able to infer what a character is feeling, thinking and their motives from their actions.
- Be able to recognise features and language in a wide range of genres
- Know how to use dictionaries to check the meanings of new words.
- Know the six VIPERS approaches to reading.

# Year 3 Statements

## Word Reading

- Apply their growing knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of new words they meet.
- Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.
- Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.

## Comprehension

- Experience and discuss a range of fiction, poetry, plays, non-fiction and reference books or textbooks.
- Know that non-fiction books are structured in different ways and be able to use them effectively.
- Begin to understand that narrative books are structured in different ways, for example, quest stories and stories with dilemmas.
- Ask questions to improve understanding of a text.
- Predict what might happen from details stated.
- Draw inferences such as inferring characters' feelings, thoughts and motives from their actions.
- Use dictionaries to check the meaning unfamiliar words that they have read.
- Identify main ideas from a text.
- Retrieve and record information from non-fiction.
- Discuss books, poems and other works that are read aloud and independently, taking turns and listening to others' opinion.
- Explain and discuss understanding of books, poems and other material, both those read aloud and those read independently.
- Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.

# Year 3 Reading

## Knowledge:

# Year 3 Exceeding Statements

## Word Reading and Comprehension

- Skim materials and note down different views and arguments.
- Pause appropriately in response to punctuation and/or meaning.
- Justify predictions by referring to the story.
- Begin to find meaning beyond the literal, e.g. the way impressions of people are conveyed through choice of detail and language.
- Read ahead to determine direction and meaning in a story.
- Investigate what is known about the historical setting and events and their importance to the story.
- Deduce from the evidence in the text what characters are like.
- Explore figurative language and the way it conveys meaning succinctly.
- Identify the way a writer sets out to persuade.
- Explore the relationship between a poet and the subject of a poem.

# Year 3 Speaking & Listening

## Knowledge:

### Talking to and with others

- Express feelings and ideas when speaking about matters of immediate interest
- Talk in ways that are audible and intelligible to familiar others
- Show some awareness of the listener by making changes to language and non-verbal features in some contexts
- Understand and engage with the speaker, demonstrating attentive listening
- Engage with others through taking turns in pairs and small groups

### Talking about Talk

- Engage in imaginative play enacting simple characters and situations using everyday speech, gesture, or movement
- Notice simple differences in speakers' use of language and try out new words and ways of expressing meaning

# Year 3 Statements

- Sequence and communicate ideas in an organised and logical way, always using complete sentences.
- Vary the amount of detail and choice of vocabulary, depending on the purpose and the audience.
- Take a full part in paired and group discussions.
- Show that I know when Standard English is required and use it (beginning).
- Retell a story using narrative language and add relevant detail.
- Show that I have listened carefully because I make relevant comments.
- Present ideas or information to an audience.
- Recognise that meaning can be expressed in different ways, depending on the context.
- Perform poems from memory adapting expression and tone as appropriate.

# Year 3 Speaking & Listening

## Knowledge:

## Year 3 Exceeding Statements

- Speak with good diction so that those at the rear of the audience can hear clearly what is said.
- Talk about personal feelings in relation to the way a story starts and ends.
- Ensure that persuasive talk provokes a strong response.
- Listen to others responsively in discussion and link ideas clearly to what others have said, even when views are different.
- Make use of what is learnt from a discussion, presentation or broadcast.
- Ensure the language and structure used when giving instructions are appropriate for the task.
- Give instruction with clear diction so that everything can be heard and understood.
- Adapt instructions to suit different audiences, eg, adults or younger children.
- Be happy to attempt different roles/responsibilities according to what is needed.
- Be happy to take a different viewpoint to influence feelings about a character or situation.

# Year 4 Statements

## Year 4 Reading

### Knowledge:

- Be able to participate in discussions about books.
- Be able to retrieve and record information from a non-fiction book.
- Be able to infer what a character is feeling, thinking and their motives from their actions and justifying inferences with evidence.
- Show an understanding of what they have read.
- Be able to recognise features and language in a wide range of genres.
- Know how to use dictionaries to check the meanings of new words.
- Identify themes and conventions in a wide range of books (e.g. that fairy-tales usually have a rule of three; a 'baddy' and a 'goody').

### Word Reading

- Apply their growing knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of new words they meet.
- Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.
- Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.

### Comprehension

- Know which books to select for specific purposes, especially in relation to science, history and geography learning.
- Use dictionaries to check the meaning unfamiliar words that they have read.
- Discuss and record words and phrases that writers use to engage and impact on the reader.
- Know and recognise some of the literacy conventions in text types covered.
- Begin to understand simple themes in books.
- Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.
- Explain the meaning of words in context.
- Ask questions to improve understanding of a text.
- Infer meanings and begin to justify them with evidence from the text.
- Predict what might happen from details stated and deduced information.
- Identify how the writer has used precise word choices for effect to impact on the reader.
- Identify some text type organisational features, for example, narrative, explanation, persuasion.
- Retrieve and record information from non-fiction.
- Make connections with prior knowledge and experience.
- Begin to build on others' ideas and opinions about a text in discussion.
- Explain what text types are organised in a certain way.
- Recognise some different forms of poetry ,eg, free verse, narrative poetry.

Black text – also covered in Y3

# Year 4 Reading

## Knowledge:

# Year 4 Exceeding Statements

## Word Reading and Comprehension

- Locate and use information from a range of sources, both fiction and non-fiction.
- Compare fictional accounts in historical novels with the factual account.
- Appreciate the bias in persuasive writing, including articles and advertisements.
- Talk widely about different authors, giving some information about their backgrounds and the type of literature they produce.
- Use inference and deduction to work out the characteristics of different people from a story.
- Compare the language in older texts with modern Standard English (spelling, punctuation and vocabulary).
- Skim, scan and organise non-fiction information under different headings.
- Refer to the text to support predictions and opinions.
- Recognise complex sentences.
- Show awareness of the listener through the use of pauses, giving emphasis and keeping an appropriate pace so as to entertain and maintain interest.

# Year 4 Speaking & Listening

## Knowledge:

### Talking to and with others

- Speak in extended turns to express straightforward ideas and feelings, with some relevant detail, structure talk in ways which support meaning and show attention to the listener
- Vary vocabulary, grammar, and non-verbal features to suit audience, purpose, and context

### Talking with in role play and drama

- Show generally clear understanding of content and how it is presented, sometime introducing new material or ideas
- Take on straightforward roles and responsibilities in pairs and groups

### Talking about talk

- Convey straightforward ideas about characters and situations, making deliberate choices of speech, gesture, and movement in different role and scenario
- Show understanding of how and why language choices vary in their own and others' talk in different situations

# Year 4 Statements

- Ask questions to clarify or develop my understanding.
- Sequence, develop and communicate ideas in an organised and logical way, always using complete sentences.
- Show that I understand the main point and the details in a discussion.
- Adapt what I am saying to the needs of the listener or audience (increasingly).
- Know that language choices vary in different contexts.
- Present to an audience using appropriate intonation; controlling the tone and volume so that the meaning is clear.
- Justify an answer by giving evidence.
- Use Standard English when it is required.
- Can perform poems or plays from memory, conveying ideas about characters and situations by adapting expression and tone.

# Year 4 Speaking & Listening

Knowledge:

## Year 4 Exceeding Statements

- Prepare and deliver a talk to the class on an aspect of learning in science, history or geography.
- Present a strong argument in a formal debate on an issue, using the language and procedures of debating.
- Propose and discuss possible explanations and questions (eg, re phenomena in science, history or geography) as a basis for planning an investigation with roles, activities and resources.
- Develop a group presentation that reports recent learning to the class, with vocabulary and grammar appropriate to the subject.
- Listen to a debate with an open mind, recall the main arguments and decide, for clear reasons, which one was most convincing.
- Comment on the language used in the arguments presented in the debate.
- Take roles to argue opposing views on an issue, and then discuss ways of dealing constructively with disagreement.
- Reflect on and evaluate dramatic presentations and those of others.
- Explain the advantages and disadvantages of the formal rules of debating.
- Show good understanding of what has been said and introduce new ideas that are valid.

# Year 5 Reading

## Knowledge:

- Read accurately and fluently at the correct reading stage and use their knowledge of root words, prefixes and suffixes to understand the meaning of new words they meet.
- To read all of the year five and six common exception words Be able to participate in discussions about books
- Be able to retrieve and record information from a non-fiction book.
- Be able to infer what a character is feeling, thinking and their motives from their actions and justifying inferences with evidence.
- Show an understanding of what they have read.
- Be able to recommend books to their peers and give reasons for their choices.
- Be able to recognise features and language in a wide range of genres.
- Know how to use dictionaries to check the meanings of new words.
- Identify themes and conventions in a wide range of books (e.g. that fairytales usually have a rule of three; a 'baddy' and a 'goody').
- Be able to identify how the author uses language for effect.
- Be able to distinguish between fact and opinion.
- Be able to provide reasoned justification for their views.

# Year 5 Statements

## Word Reading

- Apply their growing knowledge of root words, prefixes and to read aloud and to understand the meaning of new words that they meet.
- Can read further exception words, noting the unusual correspondences between spelling and sound.
- Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.
- Can re-read and read ahead to check for meaning.

## Comprehension

- Familiarity with and can talk about a wide range of books and text types including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.
- Read non-fiction texts and identify the purpose, structure and grammatical features, evaluating how effective they are.
- Identify significant ideas, events and characters and discuss their significance.
- Recite poems by heart, eg, narrative verse, haiku.
- Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume and action.
- Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.
- Ask questions to improve their understanding.
- Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
- Predict what might happen from details stated and implied.

# Year 5 Reading

Knowledge:

## Year 5 Exceeding Statements

### Word Reading and Comprehension

- Express opinions about a text, using evidence from the text, giving reasons and explanations. Point, evidence, explanation (PEE).
- Adapt own opinion in light of further reading or others' ideas.
- Identify formal and informal language.
- Know the features of different narrative types, eg, adventure, fantasy, myths.
- Compare texts by the same reader.
- Compare texts by different writers on the same topic.
- Summarise key information from different texts.
- Empathise with different character's points of view.
- Infer meaning using evidence from the text and wider reading and personal experience.
- Explain how a writer's use of language and grammatical features have been used to create effects and impact the reader.
- Explain how punctuation marks the grammatical boundaries of sentences and gives meaning.
- Know how the way a text is organised supports the purpose of the writing.
- Use scanning and text marking to find and identify key information.

# Year 5 Speaking & Listening

## Knowledge:

### Talking to and with others

- Express and explain relevant ideas and feelings ,with some elaboration to make meaning explicit
- Shape talk in deliberate ways for clarity and effect to engage the listener
- Adapt vocabulary, grammar, and non-verbal features in ways well-matched to audience ,purpose, and context
- Recognise significant details and implicit meanings, developing the speaker's ideas in different ways

### Talking within role play and drama

- Sustain roles and responsibilities with independence in pairs or groups, sometimes shaping overall direction of talk with effective contributions
- Show insight into texts and issues through deliberate choices of speech, gesture, and movement, beginning to sustain and adapt different roles and scenarios

### Talking about talk

- Explain features of own and others' language use, showing understanding of effect of varying language for different purposes and situations

# Year 5 Statements

- Engage the listener by varying my expression and vocabulary.
- Adapt my spoken language depending on the audience, the purpose or the context.
- Develop my ideas and opinions, providing relevant detail.
- Express my point of view.
- Show that I understand the main points, including implied meanings in a discussion.
- Listen carefully in discussions. I make contributions and ask questions that are responsive to others' ideas and views.
- Use Standard English in formal situations.
- Begin to use hypothetical language to consider more than one possible outcome or solution.
- Perform my own compositions, using appropriate intonation and volume so that meaning is clear.
- Perform poems and plays from memory, making careful choices about how I convey ideas. I adapt my expression and tone.
- Begin to select the appropriate register according to the context.

# Year 5 Speaking & Listening

## Knowledge:

## Year 5 Exceeding Statements

- Organise and shape a talk, making connections between ideas and drawing on different points of view.
- Use Standard English appropriately.
- Use persuasive language and techniques to influence the listener.
- Show understanding of how and why language choices vary in their own and others' talk in different contexts.
- Sustain listening to different sources, retaining or noting key information.
- Speak in extended turns to express ideas and opinions, with some relevant detail.
- Vary vocabulary, grammar and non-verbal features to suit audience, purpose and context.
- Sustain listening to different sources, retaining or noting key information.
- Listen to others in discussion and link own ideas clearly to others' views.

# Year 6 Reading

## Knowledge:

- Read accurately and fluently at the correct reading stage and use their knowledge of root words, prefixes and suffixes to understand the meaning of new words they meet.
- To read all of the year five and six common exception words.
- Show an understanding of what they have read.
- Be able to recommend books to their peers and give reasons for their choices.
- Be able to recognise features and language in a wide range of genres.
- Be able to identify how the author uses language for effect.
- Be able to distinguish between a fact and opinion
- Be able to provide reasoned justification for their views.
- Be able to make a point, provide evidence FROM THE TEXT and explain their reasons for the choice.

# Year 6 Statements

## Word Reading

- Apply their knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of new words that they meet.
- Use my combined knowledge of phonemes and word derivations to pronounce words correctly, eg, arachnophobia.
- Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.
- Read fluently, using punctuation to inform meaning.

## Comprehension

- Familiarity with and can talk about a wide range of books and text types including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions. I can discuss the features of each.
- Read books that are structured in different ways.
- Recognise texts that contain features from more than one text type.
- Read, retrieve, record and present information from non-fiction texts. Distinguish between statements of fact and opinion.
- Recommend books to others and give reasons for my recommendation.
- Identify themes in texts making comparisons within and across books.
- Identify and discuss the conventions in different text types.
- Identify the key points in texts.
- Recite poems by heart, eg, narrative verse, sonnet.
- Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume and action.
- Evaluate how effectively texts are structured and presented. Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas identifying how language (including figurative language), structure and presentation contribute to meaning and consider the impact on the reader.
- 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.
- Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.

# Year 6 Reading

## Knowledge:

# Year 6 Exceeding Statements

## Comprehension

- Explain the structural devices used to organise a text.
- Comment on the structural devices used to organise a text.
- Read several texts on the same topic to find and compare information.
- Explain the main purpose of a text and summarise it succinctly.
- Draw inferences from the subtle clues across a complete text.
- Recognise the impact of the social, historical, cultural in the themes in a text.
- Comment on the development of themes in longer novels.
- Compare and contrast the styles of different writers with evidence and explanation.
- Evaluate the styles of different writers with evidence and explanation.
- Prepare poems and plays to read aloud and to perform, using body language, tone, pitch and volume to engage the audience.
- Compare and contrast the language used in different texts.
- Identify the grammatical features/techniques used to create mood, atmosphere, key messages, attitudes.
- Evaluate the impact of the grammatical features/techniques used to create mood, atmosphere, key messages, attitudes.
- Identify how writers manipulate grammatical features for effect.
- Analyse why writers make specific vocabulary choices.
- Give a personal response to a range of literature and non-fiction texts, stating preferences and justifying them.
- Explain how and why a text has impact on a reader.
- Identify how characters change during the events of a longer novel.
- Explain the key features, themes and characters across a text.
- Compare and contrast characters, themes and structure in texts by the same and different writers.
- Explain the author's viewpoint in a text and present an alternative point of view.
- Explain an opinion, referring to the text to justify it; Point, Evidence, Explanation (PEE).
- Present a counter-argument in response to others' points of view using evidence from the text and explanation (PEE).
- Use a combination of skimming, scanning and text marking to find and collate information.
- Re-present collated information.

# Year 6 Speaking & Listening

## Knowledge:

### Talking to and with others

- Explore complex ideas and feelings in a range of ways, both succinct and extended maintain generally controlled and effective organisation of talk to guide the listener
- Adapt vocabulary, grammar, and non-verbal features to meet an increasing range of demands
- Engage with complex material making perceptive responses, showing awareness of the speaker's aims and extending meanings

### Talking within role play and drama

- Adopt group roles and responsibilities independently, drawing ideas together and promoting effective discussion

### Talking about talk

- Demonstrate empathy and understanding through flexible choices of speech, gesture, and movement, adapting roles convincingly to explore ideas and issues
- Analyse meaning and impact of spoken language variation, exploring significant details in own and others' language

# Year 6 Statements

- Engage the listener by varying my expression and vocabulary.
- Adapt my spoken language depending on the audience, the purpose or the context.
- Develop my ideas and opinions, providing relevant detail.
- Express my point of view.
- Show that I understand the main points, including implied meanings in a discussion.
- Listen carefully in discussions. I make contributions and ask questions that are responsive to others' ideas and views.
- Use Standard English in formal situations.
- Begin to use hypothetical language to consider more than one possible outcome or solution.
- Perform my own compositions, using appropriate intonation and volume so that meaning is clear.
- Perform poems and plays from memory, making careful choices about how I convey ideas. I adapt my expression and tone.
- Begin to select the appropriate register according to the context.

# Year 6 Speaking & Listening

## Knowledge:

## Year 6 Exceeding Statements

- *Adapt spoken language confidently according to the demands of the context.*
- *Understand that there are different registers and level of formality within Standard English and that this is dependent on the context.*
- *Make considered choices about the register and vocabulary to engage their audience, according to the context.*
- *Ask pertinent questions to develop and extend ideas.*
- *Articulate ideas and opinions, using evidence and explanation to support.*
- *Participate in discussions, listen attentively and respond to others' points of view, drawing on evidence and explaining.*
- *Adopt group rules and responsibilities independently, drawing ideas together and promoting effective discussion.*
- *Debate an issue, structuring a logical argument using formal discursive language and responding to the opposite point of view.*
- *Explore complex ideas and feelings in a range of ways, both succinct and extended.*
- *Maintain generally controlled and effective organisation of talk to guide the listener.*
- *Perform their own compositions, using appropriate intonation and volume and expression to engage their audience.*
- *Perform poems and plays from memory, making deliberate choices about how they convey ideas about characters, contexts and atmosphere to engage a specific audience.*