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| --- | --- | --- | --- | --- | --- | --- | --- |
|  | reception | y1 | y2 | y3 | y4 | y5 | y6 |
| decoding/  phonics | Secure with year group phonic expectations. Read some common irregular words. Use phonic knowledge to decide regular words & read aloud accurately. | Secure with year group phonic expectations. Secure with year group phonic expectations | Secure with year group phonic expectations. Secure with year group phonic expectations |  |  |  |  |
| patterns and rhymes | Identify rhymes and alliteration. Join in with rhyming patterns. | Identify which words appear again and again. Recognise & join in with predictable phrases. Recognise simple recurring literary language. | Recognise simple recurring literary language. |  |  |  |  |
| comprehension/understanding | Read & understand simple sentences. Demonstrate understanding when talking with others about what they have read. | Relate reading to own experiences. Re-read if reading does not make sense. Re-tell with considerable accuracy. Discuss significance of title & events | Read ahead to help with fluency & expression. Comment on plot, setting & characters in familiar & unfamiliar stories. Recount main themes & events. Comment on structure of the text. | Comment on the way characters relate to one another. Know which words are essential in a sentence to retain meaning. | Give a personal point of view on a text. Re-explain a text with confidence. | Summarise main points of an argument or discussion within their reading & make up own mind about issue/s. Compare between two texts. Appreciate that people use bias in persuasive writing. Appreciate how two people may have a different view on the same event. | Refer to text to support opinions and predictions. Give a view about choice of vocabulary, structure, etc. Distinguish between fact & opinion. |
| prediction, inference and deduction | Make basic predictions. | make predictions on basis of what has been read.  Make inferences on basis of what is being said & done. | make predictions on basis of what has been read.  Make inferences on basis of what is being said & done. | Draw inferences such as inferring characters’ feelings, thoughts & motives from their actions. | Justify inferences with evidence, predicting what might happen from details stated or implied. | Draw inferences and justify with evidence from the text. |  |
| intonation and expression |  | Read aloud with pace & expression, i.e. pause at full stop, raise voice for question. | Use commas, question marks & exclamation marks to vary expression. Read aloud with expression & intonation. | Recognise how commas are used to give more meaning. | Use appropriate voices for characters within a story. | Vary voice for direct or indirect speech. | Appreciate how a set of sentences has been arranged to create maximum effect |
| Punctuation, grammatical features and the writer’s craft | Identify start and end of a sentence. | Recognise:  capital letters  full stops  question marks  exclamation marks  ellipsis  Know why the writer has used  the above punctuation in a  text. | Recognise:  commas in lists  apostrophe of omission  & possession (singular  noun)  Identify past/present tense and  why the writer has used a tense. | Recognise:  inverted commas  plurals  pronouns and how used  collective nouns  adverbs  Explain the difference that the precise choice of adjectives and verbs make. | Recognise:  apostrophe of possession (plural)  Identify how sentence type can be changed by altering word order, tenses, adding/deleting words or amending  punctuation.  Explain why a writer has used different sentence types or a particular word order and the effect it has created. | Recognise:  clauses within sentences Explain how and why a writer has used clauses to add information to a sentence. | Recognise:  complex sentences with more than one subordinate clause phrases which add detail to sentences Explain how a writer has used sentences to create particular effects. |
| research | find answers to questions from those around us | Know difference between fiction and non-fiction texts. | Use content and index to locate information. |  | Skim & scan to locate information and/or answer a question. | Use more than one source when carrying out research. Create a set of notes to summarise what has been read | Skim and scan to aide notetaking. |