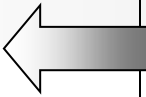
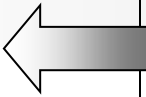

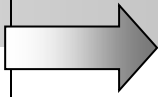
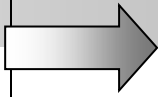


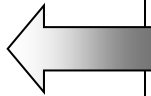

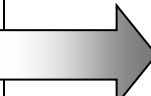
Year 1 Reading					
Start	Emerging	MET-	MET	MET+	Deep
		<p>Using age related texts they accurately apply their taught phonic knowledge to decode age appropriate texts accurately, including the blending of sounds for unfamiliar words, They accurately read the common exception words as set out in Y1 Appendix 1, taught suffixes and contractions when reading books. The reader sees reading as a pleasurable activity; enjoying reading books aloud and reciting learned poems individually or with others. They can retell a range of familiar stories and can discuss key ideas from a recent text. They can sequence events in a story so far and make simple predictions.</p>			
	<ul style="list-style-type: none"> Reads and understands simple sentences. Uses taught phonic knowledge to decode regular words and read them aloud. Accurately reads some of the common exception words set out in Appendix 1. Accurately reads words containing taught GPCs and -ing, -ed endings Needs prompting when what they have just read did not make sense. Can re-tell familiar stories with support. Joins in with familiar rhymes and poems. With support demonstrates a simple understanding about what they have read when talking with others. Knows that some books tell stories and others give information. 	<p>Using age related texts they accurately apply their taught phonic knowledge to decode age appropriate texts accurately, including the blending of sounds for unfamiliar words, They accurately read the common exception words as set out in Y1 Appendix 1, taught suffixes and contractions when reading books. The reader sees reading as a pleasurable activity; enjoying reading books aloud and reciting learned poems individually or with others. They can retell a range of familiar stories and can discuss key ideas from a recent text. They can sequence events in a story so far and make simple predictions.</p>	<ul style="list-style-type: none"> Fluently reads graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes. Reads accurately by blending sounds in unfamiliar words containing GPCs that have been taught. Accurately reads common exception words as set out in Appendix 1 Accurately reads words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings Reads words of more than one syllable that contain taught GPCs. Reads words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents omitted letters. Reading is seen as a pleasurable activity. Checks that the text makes sense to them as they read and corrects inaccurate reading (of words). Makes simple links between what they read or heard to their own experiences. Can retell key stories, fairy stories and traditional tales. Recognises and joins in with predictable phrases. Can recite some rhymes and poems by heart. Can discuss the significance of the title and events. Makes simple inferences on the basis of what is being said and done. Can predict what might happen on the basis of what has been read so far. Participates in discussion about what is read to them, taking turns and listening to what others say. Can explain clearly their understanding of what has been read to them. 	<ul style="list-style-type: none"> Confidently reads aloud more complex texts, including those beyond their chronological age. Reads a range of words with more than one syllable, making confident attempts where beyond taught GPCs. Fluently reads common exception words such as smiling, runner etc. in context Tests out alternative graphemes for phonemes when reading unfamiliar words. Can discuss preferences about a range of stories they have read or have been read to them (e.g. likes/dislikes about a genre). Knows when what they have just read does not make sense - leading to automatic re-reading of sentences for correction. Reads signs and labels beyond the classroom. Can talk about favourite authors, poems or genres. Makes links with the text and something they have experienced themselves without prompting. Can outline a familiar story using key points. Deduces possible meanings to unknown words drawing on the wider sentence or context. Demonstrates a growing awareness of how to use non-fiction books to find information. Predicts what a book may be about based on the front cover. Predicts what might happen next, giving reasons for their thinking. Is beginning use a range cues to support their simple inferences and deductions (eg pictorial, context). 	

Lighter – word reading


Darker - comprehension

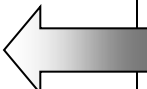

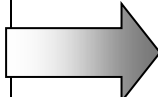
Year 2

Start	Emerging	MET-	MET	MET+	Deep
 <ul style="list-style-type: none"> • Applies phonic knowledge and skills when tackling unfamiliar words to decode age appropriate texts accurately. • Accurately reads words with s, -es, -ing, -ed, -er and -est endings and those with contractions. • Can read some of the common exception words set out in Appendix 1. • <i>Reading is seen as a pleasurable activity.</i> • <i>Checks that the text makes sense whilst reading, applying phonic knowledge to correct inaccuracies.</i> • <i>Mirrors modelled intonation when reading with someone else.</i> • <i>Demonstrates understanding of poetry, stories, and non-fiction and can discuss key characters.</i> • <i>Recognises sequences of events in simple texts.</i> • <i>With support can retell a range of stories, fairy stories and traditional tales.</i> • <i>Uses recurring phrases when recalling stories or poems.</i> • <i>With support can make simple comparisons between the structure of different non-fiction books.</i> • <i>Answers simple questions based on the story so far.</i> • <i>With support can make simple predictions on what might happen next</i> • <i>With support can make simple inferences based on is being said or done.</i> 		<p>Using age related texts they read familiar words quickly and accurately, without overt sounding and blending. They accurately read the common exception words as set out in Y1/2 Appendix 1 when reading books, including taught suffixes and contractions. The reader enjoys reading books aloud and reciting learned poems, using some intonation. They can retell a range of familiar stories and can discuss key ideas from a recent text. They can sequence events in a story so far and make predictions. They can answer questions about what they have just read and make simple inferences. They understand that non-fiction books are structured in different ways.</p>  <ul style="list-style-type: none"> • Reads accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. • Reads accurately words of two or more syllables that contain the same graphemes as above. • Accurately reads words containing common suffixes and contractions as set out in Y1/2 Appendix 1. • Accurately reads further common exception words as set out in Y1/2 Appendix 1 • Reads familiar words quickly and accurately, without overt sounding and blending. • Accurately reads aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. • <i>Reading is seen as a pleasurable activity.</i> • <i>Checks that the text makes sense to them as they read, correcting inaccurate reading.</i> • <i>Can discuss the sequence of events in books and how items of information are related.</i> • <i>Can retell a wider range of stories, fairy stories and traditional tales and recite some poetry by heart, with appropriate intonation to make the meaning clear.</i> • <i>Understands that non-fiction books are structured in different ways.</i> • <i>Recognises simple recurring literary language in stories and poetry.</i> • <i>Can discuss their favourite words and phrases.</i> • <i>Can make inferences on the basis of what is being said and done.</i> • <i>Can answer and ask questions about the text they have just read.</i> • <i>Can predict what might happen on the basis of what has been read so far.</i> • <i>Participates in discussion 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.</i> • <i>Explains and discusses their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</i> 		<ul style="list-style-type: none"> • Automatic decoding is established and a range of texts can be read with consistent accuracy, fluency and confidence, including those beyond their chronological age. • <i>Books are selected by the reader in order to challenge knowledge and word reading skills or to pursue an interest in an author, genre or topic.</i> • <i>Demonstrates an understanding of more challenging texts through discussion and questioning.</i> • <i>Explains why their inferences and predictions are plausible.</i> • <i>New words are understood through the exploration of their meaning in context, and by making links to known vocabulary.</i> • <i>Can identify key aspects of fiction and non-fiction.</i> • <i>Can give simple explanations of how and why texts are structured according to their purpose.</i> 	

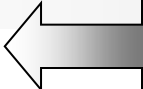


Year 3 Reading					
Start	Emerging	MET-	MET	MET+	Deep
	 <ul style="list-style-type: none"> • Generally reads age appropriate texts (Y2/3) fluently, using phonic knowledge and skills consistently to decode quickly and accurately. • Attempts longer unknown words. • Self-corrects where the sense of the text is lost. • Is beginning to use appropriate intonation when reading aloud. • Demonstrates knowledge of a developing range of poetry, stories and non-fiction. • Can identify key aspects of a text read and plays an active role when discussing texts. • Shares favourite words and phrases. • Discusses sequences of events in narratives and how information in a non-narrative text relates to one another. • Recognises simple recurring literary language in stories and poetry. • Recognises and understands the different structures of non-fiction books that have been introduced. • With support can use a contents page. • Asks and answers questions appropriately, including simple inference based on what is said and done. • Can make predictions about what may happen next and at the end of the story based on what has been read so far. 	<p>They read age related texts accurately and at a speed that is sufficient for them to focus on understanding rather than decoding individual words. They can read the further exception words set out in Y3 Appendix 1 and attempt to decode unfamiliar words. They can use a dictionary to check the meaning of unfamiliar words.</p> <p>Reading is seen as a pleasurable activity and they can demonstrate experience of a growing range of text types. They can retell known stories and perform poetry and play-scripts with some feeling. They understand what they have read and can make predictions and draw simple inferences. They are beginning to identify common themes across stories and spot common conventions used in different text types.</p> <p>They can retrieve information from non-fiction books.</p>  <ul style="list-style-type: none"> • Generally reads fluently, decoding most new words outside everyday spoken vocabulary. • Can read longer words with support and tests out different pronunciations. • Can read the further exception words for Y3 • Can use a dictionary to check the meaning of words they have read. • Reading is seen as a pleasurable activity. • Reads accurately and at a speed that is sufficient to focus on understanding rather than decoding individual words. • Can demonstrate experience of a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. • Can retell a wider range of stories, fairy stories and traditional tales. • Performs poetry and plays with appropriate intonation to make the meaning clear. • Identifies common structures across similar text types (eg letters, newspapers) • Recognises simple themes such as the triumph of good over evil or the use of magical devices in fairy stories and folk tales. • Retrieves and records information from non-fiction, using contents pages to locate information. • Predict what might happen from details stated and implied. • Draws simple inferences such as inferring characters' feelings. 	 <ul style="list-style-type: none"> • Reads with fluency more challenging texts (including those beyond their chronological age), selecting strategies to decode new words. Is beginning to clarify meaning of words through contextual cues. • Reads independently both aloud and silently. • When reading aloud there is some awareness of the audience (e.g. changes in dynamics, pace, voices). • Demonstrates experience of a broader range of genres, authors and texts from different periods in time. • Has developed preferences within a wider range of texts, genres and writers and can justify their preferences. • Uses appropriate terminology when discussing texts (e.g. plot, character, setting). • Can compare and contrast across texts, justifying identified similarities and differences. • Shows an awareness of other organisational devices that will help to locate and retrieve information from non-fiction. • Justifies inferences and deductions with evidence from the text. 		

Year 4 Reading

Start	Emerging	MET-	MET	MET+	Deep
	←			→	
	<ul style="list-style-type: none"> • Generally reads most age appropriate texts (Y3/4) fluently, decoding most new words outside everyday spoken vocabulary. • Can read all Y3 and some Y4 further exception words set out in Appendix 1. • Reads accurately and at a speed that is sufficient for them to focus on understanding what they read rather than on decoding individual words. • Reads with appropriate intonation. • Re-reads passages to ensure understanding. • Reads and re-reads a variety of texts, but sticks closely to known text types or authors. • Recognises simple themes across unfamiliar stories such as journeys, good vs. evil. • Identifies text types using their conventions (e.g. Headlines in newspapers, address in letters, headings in reports). • Retrieves and records information from non-fiction, using contents pages to locate information. • With support, talks about key phrases an author has used to deepen description. • Predict what might happen from details stated and implied. • Draws simple inferences such as inferring characters' feelings. • Knows the job of an index page, but need support to use it effectively. 	<p>They read most words in age related texts effortlessly including further exception words set out in Y3/4 Appendix 1. They attempt to decode unfamiliar words with increasing automaticity. They can demonstrate experience of range of books and other texts; having read for a range of purposes. They can retell known stories and perform poetry and play-scripts with some feeling. They understand what they are reading, often asking questions to clarify wider concepts. They make sensible predictions and justify inferences with evidence from the text. They can identify common themes across stories and link common conventions with certain text types. They can efficiently retrieve and record information from information texts and non-fiction books.</p>  <ul style="list-style-type: none"> • Applies their growing knowledge of root words, prefixes and suffixes as listed in Y3/4 Appendix 1, both to read aloud and to understand the meaning of new words they meet • Accurately reads the further exception words for Y3/Y4 as set out in Appendix 1, noting the unusual correspondences between spelling and sound, and where these occur in the word. • Sees reading as a pleasurable activity, reading books that are structured in different ways and reading for a range of purposes • Can use a dictionary to check the meaning of words that they have read • Can demonstrate experience of a wide range of range of books, including fairy stories, myths and legends, and can retell some of these orally • Can identify common conventions used in a range of texts (eg greeting in letters, that diaries are written in the first person or the use of numbering and headings in instructions). • Performs poems and play scripts showing understanding through intonation, tone, volume and action • Discusses words and phrases that capture their interest and imagination • Recognises some different forms of poetry [for example, free verse, narrative poetry] • Understands what they read, in books they can read independently • Checks that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Asks questions to improve their understanding of a text • Draws inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Can predict what might happen from details stated and implied • Can identify the main ideas drawn from more than one paragraph and summarise these • Can identify how language, structure, and presentation contribute to meaning • Can retrieve and record information from non-fiction • Participates in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say. 	<ul style="list-style-type: none"> • Reads a wider range of challenging texts that are above chronological age with fluency and understanding. • Reads silently with increasing stamina and appraises the text. • Shows a more sophisticated awareness of the audience when reading out loud or performing poetry or plays. • Discusses different writers, referring to their style of writing and themes; deepening their understanding of their culture and wider background. • Compares and contrasts a range of writing conventions commenting on their purpose and audience. • Can comment on the effectiveness of the author's choice of language. • Explains the reasoning of organisational devices, including glossaries. • Recognises and recalls key landmarks within a story. • Use inference and deduction to identify the characteristics of more than one character in the story and to comment on the relationship between them. • Is beginning to read between the lines. • Retrieves information with increasing accuracy and speed, recording evidence through paraphrasing. 		

Year 5 Reading					
Start	Emerging	MET-	MET	MET+	Deep
	 <ul style="list-style-type: none"> • Generally reads most age appropriate texts (Y4/5) fluently, decoding most new words outside everyday spoken vocabulary. • Can read all Y4 and some Y5 further exception words set out in Appendix 1. • Use dictionaries to check the meaning of words they have read. • Reads silently and discusses what they have read. Reads aloud with appropriate intonation. • Checks that the text makes sense, questioning understanding with unfamiliar words or phrases. • Is choosing a wider range of texts and books including authors that they may not have previously chosen. • Recognises and explains structural conventions of common text types (e.g. Headlines in newspapers, address in letters, headings in reports). • Knows the difference between simile and metaphor and can spot the two in writing. • Retrieves and records information from non-fiction using contents and index pages. • Discusses language used in a variety of texts and explains how the writer has used these to enhance meaning. • Summarises stories in their own words. • Draws inferences such as feelings, thoughts and motives from their actions and justifies with evidence. 	<p>They read age related texts confidently and independently, using their knowledge of the root words, prefixes and suffixes, including those set out in Y5 Appendix 1, to work out unknown words. They can demonstrate experience of range of books and other texts; having read for a range of purposes. They can recommend books giving reasons for their choices. They perform poetry and plays with a clear sense of the audience. They understand what they are reading, often asking questions to clarify wider concepts. They recognise key themes within a texts and can make comparisons across texts. They make sensible predictions and justify inferences with evidence from the text. They can distinguish between fact and opinion. They can efficiently retrieve and record information from information texts and non-fiction books. They use some technical terms when discussing and evaluating what they have read.</p> <p style="text-align: center;"></p> <ul style="list-style-type: none"> • Reads fluently, confidently and independently using strategies to work out any unfamiliar word and applying a growing knowledge of root words, prefixes and suffixes set out in Y5 Appendix 1. • They have a positive attitude towards reading for a range of purposes • Evidence shows experience of a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • Can demonstrate familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • Recommends books that they have read to their peers, giving reasons for their choices • Identifies and discusses re-occurring themes across books • Understands the conventions of different types of writing such as the use of the first person in writing diaries and autobiographies. • Performs poems and plays, showing understanding through intonation, tone and volume so that the meaning is clear to an audience • Checks that the book makes sense to them, discussing their understanding and exploring the meaning of words in context • Asks questions to improve their understanding • Draws inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Can predict what might happen from details stated and implied • Uses some technical terms such as metaphor, simile, analogy, imagery, style and effect when discussing texts. • Recognises themes within texts (e.g. loss or heroism); and can compare characters, settings, themes and other aspects within texts. • Summarises the main ideas drawn from more than one paragraph, identifying key details that support the main idea. • Can distinguish between statements of fact and opinion • In using non-fiction, accurately retrieves from non-fiction using contents pages and indexes, records and can summarise information found. • Participate in discussions, explaining their understanding of what they have read using notes where necessary. • Provides reasoned justifications for their views. 	 <ul style="list-style-type: none"> • Reads a wider range of challenging texts that are above chronological age with fluency and understanding. • Shows a deeper understanding of morphology and etymology. • Shows awareness of the audience when reading out loud, using a range of devices for effect. • Recommends texts based on personal choice, giving reasons for these choices. • Actively engages with a wide variety of genres. • Can identify the characteristics of text types and differences between genres, providing examples from their wider reading experiences. • Evaluates the use of figurative language and explain how it has created an effect and impact on the reader. • Navigates and efficiently retrieves a variety of information from a range of fiction and non-fiction sources. • Shows empathy towards a character and justifies reasons for their actions or opinions. • Makes notes when analysing texts, including précising paragraphs. 		

Year 6 / End of KS2 Reading

Start	Emerging	MET-	MET	MET+	Deep
<ul style="list-style-type: none"> • Generally reads most age appropriate texts (Y5/6) fluently, using strategies to work out any unfamiliar word and applying a growing knowledge of root words, prefixes and suffixes decoding most new words outside everyday spoken vocabulary. • Can read all Y5 and some Y6 further exception words set out in Appendix 1. • Sees reading as a pleasurable activity. • Demonstrates appropriate intonation, tone and volume when reading aloud text, plays and reciting poetry. • Demonstrates an increasing familiarity with a wide range of books and texts. • Recommends books to others based on own reading preferences. • Associates certain conventions and certain text types including language and structure. • Uses technical terms such as metaphor, simile, analogy, imagery, style and effect when discussing texts. • Knows what is meant by 'figurative language'. • Recognises themes across texts (e.g. loss or heroism); and can compare characters, settings, themes and other aspects within texts. • Knows the difference between fact and opinion and with support can spot examples in a given text. • In using non-fiction, efficiently retrieves information and makes notes. • Summarises main ideas drawn from across given texts. • Draws inferences and makes predictions based on details which are stated and implied – giving evidence as to their thinking. 	 <p>They read age related texts fluently and effortlessly, determining the meaning of new words by applying knowledge of the root words, prefixes and suffixes, including those set out in Y5/6 Appendix 1. They can demonstrate experience of range of books and other texts; having read for a range of purposes. They can recommend books giving reasons for their choices. They perform poetry and plays with a clear sense of the audience. They understand what they are reading, often asking questions to clarify wider concepts. They make sensible predictions and justify inferences with evidence from the text. They can make comparisons across texts and summarise across paragraphs. They can distinguish between fact and opinion. They can efficiently retrieve and record information from information texts and non-fiction books. They can evaluate the effectiveness of language, structure and other devices in relation to the text's purpose.</p>  <ul style="list-style-type: none"> • Fluently applies their growing knowledge of root words, prefixes and suffixes as listed in Y5/6 Appendix 1, both to read aloud and to understand the meaning of new words that they meet. • They have a positive attitude towards reading for a range of purposes • Evidence shows experience of a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • Can demonstrate familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • Recommends books that they have read to their peers, giving reasons for their choices • Identifies and discusses themes and conventions in and across a wide range of writing • Makes comparisons within and across books • Performs poems and plays, showing understanding through intonation, tone and volume so that the meaning is clear to an audience • Checks that the book makes sense to them, discussing their understanding and exploring the meaning of words in context • Asks questions to improve their understanding • Draws inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Can predict what might happen from details stated and implied • Can summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • Can identify how language, structure and presentation contribute to meaning • Can evaluate how authors use language, including figurative language, considering the impact on the reader • Can distinguish between statements of fact and opinion • Efficiently retrieves, records and presents information from non-fiction • Participate in discussions, building on their own and others' ideas and challenging views courteously • Explains and discusses their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary • Provides reasoned justifications for their views. 		 <ul style="list-style-type: none"> • Fluently reads a wider range of challenging texts that are above chronological age with fluency and understanding. • Confidently performs given texts, including poems, using a wide range of devices to engage the audience and for effect. • Recommends authors, sets of books and genres to others based on own reading experience and preferences, giving reasons for choice. • Compares language, structure and presentation across texts and debates which is the most effective. • Critiques the use of figurative language, including how it is used for effect. • Can challenge key ideas within a text. • Reads extended texts, including novels, examining how characters change and develop. • Draws inferences based on indirect clues and can justify their thinking. • Can give counter-arguments to an alternative viewpoint, based on evidence from the text. • Analyses texts and draws out key information to support their own research. • Can summarise the main ideas of text in a nut shell. • Compares and contrasts across a broad range of texts, drawing on evidence from the text. • Can categorise texts according to given criterion, including key themes and conventions. 		

Year 7

Reading Pupils should be taught to:

- ♣ develop an appreciation and love of reading, and read increasingly challenging material independently through:
- ♣ reading a wide range of fiction and non-fiction, including in particular whole books, short stories, poems and plays with a wide coverage of genres, historical periods, forms and authors. The range will include high-quality works from:
 - English literature, both pre-1914 and contemporary, including prose, poetry and drama
 - Shakespeare (two plays)
 - seminal world literature
- ♣ choosing and reading books independently for challenge, interest and enjoyment.
- ♣ re-reading books encountered earlier to increase familiarity with them and provide a basis for making comparisons.
- ♣ understand increasingly challenging texts through:
 - ♣ learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries
 - ♣ making inferences and referring to evidence in the text
 - ♣ knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension
 - ♣ checking their understanding to make sure that what they have read makes sense.
- ♣ read critically through:
 - ♣ knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning
 - ♣ recognising a range of poetic conventions and understanding how these have been used
 - ♣ studying setting, plot, and characterisation, and the effects of these
 - ♣ understanding how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play ♣
- making critical comparisons across texts
- ♣ studying a range of authors, including at least two authors in depth each year.
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