Word reading	EYFS	Year 1	Year 2	Year 3	Year 4	Yea
0				Any focus on word reading	Any focus on word reading	There should
				supports the development of	supports the development of	for further dir
				vocabulary.	vocabulary.	of word readi
						almost all pup
						Attention is p vocabulary –
						meaning(s) ar
						pronunciation
<mark>HIGHLIGHTED</mark>	I know that letters can make	I know how to apply my	I know how to automatically	I know how to apply my	<mark>I know</mark> how to apply my	<mark>l know</mark> how to
STATEMENTS	many different sounds <mark>so that</mark>	phonic knowledge and skills	use my phonic knowledge and	knowledge of root words,	knowledge of root words,	knowledge of
ARE	<mark>l can recognise words said</mark> orally with the same initial	so that I can decode words.	skills to decode words so that	prefixes and suffixes	prefixes and suffixes	prefixes and s (morphology a
REQUIREMENTS	sound, such as money and		<mark>l can</mark> read fluently.	(etymology and morphology)	(etymology and morphology)	etymology) so
OF EYFS EARLY	mother.	I know the correct sound to		so that I can read aloud.	so that I can read aloud.	investigate ho
<mark>LEARNING</mark> GOALS AND		graphemes for all 40+	I know how to blend the			meanings of v
THE NATIONAL	I know that words convey	phonemes, including	sounds in words that contain	I know how to apply my	I know how to apply my	e.g., un+happ
	meaning and form sentences.	alternative sounds for	the graphemes taught in sets	knowledge of root words,	knowledge of root words,	dis+repute+at
	I know the 41 sounds (first 6	graphemes so that I can I can	1,2 and 3 so that I can read	prefixes and suffixes	prefixes and suffixes	l know how to
	Set 2 sounds) so that I can	respond speedily.	accurately.	(etymology and morphology)	(etymology and morphology)	e.g. – cious, -t
	read words consistent with			so that I can understand the	so that I can understand the	cial so that I c
	my phonic knowledge by	I know how to blend sounds	I know how to recognise	meaning of new words.	meaning of new words.	understand m
	sound-blending.	so that I can read accurately	alternative sounds for			<mark>new words.</mark>
		unfamiliar word containing	graphemes so that I can blend	I know how to identify the	I know how to identify the	
	I know how to blend sounds	GPC's that have been taught.	and read accurately.	unusual correspondences	unusual correspondences	I know how to
	into words <mark>so that I can</mark> read short words made up of			between spelling and sound,	between spelling and sound,	knowledge of prefixes and s
	known letter– sound	I know alternative sound	I know how to decode longer	and where these occur in the	and where these occur in the	(morphology
	correspondences.	correspondences so that I can	words so that I can read	word so that I can read	word so that I can read	etymology) so
		read common exception	accurately words of two or	further exception words.	further exception words.	<mark>read aloud wi</mark>
	I know how to read some (at	words. E.g., ay, ai, a/e	more syllables that contain			understanding
	least 10) letter groups that		the graphemes taught.	I know books are structured	I know how to use prefixes	<mark>fluency.</mark>
	each represent one sound (digraphs) and say sounds for	I know how to apply my		in a number of different ways	and suffixes so that I	I know how to
	so that I can sound and blend	phonics so that I can	I know common suffixes -ing,	so that I can read for different	understand meanings of	dramatic effect
	unfamiliar printed words	read common exception	-ed, -er, -est, -less, -ness, -	purposes.	words (sub-, inter-, anti- , -	reading aloud
	quickly and accurately.	words that have been taught	met, -ful so that I can read		ation, -ous, -tion).	engage listene
		GPC's (General Phoneme	words with these suffixes.	I know to test out different		
	I know some common	Correspondence).		pronunciations so that I can	I know how to read further	I know I can r
	exception words (RWINc red words on bookmarks to green		I know words where the usual	read longer words.	exception words, noting the	extensive arra
	book level) so that I can read	I know –s, - es, -ing, -ed, -er	spelling rule doesn't apply so		unusual correspondence	genres so that pleasure.
	aloud simple sentences and	and –est endings so that I can	that I can read common	I know I can use dictionaries	between spelling and sound	
	books that are consistent with	<mark>read words.</mark>	exception words.	to check the meaning of	ways so that I can read	I know how to
	my phonic and sight			unknown words I have read	broader vocabulary.	texts quickly s
	vocabulary knowledge.	I know how to decode longer	I know how to decode words	so that I understand words		determine the
		words so that I can read	in my head (Fred in your	and broaden my vocabulary.	I enjoy listening to and	or appeal.
	I know to read aloud so that I can read simple phrases and	words of more than one	head) so that I can read most		discussing wide range of	I know how to
	sentences made up of words	syllable that contain taught	words quickly and accurately	I know to match what I	poetry, fiction, plays,	underlying me
	with known letter–sound	GPCs.	without overt sounding and	decode to words I may have	nonfiction and reference	exist beneath
	correspondences and, where		blending.	already heard but may not	books so that I broaden my	written on a p
		1	1	1	1	F





CHURCH OF ENGLAND PRIMARY SCHOOL

Year 5
hould be no need
her direct teaching
l reading skills for
all pupils.
on is paid to new
lary – both a word's

ng(s) and its correct nciation. how to use my edge of root words, es and suffixes hology and logy) so that I can <mark>igate how the</mark> ngs of words change n+happy+ness, oute+able.

how to use suffixes cious, -tious, -tial, that I can stand meanings of

how to use my edge of root words, es and suffixes hology and logy) <mark>so that I can</mark> loud with standing and

how to employ tic effect whilst g aloud so that I e listeners.

I can read an sive array of text so that I read for ire.

how to evaluate quickly so that I nine their usefulness eal.

how to read lying messages that eneath words n on a page (read

Year 6

There should be no need for further direct teaching of word reading skills for almost all pupils. Attention is paid to new vocabulary – both a word's meaning(s) and its correct pronunciation.

I know how to use my knowledge of root words, prefixes and suffixes (morphology and etymology) so that I can investigate how the meanings of words change e.g., un+happy+ness, dis+repute+able.

I know how to use suffixes e.g. – cious, -tious, -tial, -cial so that I can understand meanings of new words.

I know how to use my knowledge of root words, prefixes and suffixes (morphology and etymology) so that I can read aloud with understanding and fluency.

I know how to use etymology to help the pronunciation of new words e.g., chef, chalet, machine, brochure – French in origin so that l can read unfamiliar words.

I know how to employ dramatic effect whilst reading aloud so that l engage listeners.

I know I can read an extensive array of text genres so that I read for pleasure.

I know how to evaluate texts quickly so that I determine their usefulness or appeal.

I know how to read underlying messages that exist beneath words written on a page (read between the lines) so that I understand underlying themes, causes and consequences within whole texts.

necessary, a few exception	I know how to read common	I know how to read aloud	have seen in print so that I	vocabulary and learn cross-	betv
words.	exception words, noting	books that are matched to my	read them.	curricularly.	lune
	unusual correspondences	phonic knowledge, sounding			ther
I know to re-read these books	between spelling and sound	out unfamiliar words without		I know books are structured	cons
aloud so that I can read	so that I can identify where	undue hesitation so that I can		in a number of different ways	who
confidently with fluency, understanding and	these occur in the word.	read all Set 3 sounds in		so that I can read for different	l kno
enjoyment.		nonsense words.		purposes.	stru
	I know I'm, I'll, we'll so that I				achi
	can read words with	I know how to read aloud		I know how to use	(hea
	contractions and understand	books that are matched to my		dictionaries to check the	betv
	that the apostrophe	phonic knowledge, sounding		meaning of unknown words I	coni the
	represents the omitted letter.	out unfamiliar words without		have read so that I	inte
		undue hesitation so that I can		understand words and	
	I know 75 sounds (All Set 3	read multi-syllabic words		broaden my vocabulary.	
	sounds plus the additional	containing Set 1, 2 and 3			
	graphemes) so that I can read	sounds.		I know a wide range of books	
	books aloud, accurately that			(fairy stories/ myths and	
	are phonetically decodable.	I know how to read aloud		legends) so that I can retell	
		books that are matched to my		these orally.	
	I know to only use my phonic	phonic knowledge, sounding			
	knowledge to work out words.	out unfamiliar words without			
		undue hesitation so that I can			
	I know to re-read my book so	read a passage at 80-90+			
	that I can read with fluency,	words per minute with			
	confidence, understanding	intonation that shows some			
	and enjoyment.	comprehension.			
	<mark>I know</mark> how to read aloud	I know how to re-read books			
	accurately books that are	so that my fluency and			
	consistent with my developing	confidence in word reading			
	phonic knowledge so that I	<mark>improve.</mark>			
	do not use other strategies to				
	<mark>work out words</mark>	I know to re-read my book so			
		that I can read with fluency,			
	I know to re-read my books so	confidence, understanding			
	that I read with more fluency	and enjoyment.			
	and confidence.				
				1	<u> </u>







CHURCH OF ENGLAND PRIMARY SCHOOL

tween the lines) so that nderstand underlying emes, causes and nsequences within nole texts.

now how to identify the uctures writers use to hieve coherence; eadings; links within and tween paragraphs; nnectives) so that I read e flow the author ends.

I know how to identify the structures writers use to achieve coherence; (headings; links within and between paragraphs; connectives) so that I read the flow the author intends.

I know how to recognise authors' techniques to influence and manipulate the reader so that I read with the desired response.

Comprehension	EYFS	Year 1	Year 2 Pupils hear and talk about new books, poems, other writing, and vocabulary with the rest of the class. This begins in year 2 and applies across KS2.	Year 3 At this stage, teaching comprehension takes precedence over teaching word reading directly. Focus is vocabulary and book — discussions.	Year 4	Year 5	Year 6
	<ul> <li>I know how to listen to a story so that I can have conversations about stories.</li> <li>I know how to listen to a story so that I learn new vocabulary.</li> </ul>	I know how to listen to a range of poems, stories and nonfiction at a level beyond what I can read independently so that I learn new vocabulary.	I know how to discuss the sequence of events in books and how items of information are related so that I have greater understanding. I know a wider range of stories, fairy stories and	I know how to listen to a wide range of fiction, poetry, play, non-fiction and reference books or text books so that I can discuss them with others. I know how to read a wide range of books (fairy stories/	I know how to listen to a wide range of fiction, poetry, play, non-fiction and reference books or text books so that I can discuss them with others. I know how to read a wide range of books (fairy stories/	I know how to read a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks so that I broaden my vocabulary and knowledge.	I know how to read a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks so that I broaden my vocabulary and knowledge.







	I know how to listen to a	traditional tales so that I	myths and legends) so that I	myths and legends) so that I	l know t
I know to re-read what I have	range of poems, stories and	broaden my vocabulary and	can retell these orally.	can retell these orally.	structure
read to check that it makes	nonfiction at a level beyond	use it when speaking and	I know how to use a	l know how to use a	ways so t
sense so that I understand it.	what I can read independently	writing.	dictionary <mark>so that I</mark> can check	dictionary <mark>so that I</mark> can check	a range o
sense so that i understand it.	so that I can talk about		the meaning of words that I	<mark>the meaning of words that I</mark>	
Character because and all standard		I know nonfiction texts can be	<mark>have read.</mark>	<mark>have read.</mark>	I know be
I know how to retell stories	characters, events and	<mark>presented in different ways so</mark>			so that I
and narratives using my own	understand a book.	that I can retrieve information	I know how to read and talk	I know how to read and talk	themes v
words and recently		<mark>diversely.</mark>	about a book so that I can	about a book so that I can	texts e.g.
introduced vocabulary from	I know what I read or what		identify the theme within a	identify the theme within a	fortune, s
listening to a story so that I	<mark>has been read to me can be</mark>	I know how to recognise simple recurring language in	range of different types of books.	range of different types of books.	I know h
show an understanding of	linked to my own experiences.	stories and poems so that I	DOOKS.	DOOKS.	comparis
what has been read to me.		can add expression.	I know that there are	I know that there are	across te
	I know some fairy tales,		different types of poems so	different types of poems so	
I know how to anticipate key	traditional tales so that I can	I know how to discuss and	that I can recognise some	that I can recognise some	I know h
events in stories so that I	retell key stories.	clarify the meanings of words	different forms of poetry e.g.,	different forms of poetry e.g.,	texts writ
show an understanding of		so that I can link new	narrative, free verse.	narrative, free verse.	periods.
what has been read to me.	I know some texts so well so	meanings to known			
what has been read to me.	that I can recognise and join	vocabulary.	<mark>l know</mark> how to identify	I know how to prepare poems	I know he
I know how to use			vocabulary <mark>so that I</mark> can	<mark>to read aloud and perform for</mark>	independ
	<mark>in with predictable phrases.</mark>	<mark>I know</mark> how to discuss my	discuss words/phrases that	my peers <mark>so that I</mark> show	can indep
introduced vocabulary during		favourite words and phrases	capture the reader's interest	understanding through	longer te
discussions about stories,	I know some rhymes and	so that I share my opinions to	and imagination.	intonation, tone, volume and	stamina a
non-fiction, rhymes and	poems so well <mark>so that I</mark> can	<mark>others.</mark>		action.	L Income la
poems and during role-play so	recite some by heart.	I know how to recite some	I know how to discuss my understanding and explaining	I know how to identify	I know he
that I show an understanding		poems learnt by heart.	the meaning of particular	vocabulary so that I can	reasons v that I car
of what has been read to me.	I know how to make links to	poents learne by heart.	words so that I check that a	discuss words/phrases that	books to
	words already known <mark>so that I</mark>	I know how to self-correct	text makes sense to me.	capture the reader's interest	explainin
	learn new word meanings.	any reading mistakes so that I		and imagination.	preferen
		can check that the text makes	I know how to ask questions	<u>_</u>	
	I know how to re-read so that	<mark>sense to me.</mark>	so that I deepen my	I know how to check that a	<mark>l know</mark> a
	I check that the text makes		understanding of a text.	<mark>text makes sense to me by</mark>	poems by
	sense and self-correct when	<mark>I know</mark> how to make		discussing my understanding	
	reading.	inferences based upon what is	I know how to draw inference	and explaining the meaning of	<mark>l know</mark> he
	reaung.	being said and done <mark>so that I</mark>	such as inferring character's	particular words.	<mark>poems ar</mark>
		understand a text.	feelings and thoughts based		read alou
	I know how to discuss the		on their actions within a text	I know how to ask questions	perform
	significance of the title and	I know how to I ask and	so that I deepen my	to deepen my understanding	<mark>effects.</mark>
	events within a story so that I	answer questions so that I	understanding of a text.	<mark>of a text.</mark>	l know w
	understand the book.	can understand a text.	I know how to draw upon	I know how to draw inference	book mal
			things implied or stated	such as inferring character's	so that I
	<mark>I know</mark> how to make	I know how to draw upon	within a text so that I can	feelings and thoughts based	understa
	inferences based on what is	what has already happened in	make predictions.	on their actions within a text	the mear
	being said and done within a	a text so far so that I predict		so that I deepen my	context.
	text so that I understand the	what might happen.	I know the purpose of	understanding of a text.	
	book.		paragraphs so that I can		<mark>l know to</mark>
			discuss them.	I know how to draw on things	so that l
	I know how to use what has			implied or stated in a text so	<mark>understa</mark>
				<mark>that I can predict what might</mark>	
	happened so far in a story <mark>so</mark>			happen.	





CHURCH OF ENGLAND PRIMARY SCHOOL



that books are red in different o that I can read for of purposes.

books have themes I can recognise s within and across .g., hope, peace, e, survival.

how to make risons within and texts.

how to compare <mark>ritten in different</mark>

how to read ndently so that I dependently read texts with sustained na and interest.

how to give s with details so an recommend to my peers, ing my own ences for genres.

a wider range of by heart.

how to prepare and play scripts to oud so that I <mark>m using dramatic</mark>

ways to check the nakes sense to me I can discuss my tanding and explore eaning of words in

to ask questions l improve my tanding.

I know that books are structured in different ways so that I can read for a range of purposes.

I know how to recognise themes within and across texts e.g., hope, peace, fortune, survival.

I know how to make comparisons within and across texts. (The Boy in the Striped Pyjamas)

I know how to compare texts written in different periods. (Grimm Fairy Tales)

I know how to read independently so that I can independently read longer texts with sustained stamina and interest.

I know how to give reasons with details so that I can recommend books to my peers, explaining my own preferences for genres.

I know a wider range of poems by heart.

I know how to prepare poems and play scripts to read aloud so that I perform using dramatic effects.

I know ways to check the book makes sense to me so that I can discuss my understanding and explore the meaning of words in context.

I know to ask questions so that I improve my understanding.

I know how to explore texts in groups so that I deepen my understanding through discussion.

I know how to infer characters feelings, thoughts and motives from their actions so that I justify inferences with evidence e.g., Point;Evidence;Explanation.

ſ					
		that I make sensible and	I know how to identify the	<mark>I know</mark> how to identify main	<mark>l know</mark> ho
		appropriate predictions about	key idea of paragraphs <mark>so that</mark>	<mark>ideas drawn from more than</mark>	inference
		what might happen.	<mark>l can discuss them</mark> .	<mark>one paragraph <mark>so that I</mark> can</mark>	character'
				summarise these accurately.	thoughts
			I know that language,		actions wi
		I know how to listen carefully	structure and presentation	I know how to identify how	that I just
		<mark>so that I</mark> can explain clearly	contribute to meaning.	language, structure and	with evide
		what has been read to me.	5	presentation contribute to	evidence;
			I know how to retrieve and	meaning.	
		the second state to be been as all		incomig.	l know ho
		I know how to take turns and	record information from non-	I know how to retrieve and	things imp
		listen to what others say so	fiction texts so that I can		
		<mark>that</mark> I can participate in	answer questions.	record information from non-	a text so t
		discussion about what has		fiction texts <mark>so that I</mark> can	what migh
		been read to me.		answer questions.	
		been read to me.			I know ho
					the main i
					more than
					so that I i
					details that
					<mark>main idea</mark>
					l know ho
					how langu
					and prese
					contribute
					that I can
					<mark>l know</mark> ho
					evaluate h
					language,
					figurative
					that I can
					understar
					the reade
					$\rightarrow$ I can ex
					and use th
					personific
					style and
					$\rightarrow$ I can ex
					on the rea
					authors' c
					language
					the autho
					selected t
					$\rightarrow$ I can di
					between
					fact or op
					range of t
					hand acco
					compared
					example s
					Pepys' dia
					textbook.







CHURCH OF ENGLAND PRIMARY SCHOOL

how to draw nce such as inferring cter's feelings and hts based on their s within a text so justify inferences vidence. Point; nce; explanation

<mark>r how to draw on</mark> implied or stated in so that I can predict night happen.

how to summarise ain ideas drawn from than one paragraph t I identify key s that support the deas.

how to identify anguage, structure resentation bute to meaning so can discuss a text.

how to discuss and ite how authors use age, including tive language, so can consider and stand the impact on ader by: n explore, recognise se the terms nification, analogy, nd effect. n explain the effect reader of the rs' choice of age and reasons why thor may have <mark>ed these.</mark> <mark>n distinguish</mark> en statements of ropinion across a of texts e.g., firstaccount of an event ared with a reported ole such as Samuel diary and a history

I know how to predict what might happen from information stated and implied.

I know how to identify how language, structure and presentation contribute to meaning so that I can discuss a text.

I know how to discuss / evaluate how authors use language including figurative language, considering the impact on the reader by:

 $\rightarrow$  exploring, recognising and using the terms personification, analogy, style and effect.

 $\rightarrow$  explaining the effect on the reader of the authors' choice of language and reasons why the author may have selected these.  $\rightarrow$  distinguishing between statements of fact or opinion across a range of texts e.g., firsthand account of an event compared with a reported example.

 $\rightarrow$  participating in discussions about books building on my own and others' ideas and challenging views courteously.

I know how to explain and discuss my understanding of what I have read, including through presentations and debates, maintaining a focus on the topic and using notes where necessary by:  $\rightarrow$  Preparing formal presentations individually or in groups.  $\rightarrow$  Using notes to support presentation of information.  $\rightarrow$  Responding to questions generated by a presentation.  $\rightarrow$  Participating in debates on issues related to reading

(fiction/non-fiction). → Provide reasoned justifications for their views

		fiction so knowledg accurately
		record an informatio
		<mark>l know ho</mark>
		<mark>fact and o</mark> don't deb
		<mark>I know</mark> ho between :
		Point;Evid
		elaboratir the text e
		<mark>views</mark> → Justifyi
		→ Provide justificatio
		reading (f fiction).
		→ Particip on issues
		questions presentat
		informatio → Respor
		presentat
		or in grou $\rightarrow$ Using r
		→ Prepar presentat
		using note necessary
		<mark>debates,</mark> r focus on t
		presentat
		of what I l including
		<mark>l know</mark> ho discuss m
		courteous
		others' id challengin
		building o







participate in ions about books on their own and ideas and iging views ously.

how to explain and my understanding I have read, <mark>ng through</mark> ations and s, maintaining a n the topic and otes where ary <mark>by:</mark> paring formal tations individually oups. ig notes to support tation of

ation.

oonding to ons generated by a

tation. icipating in debates es related to

g (fiction/non-

ide reasoned ations for their

fying opinions and ating by referring to e.g. vidence;Explanation

how to distinguish n statements of l opinion <mark>so that</mark> l ebate wrongly

how to retrieve, and present ation from non-<mark>so that</mark> my dge is clearly and ely shared.

 $\rightarrow$  Justifying opinions and elaborating by referring to the text e.g., Point;Evidence;Explanation

I know how to distinguish between statements of fact and opinion <mark>so that</mark> I don't debate wrongly

I know how to retrieve, record and present information from nonfiction so that my knowledge is clearly and accurately shared.

	BOOK CLUB	BOOK CLUB	BOOK CLUB	BOOK CLUB	BOOK CLU
	I know how to listen carefully	I know how to listen carefully	I know how to participate in	I know how to participate in	I know ho
	so that I can participate in	so that I can participate in	discussion about books that I	discussion about books that I	read and
	discussions about what has	discussions about what has	have read independently and	have read independently and	increasing
		been read to me.	books that have been read to	books that have been read to	fiction, po
	<mark>been read to me.</mark>	been read to me.			non-fictio
			me so that I can listen and	me so that I can listen and	
	I know how to listen to others	I know how to draw upon	respond to the opinions of my	respond to the opinions of my	I know ho
	and wait my turn so that I can	vocabulary heard from texts	peers.	peers.	in discussi
	share my opinions of a text.	so that I use subject-specific			that are re
		vocabulary confidently across			those I rea
		the curriculum with accuracy			that I buil
		(oral and written).			others' ide
					views cou
		I know how to listen to new			I know ho
		books, poems, other writing,			formal pre
		and vocabulary with the rest			debates s
		of the class <mark>so that</mark> I can talk			and discus
		<mark>about it with others.</mark>			understan
					have read
		I know how to discuss word			focus on t
		meanings, linking new			using note
		meanings to those already			necessary
		known so that I can talk about			
		<mark>it with others.</mark>			I know ho
					reasoned
					my views.
					I know ho
					reasons fo
					and explai
					preferenc
					so that I r
					books to r
					<mark>l know</mark> ho
					discuss an
					wide rang
					poetry, pla
					and refere
					<mark>textbooks</mark>
					l know rea
					are struct
					ways so th
					a range of
					<mark>l know</mark> a v
					books, inc
					legends ar
	1		1	1	
					<mark>stories, m</mark>





CHURCH OF ENGLAND PRIMARY SCHOOL



#### LUB

now to listen to, d discuss an ngly wide range of poetry, plays and <mark>ion.</mark>

how to participate ssions about books read to me and read myself, so uild on my own and ideas and challenge ourteously.

how to deliver presentations and so that I explain cuss my anding of what I ad, maintaining a the topic and otes where ry.

how to provide d justifications for /S.

how to say detailed for my opinions lain my own nces for text genres recommend o my peers.

now to read and an increasingly nge of fiction, plays, non-fiction erence books or <mark>ks</mark>

eading books that <mark>ctured in different</mark> that I can read for of purposes

<mark>a wider range of</mark> ncluding myths, and traditional modern fiction, rom our literary

#### **BOOK CLUB**

I know how to listen to, read and discuss an increasingly wide range of fiction, poetry, plays and nonfiction.

I regularly listen to novels read aloud by the teacher from an increasing range of authors. I know how to participate in discussions about books that are read to me and those I read myself, so that I build on my own and others' ideas and challenge views courteously.

I know how to deliver formal presentations and debates so that I explain and discuss my understanding of what I have read, maintaining a focus on the topic and using notes where necessary.

I know how to provide reasoned justifications for my views.

I know how to say detailed reasons for my opinions and explain my own preferences for text genres so that I recommend books to my peers.

						heritage, other cul traditions I know he texts in a deepen n through o
Reading for pleasure	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5
	I know the importance of listening to, discussing and reading books so that I talk about people, places, events.	I know how to listen to texts so that I develop pleasure in reading and am motivated to read.	I know how to enjoy listening to, discussing and expressing views about a range of poetry, stories and nonfiction at a level beyond what I can read independently.	I know I can participate in discussion about books that I have read independently and books that have been read to me whilst listening to and	I know I can participate in discussion about books that I have read independently and books that have been read to me whilst listening to and responding to the opinions of	I know I of reading a increasin fiction, p non-fictio
	<ul> <li>I know how to share a book and talk about it so that I use high quality talk and extend my vocabulary.</li> <li>I know how to select a book to share at home and/or at</li> </ul>	I know how to listen to and discuss a wide range of poems, stories and non-fiction at a level beyond my independent reading ability so that I broaden my vocabulary and understanding.	I regularly listen to novels read aloud by the teacher from an increasing range of authors <b>so that</b> I broaden my vocabulary and understanding.	responding to the opinions of my peers.	my peers.	I regularl read alou from an i of autho
	school with staff and/or peers so that I enjoy different types of books.	I know sharing different texts is important so that I link what I read or hear read to	I enjoy listening to, reading and discussing an increasingly wide range of fiction, poetry, plays and non-fiction.			
	I know how to listen to and join in with refrains from different stories, poems so that I can recite them by	my personal experiences I know some familiar key stories, fairy stories and	I can independently read longer texts with sustained stamina and interest.			
	heart.	traditional tales so that I can retell them.	I can recommend books to my peers with detailed reasons for my opinions and explain my own preferences			
		phrases <b>so that</b> I can recognise and join in with them.	for text genres. I enjoy listening to, discussing and expressing views about a			
			range of poetry, stories and			







e, and books from ultures and <mark>ns.</mark>	
how to explore a group so that I my understanding discussion.	
	Year 6
I enjoy listening to, and discussing an ingly wide range of poetry, plays and tion.	I know I enjoy listening to, reading and discussing an increasingly wide range of fiction, poetry, plays and non-fiction.
rly listen to novels oud by the teacher n increasing range ors.	I regularly listen to novels read aloud by the teacher from an increasing range of authors.

		I know some rhymes and poems so that I can to recite some by heart.	nonfiction at a level beyond what I can read independently. I can understand a text by asking and answering questions.				
Aspirational Targets	To talk enthusiastically about a book of their choice and engage other children to listen and ask questions. To listen carefully and answer questions and develop other children's understanding of a book.	To be able to learn and recite a piece of poetry and perform it for their peers with confidence. To be able to talk confidently about their choice of poem and poet.	To use subject – specific vocabulary confidently across the curriculum with accuracy	To read a wide variety of text genres and use expression and intonation appropriately. To enjoy participating in group/ individual presentations to present my views and opinions about a particular text.	To demonstrate my empathy and in-depth understanding of a character through role play and drama. To develop the plot, setting and characters within a text by adding my own ideas.	To speak confidently about my favourite authors and give reasons for my preferences. To present my views on authors/ poets/ texts confidently and naturally through various means (PowerPoint, iMovie)	To make suggestions to my peers about suitable books that I have read and begin to identify the favourite genres of my peers To participate in and talk confidently during a debate. To listen to and respect the opinions of others whilst giving counter arguments in an appropriate manner.





