Expectations
READING
Year 1-6

Year 1 READING

Aspect	Autumn	Spring	Summer
Applying Phonics	• I know when to use phonic knowledge to decode words. • I read common words using phonic knowledge, where possible. • I read words of more than one syllable that contain taught GPCs. • I read phonically decodable texts.	• I blend sounds in unfamiliar words based on known GPCs. • I read words with familiar endings - s, es, ing, ed, er, est. • I read words which have the prefix –un added. • I read phonically decodable texts, with confidence. • I divide words into syllables, for example pocket, rabbit, carrot, thunder, sunset.	• I hear and recognise all 40+ phonemes. • I match all 40+ graphemes to their phonemes (Phase 3). • I identify all 40+ graphemes in my reading. • I know that words can have omitted letters and that an apostrophe represents the omitted letters. • I can find contractions in my reading. • I read words with contractions. • I read compound words, for example football, playground, farmyard, bedroom.
Reading for Pleasure	• I know that there are different kinds of books. • I know the difference between a story book and an information book. • I can find the title, author and the illustrator of a book. • I know some familiar stories. • I recognise familiar story language.	• I say what I like or dislike about a book. • I say if a story reminds me of another story or something that I have experienced. • I listen to others' ideas about a book. • I find familiar story language in stories read aloud to me or ones I have read independently. • I retell key stories orally using narrative language. • I recognise rhyming language.	• I say whether I agree or disagree with others' ideas. • I say whether I agree or disagree with others' ideas. • I say why I agree or disagree with others' ideas. • I recognise repeated or patterned language. • I recognise patterned language in the poems and rhymes I know. • I know some poems and rhymes by heart.
Reading Accurately, with fluency and with understanding	• I use picture clues to support my understanding. • I use picture clues to deepen my understanding. • I identify the characters in a story. • I recognise a character's feelings. • I can say why a character has a	• I use prior knowledge to understand texts. • I identify unfamiliar words and ask about meaning. • I use the context to make informed guesses about the meaning of unfamiliar words.	• I discuss the meaning of unfamiliar words with others. • I know that stories can have similar patterns of events. • I make links to other stories. • I make links with characters in other stories.

	feeling. • I read aloud with pace and expression.	• I make predictions based on the events in the story. • I give an opinion about a character. • I know that stories can have similar characters.	• I can answer retrieval questions about a book. • I use information from the story to support my opinion. • I understand that a writer can leave gaps for the reader to fill. • I answer questions which fill the gaps in a story. (Inference)

Greater Depth
YEAR 1 READING

Phonics/ Words	Comprehension	Reading for Enjoyment
• I use my phonics knowledge confidently in combination with a range of reading strategies to read appropriate texts fluently and confidently.	• I readily and confidently ask questions to clarify understanding. • I explain to others why I have enjoyed a book and summarise the story if asked to do so.	• I read for an extended period because I really enjoy stories. • I am aware that I will learn a great deal from non-fiction books. • I express a preference for the type of book I enjoy and explain why I like that type of book. • I can explain the difference between a fiction and non-fiction book and talk about the way each is organised.

- I use my own knowledge and experiences to help bring a deeper understanding to the text I am reading.
- I make suggestions about events and characters in the book which go well beyond what is written in the text.
- I am beginning to use some of the features I see in the books I read in my own writing, e.g., repeated texts.

Year 2 READING			
Aspect	**Autumn**	**Spring**	**Summer**
Applying Phonics	• I understand the importance of decoding words automatically. • I understand that some words cannot be decoded with phonic strategies. • I use the graphemes taught to blend sounds. • I know that phonemes may be represented by different graphemes. • I can read most words containing common suffixes* • I know that familiar words do not need to be sounded out and blended. • I read these familiar words automatically and accurately without sounding or blending.	• I know that the same grapheme may be read in different ways. • I recognise alternatives and consider which will make meaning. • I recognise syllables in words. • I know that breaking words into syllables helps fluent decoding. • I know that other strategies can be used to read unfamiliar words. • I use different strategies to support fluent decoding.	• I read words of two or more syllables accurately. • I read aloud books closely matched to my improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. • I read these books fluently and confidently without overt sounding out
Reading for Pleasure	• I know that there are different kinds of stories. • I listen to or read a range of different kinds of stories. • I make choices about the books I read. • I know that non-fiction books are organised differently from fiction texts. • I know that books or texts have a purpose.	• I explain why I prefer certain books or stories. • I can retell stories with the key events in the correct sequence. • I can retell a story with the key events and the characters. • I can comment on the plot, setting and characters in familiar and unfamiliar stories. • I know how to find information in a non-fiction book. • I identify the purpose of a book or a text. • I know that books and stories are set in different places and times.	• I decide how useful a non-fiction book is to find the information I need. • I can find the setting or time in books or stories. • I can discuss the setting or time in books.
Reading for Pleasure - Poetry	• I know the difference between poetry and narrative • I know that there are different kinds of poetry. • I listen to different kinds of poetry. • I can talk about books or poems read. • I know that stories and poems can have patterned or recurring literary language.	• I talk about the meaning of different poems. • I recognise that a poem can tell a story. • I learn a poem by heart. • I can give an opinion on books or poems read. • I can find patterned or recurring literary language in poems and stories. • I find favourite words and phrases.	• I recite or perform a poem making the meaning clear. • I talk about favourite words and phrases. • I know that word choice affects meaning. • I can explain why a writer has chosen a word to affect meaning.
Reading Accurately, with fluency and with understanding	• I know that the purpose of reading is to make meaning. • I know that there is a range of decoding strategies. • I can read ahead to aid with fluency and expression. • I can check that text I read makes sense. • I re-read when I have lost the meaning. • I can use commas, question marks and exclamation marks to vary expression. • I can read aloud with expression and intonation.	• I self-correct when I have lost the meaning. • I use prior knowledge and reading experiences to understand text. • I use the context to understand texts. • I ask questions to clarify understanding. • I recognise key ideas in a text. • I can find the answers to retrieval questions about stories, poems or non-fiction texts. • I recognise that a writer can have a message for the reader. • I can make predictions about possible events. • I can identify past and present tense and why the writer has used a tense.	• I know what the inference - 'reading between the lines'- means. • I find inferences about characters' feelings and thoughts. • I can explain inferences about characters' feelings and thoughts. • I give reasons for characters' actions or behaviour. • I can explain a writer's message. • I can make predictions about how characters might behave. • I can recognise commas in lists and apostrophes for omission and possession.

Greater Depth

YEAR 2 READING

Reading Accurately and Fluently	Comprehension	Reading for Enjoyment
• I self-correct, look backwards and forwards in the text and search for meaning. • I read poetry, using intonation and expression, and handle humour appropriately when needed. • I extract information from non-fiction using contents, index, chapters, headings and glossary.	• I identify and comment on the main characters in my text and the way they relate to one another. • I show understanding of the main points of the text and re-tell the story. • I make sensible predictions about what is likely to happen in the story and to different characters.	• I add to meaning of my reading through expression and intonation. • I know how suspense and humour is built in a story, including the development of the plot.

- I am quick to pick up inferences that go beyond the text.
- I empathise with different characters I come across in my reading.
- I pick out key words and phrases used by the author to help the reader know more about the personality of the characters in a text.
- I identify key similarities and differences within two books I have read.
- I am beginning to use some of the plots that I have come across in my reading in my own writing.
- I seek new and unfamiliar vocabulary within my reading with the intention of using them in my own writing.

Year 3 READING			
Aspect	**Autumn**	**Spring**	**Summer**
Applying Phonics	• I know that phonics is one strategy to help me read unfamiliar words. • I know when phonic strategies will help me to read a word and when they will not. • I know what a root word is. • I understand how to use a root word to help me read unfamiliar words. • I use root words to help me read unfamiliar words. • I know what prefixes and suffixes are. • I understand how prefixes and suffixes can change the meaning of a word. • Use prefixes and suffixes to read unfamiliar words.	• I apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words. • I know that some words may have a similar pronunciation but may be written differently. • I know that some of these are unusual. • I use knowledge of unusual phoneme/grapheme correspondences to help me read unfamiliar words. • I know that unfamiliar words can be read by using known similar words (analogy).	• I use analogy drawing on the pronunciation of similar known words to read others. • I use root words to help me understand the meaning of unfamiliar words. • Use prefixes and suffixes to understand the meaning of unfamiliar words.
Reading for Pleasure	• I know that there are different kinds of narrative stories. • I understand that a sequence of events in a narrative is called the plot. • I can identify the plot in a narrative. • I use a dictionary to check or find the meaning of new words. • I know that there are different kinds of non-fiction books. • I know that non-fiction books are structured in different ways. • I know how to use a non-fiction book to find identified information. • I identify any words that are unfamiliar.	• I understand that narratives can have differently structured plots. • I can talk about the different plot structures in genres read. • I know that different kinds of narratives are written with different language. • I know that writers choose words and language to create an effect on the reader. • I can find effective words and language in reading that writers have used to create effects. • I discuss a range of narrative stories and their similarities and differences. • I can choose books for specific purposes. • I discuss the meaning of unfamiliar words identified. • I make connections between books written by the same author.	• I recognise the literary language typical of narrative genres read. • I recognise words and language that show the setting of a book – historical, cultural or social. • I can explain why a writer makes choices about words and language used. • I understand the difference that the precise choice of adjectives and verbs makes. • I can discuss meaning of specific or unusual words used by authors to create effects. • I can explain why a writer has chosen specific words and language. • I can record words and language from reading to use in my own writing. • I re-tell some of stories written by the same author by heart.
Reading for Pleasure - Poetry	• I know that there are different forms of poetry. • I recognise and name different types of poems which have been introduced. • I know that words and language in poems create effects.	• I can discuss the meaning of words and language in poems. • I understand that there can be more than one interpretation of a poem. • I understand that the meaning of poems can be enhanced through performance. • I watch performances of poems.	• I discuss how the meaning is enhanced through performance. • I identify that intonation, tone, volume and action can be used to enhance meaning. • I prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.
Reading Accurately, with fluency and with understanding	• I understand that any book read must be meaningful. • I check understanding in any book or text that I read. • I ask questions to ensure understanding of a text. • I know that there will be unfamiliar words in a text. • I know that texts have a main idea. • I identify the main idea of a text. • I know that the organisation and layout of a book helps me to understand it. • I know how to find key words or information in a non-fiction text. • I recognise how commas are used to give more meaning. • I recognise inverted commas. • I recognise plurals, pronouns and how used, collective nouns and adverbs.	• I ask questions to deepen understanding of a text. • I use the context of unfamiliar words to explain their meaning. • I give a personal response to a text. • I use evidence from the text to support my response. • I use clues from the text to predict what might happen next. • I know that the main idea in a narrative may also have a message for the reader. • I know that the message in a book is called the theme. • I recognise that books may have similar themes. • I understand that the organisation and layout may be different according to the purpose of the book. • I can record key words or information found in a non-fiction text. • I can comment on the way characters relate to one another.	• I check the meaning of any unfamiliar words through questioning, discussion or use of dictionaries. • I can explain my personal response. • I can listen to others' personal responses to a text. • I adapt own response in the light of others' responses. • I know that characters' actions can tell the reader about their thoughts, feelings and motives. • I infer characters' feelings, thoughts and motives from their actions. • I can explain how characters' actions can tell the reader about their thoughts, feelings and motives. • I give reasons for predicting what might happen next. • I identify the organisation and layout in books. • I can explain how the organisation and layout helps me to understand it.

Greater Depth		
YEAR 3 READING		
Phonics/ Words	**Comprehension**	**Reading for Enjoyment**
- When reading aloud, I take full account of the punctuation in the text. - I make a note of any new word I come across in my reading with the intention of using them in my own writing. - I read ahead to determine direction and meaning in a story.	- I talk with confidence about stories I have read and can ask and answer questions related to these texts. - I am confident in predicting what may happen next and use the text I have read so far to help me predict. - My predictions about what happens next in texts I am reading are becoming more accurate.	- I am an avid reader who find every opportunity to read additional texts other than what has been provided for me. - I am beginning to develop a preference for certain types of texts and authors. - I am keen to find out more about a poet whose poetry I have enjoyed.

- I note with increasing interest the way authors use a variety of techniques and strategies to develop characters and the relationship between them.
- I am keen to find out more about the background setting of the text I am reading, e.g., historical period, social or cultural setting.
- I recognise how authors can persuade and begin to use some of these skills in my own writing.
- I seek unfamiliar text in my reading so that I can use new vocabulary in my writing.
- I am beginning to recognise the characteristics of certain authors and add these to ideas in my own writing.

	Year 4 READING		
Aspect	Autumn	Spring	Summer
Applying Phonics	• I know that phonics is one strategy to read unfamiliar words. • I know when phonic strategies will help to read a word and when they will not. • I use knowledge of unusual phoneme/grapheme correspondences to help me read unfamiliar words. • I use knowledge of root words to help me read unfamiliar words. • I use root words to help me understand the meaning of unfamiliar words. • I use knowledge of learned prefixes and suffixes to help me read unfamiliar words. • I use prefixes and suffixes to help me understand the meaning of unfamiliar words.	• I apply knowledge of root words, prefixes and suffixes to help me read aloud and to understand the meaning of unfamiliar words. • I know that many words may have a similar pronunciation but may be written differently. • I know that some of these are unusual. • I know that unfamiliar words can be read by using knowledge of known similar words (analogy).	• I use analogy drawing on the pronunciation of similar known words to read others
Reading for Pleasure	• I know that there is a range of narrative stories. • I discuss the range of narrative stories introduced so far and consider differences and similarities. • I understand that these have different plot patterns. • I know that the plot develops in different ways according to the plot pattern. • I find similarities in the books I read. • I understand that writers open stories in different ways. • I can find words and language in my reading that writers have used to show atmosphere, mood or feelings.	• I understand that a writer can use patterned language for effect. • I can find examples of patterned language for effect. • I identify words and language that show the setting of a book – historical, cultural or social. • I know that writers choose words and language to show atmosphere, mood or feelings. • I identify different openings in different books and I can compare different story openings.	• I can explain the effect of patterned language. • I can explain how the writer has used words and language to show the setting of a book. • I can explain how the words and language used shows atmosphere, mood or feelings. • I can explain why a writer has chosen specific words and language to create atmosphere, mood or feelings. • I record words and language from my reading to use in my own writing. • I can find similarities in the use of language and openings in books experienced.
Reading for Pleasure - Poetry	• I know that there are different forms of poetry. • I recognise and name different types of poems which have been introduced to me. • I know that *words* and language in poems create effects.	• I can explain the effect created by the poet's choice of words and language. • I know that poems may have patterned language. • I can find examples of patterned language in the poems I read. • I can explain the effect of patterned language in poems and why a poet might use it. • I understand that the meaning of poems can be enhanced through performance. • I enjoy watching performances of poems.	• I discuss how the meaning is enhanced through performance. • I identify that intonation, tone, volume and action can be used to enhance meaning. • I prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.
Reading for Pleasure – Non-Fiction	• I choose a specific non-fiction book for a specific purpose. • I identify any words that are unfamiliar to me.	• I know where to find the specific information needed in my book. • I know how to use a non-fiction book to find identified information. • I discuss the meaning of the unfamiliar words identified.	
Reading with understanding	• I frequently empathise with a character. • I identify the main idea/s of a text. • I can summarise the main idea of a text in a sentence. • I know that many books have themes. • I discuss the possible theme/s in books. • I know that the organisation and layout of books vary according to the purpose of book. • I can use appropriate voices for characters within a story. • I can recognise apostrophes of possession (plural). • I use dictionaries to check or find the meaning of	• I understand that a reader needs to interact with a text to understand it fully. • I can check understanding in any book or text read. • I actively seek the meaning of any words or language not understood. • I can identify a theme in a book. • I can check the meaning of any unfamiliar words through questioning, discussion or use of dictionaries. • I understand that a writer wants the reader to respond in a certain way.	• I ask questions to deepen understanding of a text – between and beyond the lines. • I can find where the writer has written to make the reader respond in a certain way. • I can adapt my own response in the light of others' responses. • I understand why a writer wanted the character to respond in a certain way. • I infer meaning using evidence from events, description and dialogue.

unfamiliar words. • I ask questions to ensure understanding of a text.	• I can explain how the writer made sure of the reader's response, using evidence from the text. • I can compare with others' personal responses to a text. • I understand why a character acted or responded or felt in a certain way. • I make predictions based on the text and from knowledge from other books. • I identify the main idea in paragraphs in a text. • I can find evidence which shows what the theme is in a book. • I can explain why the evidence shows what the theme is. • I use the organisation and layout of a book to find specific information. • I record key words or information found.	• I make connections with books with similar themes. • I skim to find specific information on a page or in a paragraph. • I can scan a page or paragraph to find key words or information. • I can explain why a writer has used different sentence types or a particular word order and the effect it has created.

Greater Depth		
YEAR 4 READING		
Phonics/ Words	Comprehension	Reading for Enjoyment
• I skim, scan and organise non-fiction information under different headings. • When reading aloud, I show awareness of the listener through the use of pauses, giving emphasis and keeping an appropriate pace to entertain and maintain interest.	• I locate and use information from a range of sources, both fiction and non-fiction. • I appreciate that there can be bias in persuasive writing, including within articles and advertisements. • I use inference and deduction to work out the characteristics of different people from a story. • I refer to the text to support my predictions and opinions.	• I talk about why I prefer certain authors and get 'immersed' in reading their books. • I have established a preference for specific genre of texts and can explain why this is the case.

- I talk widely about different authors, giving some information about their backgrounds and the type of literature they produce.
- I can compare fictional accounts in historical novels with the factual account.
- I am confident of my ability to read between the lines as well as my ability to read beyond the lines.
- I am confident enough to ask questions related to the text I am reading and to offer opinions about the way the story may begin to unfold.
- I know that if I met the author of a book that I have read, I would have several questions to ask them.
- I am regularly using ideas I picked up from my reading in my own writing.

Year 5 READING			
Aspect	**Autumn**	**Spring**	**Summer**
Applying Phonics	• I apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words. • I read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. • I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.		
Reading for Pleasure – Maintaining a positive attitude about reading	• I know that there is a range of narrative genres which includes classic and traditional stories, myths and legends, poems and play scripts. • I know that these are structured in different ways. • I know that non-fiction texts are structured to guide the reader to information. • I can explain how the structure guides the reader to find specific information. • I find words and language that are used for effect. • I can explain how the words and language create a precise effect.	• I discuss and explain how and why they have different structures. • I can explain why I enjoyed a book or poem and who might also enjoy it. • I evaluate the usefulness of a non-fiction book to research questions raised. • I understand that a writer moves events forward through a balance of dialogue action and description. • I record effective words and language from reading to use in my own writing.	• I can explore how dialogue is used to develop character. • I can explore how actions are added to dialogue to move events forward. • I understand that writers use language for precise effect. • I understand that this may include precise nouns, precisely chosen adjectives, well developed noun phrases, similes, metaphors, personification etc. • I understand that a writer uses different sentence structures and techniques to create effects. • I can explore the structures and techniques used. For example, short sentences, rhetorical questions, ellipsis, flashbacks. • I can record examples of effective techniques and structures from reading to use in my writing.
Reading for Pleasure - Comprehension	• I understand that there will be unfamiliar words in the texts I read. • I use dictionaries to check or find the meaning of unfamiliar words. • I ask questions to improve my understanding. • I re-read to check that the text is meaningful. • I can draw inferences such as inferring characters' feelings, thoughts and motives from their actions at different points in the text.	• I use meaning-seeking strategies to explore the meaning of words in context. • I understand that inferences can be drawn from different parts of the text. • I justify inferences with evidence from the text. • I can make predictions from evidence found and implied information. • I summarise the main ideas drawn from a text.	• I use meaning – seeking strategies to explore the meaning of idiomatic and figurative language. • I understand that inferences can be made by reading between and beyond the lines. • I know that the context in which it was written can affect a text. For example, a classic text reflects how an audience of that time will react. • I can explain how the context of a text reflects the reaction of the audience it was written for.
Reading for Pleasure – Justifications for views	• I can give a personal point of view about a text. • I can explain the reasons for my viewpoint, using evidence from the text. • I listen to others' ideas and opinions about a text. • I make connections between other similar texts, prior knowledge and experience. • I can explain why there are connections, using evidence. • I can compare books with similar themes. • I can vary voice for direct and indirect speech.	• I build on others' ideas and opinions about a text in discussion. • I question others' ideas about a text. • I can compare different versions of texts. • I can explain the similarities and differences between different versions of texts. • I can explain how books written in different contexts can have similar themes.	• I evaluate the effectiveness of different versions of texts.
Retrieving information from text	• I identify key information from my text. • I summarise key information in sentences. • I can find key information from different parts of the text. • I understand the difference between fact and opinion. • I can find examples of fact and opinion in texts and explain why one is fact and the other opinion. • I can explain how and why a writer has used clauses to add information to a sentence.	• I use skimming and scanning to find the information I need. • I make notes on the information I need. • I can organise my notes and present information. • I can use more than one resource when carrying out research. • I summarise key information from different parts of the text. • I present an oral overview or summary of a text.	• I can explore how events are viewed from another perspective. • I can explain the writer's viewpoint with evidence from the text. • I identify the writer's viewpoint, for example, how different characters are presented.

		• I understand that a narrative can be told from different points of view – narrator, character. • I identify the point of view in a narrative. • I understand that the writer may have a viewpoint.	

Greater Depth		
YEAR 5 READING		
Phonics/ Words	**Comprehension**	**Reading for Enjoyment**
• I read a range of material and show that I can sustain the reading of longer and more demanding books and poetry. • I make use of effective scanning and text marking to aid succinct summaries of key ideas so that information is identified.	• I infer meaning using evidence from the text I'm studying, wider reading and personal experience. • I adapt my own opinion in the light of further reading or others' ideas.	• I choose to read widely for pleasure and for different purposes and do so outside lesson time because I want to.

- I add value to my reading by using my personal knowledge and context to read between and beyond the lines.
- I recognise that there may be times that my interpretation of the text may need to be reviewed in light of new information.
- I express my own ideas about a text, supporting my ideas with evidence from the text and explain why the evidence justifies my opinion.
- I compare texts by the same author, drawing out similarities and differences, comparing and evaluating different books when doing so.
- I compare texts by different authors and talk authoritatively about their different styles and techniques.
- I recognise some of the techniques and strategies used by authors to help bring a character to life or to create a precise setting.

Aspect	Autumn	Spring	Summer
Applying Phonics	• I apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words. • I read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. • I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.	•	•
Reading for Pleasure – Maintaining a positive attitude about reading	• I am familiar with a range of narrative genres which includes classic and traditional stories, myths and legends, poems and play scripts. • I know that texts can have elements of more than one text type. • I identify the elements included in a text type. • I can explain why I enjoyed a book or poem and who might also enjoy it. • I evaluate the usefulness of a non-fiction book to research questions raised.	• I know that non-fiction texts may include a creative, fictional element. • I can explain how the choices a writer has made about the structure of a text support its purpose. • I can make predictions using knowledge of the conventions different genres and text types. • I understand that non-fiction texts may present the same information with different viewpoints. • I identify the characteristics of a writer's style. • I know that the word and language choices support the writer's purpose. • I can record examples of words and language from reading to use in my own writing.	• I know that style and vocabulary are linked to the purpose of the text. • I can explain how the style and vocabulary are linked to the purpose of the text, using evidence. • I evaluate the usefulness of different non-fiction texts by comparing how different writer's present the same information. • I can explain the characteristics of a writer's style, using evidence. • I can explain how the word and language choices support the writer's purpose, using evidence. • I can explain how the techniques and structures used support the writer's purpose, using evidence. • I record examples of techniques and structures from reading to use in my own writing. • I can comment on the effectiveness of the writer's use of language structures and techniques.
Reading for Pleasure – Comprehension	• I understand that there will be unfamiliar words in the texts I read. • I use dictionaries to check or find the meaning of unfamiliar words. • I use meaning-seeking strategies to explore the meaning of words in context. • I use meaning – seeking strategies to explore the meaning of idiomatic and figurative language.	• I ask questions to improve and deepen my understanding. • I re-read to check that the text is meaningful. • I know that a text may need to be read slowly or re-read to deepen my understanding. • I know that texts have different layers of meaning – between the lines and beyond the lines. • I summarise the main ideas drawn from a text.	• I can find the different layers of meaning in a text. • I can explain how they contribute to the reader's understanding of the overall meaning, characters, themes. • I make predictions from evidence found and implied information. • I know that the context in which it was written can affect a text. For example, a classic text reflects how an audience of that time will react. • I can explain how the context of a text reflects the reaction of the audience it was written for.
Reading for Pleasure – Justifications for views	• I give a personal point of view about a text. • I can explain the reasons for a viewpoint, using evidence from the text. • I listen to others' ideas and opinions about a text.	• I build on others' ideas and opinions about a text in discussion. • I question others' ideas about a text. • I make connections between texts which may not initially seem similar. • I can explain why there are connections, using evidence. • I can explain the similarities and differences between different versions of texts.	• I identify themes in books which have different cultural, social or historical contexts. • I compare and contrast themes in a range of books. • I can explain how there are common themes in different books, using evidence from reading.
Explaining and discussing own understanding	• I skim and scan to aide note taking. • I identify key information from a text. • I summarise key information in sentences. • I find key information from different parts of the text. • I summarise key information from different parts of the text. • I present an oral overview or summary of a text. • I understand the difference between fact and opinion.	• I understand that a narrative can be told from different points of view – narrator, character. • I identify the point of view in a narrative. • I can explore how events are viewed from another perspective. • I identify the techniques used to create feelings, atmosphere, mood or messages.	• I understand that the writer may have a viewpoint. • I know that points of view can also be implied. • I identify implied points of view. • I can explain implied points of view, using evidence. • I identify the writer's viewpoint, for example, how different characters are presented. • I can explain the writer's viewpoint with evidence from

	• I can comment on how the writer's intent affects the reader.	the text.
• I find examples of fact and opinion in texts. • I can explain why one example is fact and another is opinion. • I use point, evidence and explanation (PEE) to respond to questions about texts.	• I appreciate how a set of sentences has been arranged to create maximum effect.	• I can explain the effect of the writer's viewpoint on the reader. • I can explain how the techniques used create feelings, atmosphere, mood or messages.

Greater Depth		
YEAR 6 READING		
Phonics/ Words	**Comprehension**	**Reading for Enjoyment**
• I use a combination of skimming, scanning and text marking to find and collate information and re-present the collated information. • I compare and contrast the language used in two different texts and identify the grammatical features/techniques used to create mood, atmosphere, key messages and attitudes. • I identify how writers manipulate grammatical features for effect.	• I can draw inferences from subtle clues across a complete text and give a personal response to a range of literature and non-fiction texts. • I explain the key features, themes and characters across a text and compare and contrast characters. • I explain the author's viewpoint in a text and present an alternative point of view. • I explain the main purpose of a text and summarise it succinctly.	• I confidently state preferences of text type including genre and justify my choices. • I explain how and why a text has impact on me and identify how characters change during the events of a longer novel.
• I recognise the strategies used by different authors to create tension or suspense in the text. • I compare and contrast the styles of different writers with evidence and explanation and evaluate their differing styles. • I appreciate how an author builds relationships between two or more characters and see how this is done over a period of time. • I recognise how great authors have created strong characters that the reader can empathise with to the point where the reader can anticipate how they would react in certain situations.		