

# St Bede's Primary School

## Reading End of Year Expectations by Year Group

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Word Reading	<p><b>Decoding</b></p> <ul style="list-style-type: none"> <li>Understand that letters are symbols (spellings) used to represent sounds in speech.</li> <li>Say a sound for each letter within the Initial Code (simple 1-sound:1-letter correspondence)</li> <li>Say a sound for the following digraphs: ff, ll, ss, zz, sh, ch, th, ck, ng, wh, le</li> <li>Say a sound for the trigraph: tch</li> <li>Blend sounds to build words e.g. /s/ /a/ /t/ → <b>sat</b></li> <li>Segment individual sounds to read and write e.g. pig → /p/ /i/ /g/ reading words consistent with their phonic knowledge</li> <li>Read aloud simple sentences and books that are consistent with their phonic knowledge</li> <li>Manipulate sounds in and out of words (sound swapping) to test alternatives for spellings that represent more than one sound</li> <li>Read the following high frequency words: is, a, the, I, for, of, are, was, all, come, some, to, their, there, these, what, where, who</li> </ul>	<p><b>Decoding</b></p> <ul style="list-style-type: none"> <li>Apply phonic knowledge and skills as the route to decode words</li> <li>Understand that one sound may be spelled by more than 1 letter</li> <li>Understand that one sound may be spelled in more than one way (one sound, different spellings - <u>rain</u>, <u>break</u>, <u>gate</u> and <u>stay</u>)</li> <li>Understand that many spellings can represent more than one sound (one spelling, different sounds - <u>head</u>, <u>seat</u>, <u>break</u>)</li> <li>Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</li> <li>Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</li> <li>Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> <li>Read words containing taught GPCs and common suffixes -s, -es, -</li> </ul>	<p><b>Decoding</b></p> <ul style="list-style-type: none"> <li>Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</li> <li>Understand that one sound may be spelled by 1, 2, 3 or 4 letters - <u>dog</u>, <u>street</u>, <u>night</u>, <u>dough</u></li> <li>Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</li> <li>Read accurately words of two or more syllables that contain the same graphemes as above</li> <li>Read words containing common suffixes</li> <li>Read further common exception words, noting unusual correspondence between spelling and sound and where these occur in the word</li> <li>Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</li> <li>Read aloud books closely matched to their improving phonic knowledge, sounding out</li> </ul>	<ul style="list-style-type: none"> <li>Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in <u>English Appendix 1</u>, both to read aloud and to understand the meaning of new words they meet</li> <li>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</li> </ul>	<ul style="list-style-type: none"> <li>Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in <u>English Appendix 1</u>, both to read aloud and to understand the meaning of new words they meet</li> <li>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</li> </ul>	<ul style="list-style-type: none"> <li>Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in <u>English Appendix 1</u>, both to read aloud and to understand the meaning of new words that they meet.</li> </ul>	<ul style="list-style-type: none"> <li>Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in <u>English Appendix 1</u>, both to read aloud and to understand the meaning of new words that they meet.</li> </ul>

		<p>ing, -ed, -er and -est</p> <ul style="list-style-type: none"><li>• Read other words of more than one syllable that contain taught GPCs</li><li>• Read words with contractions: e.g. I'm, I'll, we'll, and understand that the apostrophe represents the omitted letter(s)</li><li>• Read aloud phonically-decodable texts (that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words).</li><li>• Re-read these books to build up their fluency and confidence in word reading.</li></ul>	<p>unfamiliar words accurately, automatically and without undue hesitation</p> <ul style="list-style-type: none"><li>• Re-read these books to build up their fluency and confidence in word reading.</li></ul>				
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	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Comprehension</b>	<p><b>Range of Reading</b> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p>	<p><b>Range of Reading</b> Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> <li>listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</li> <li>being encouraged to link what they read or hear read to their own experiences.</li> </ul>	<p><b>Range of Reading</b> Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> <li>listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently.</li> </ul>	<p><b>Range of Reading</b> Develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> <li>listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>reading books that are structured in different ways and reading for a range of purposes.</li> </ul>	<p><b>Range of Reading</b> Develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> <li>listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>reading books that are structured in different ways and reading for a range of purposes.</li> </ul>	<p><b>Range of Reading</b> Maintain positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> <li>continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>reading books that are structured in different ways and reading for a range of purposes</li> <li>making comparisons within and across books.</li> </ul>	<p><b>Range of Reading</b> Maintain positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> <li>continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>reading books that are structured in different ways and reading for a range of purposes</li> <li>making comparisons within and across books.</li> </ul>
	<p><b>Familiarity with texts</b> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p>	<p><b>Familiarity with texts</b> Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> <li>becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</li> <li>recognising and joining in with predictable words and phrases e.g. <i>“Run, run as fast as you can, you can’t catch me I’m the Gingerbread Man.”</i></li> </ul>	<p><b>Familiarity with texts</b> Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> <li>becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</li> <li>recognising the main purpose of the text e.g. <i>“It tells you how ...”</i></li> <li>recognising simple recurring literary language in stories and poetry</li> <li>recognising patterns of literary language e.g. <i>once upon a time, first, next, last.</i></li> </ul>	<p><b>Familiarity with texts</b> Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> <li>increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> <li>identifying the main purpose of texts e.g. <i>“This author will help us learn about ...”</i></li> <li>identifying themes and conventions in a wide range of books</li> </ul>	<p><b>Familiarity with texts</b> Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> <li>increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> <li>identifying and explaining the main purpose of texts in relation to the reader, e.g. <i>“This book is just to give facts but this one tells us what people think as well.”</i></li> <li>identifying themes in a wide range of texts e.g. <i>triumph of good over evil.</i></li> </ul>	<p><b>Familiarity with texts</b> Maintain positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> <li>increasing their 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</li> <li>identifying and discussing themes and conventions in and across a wide range of writing</li> <li>identifying purpose and viewpoint of texts.</li> </ul>	<p><b>Familiarity with texts</b> Maintain positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> <li>increasing their 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</li> <li>identifying and discussing themes and conventions in and across a wide range of writing</li> <li>identifying the main purpose and viewpoint within an across genres and overall effect ion the reader e.g. <i>social relationships, community, bias.</i></li> </ul>

Comprehension

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p><b>Poetry &amp; Performance</b> Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> <li>learning to appreciate rhymes and poems, and to recite some by heart</li> <li>trying out the language they have listened to e.g. <i>through role play, retelling stories</i></li> </ul>	<p><b>Poetry &amp; Performance</b> Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> <li>continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.</li> </ul>	<p><b>Poetry &amp; Performance</b> Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> <li>recognising some different forms of poetry, (e.g. free verse, narrative poetry)</li> <li>preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.</li> </ul>	<p><b>Poetry &amp; Performance</b> Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> <li>recognising some different forms of poetry, (e.g. free verse, narrative poetry)</li> <li>preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.</li> </ul>	<p><b>Poetry &amp; Performance</b> Maintain positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> <li>learning a wider range of poetry by heart</li> <li>preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.</li> </ul>	<p><b>Poetry &amp; Performance</b> Maintain positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> <li>learning a wider range of poetry by heart</li> <li>preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.</li> </ul>
<p><b>Word Meaning / Language for effect</b> Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p>	<p><b>Word Meaning / Language for effect</b> Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> <li>discussing new vocabulary and linking meanings to those already known e.g. <i>Enormous means big</i></li> <li>commenting on obvious features of language e.g. <i>rhymes and refrains, significant words and phrases.</i></li> </ul>	<p><b>Word Meaning / Language for effect</b> Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> <li>discussing and clarifying the meanings of words, linking new meanings to known vocabulary from context e.g. <i>squashed and squeezed</i></li> <li>understanding how language in different texts appeals to readers</li> <li>identifying some familiar patterns of language e.g. <i>first, next</i></li> <li>commenting on language choices e.g. <i>“slinky” is a good word for a cat</i></li> </ul>	<p><b>Word Meaning / Language for effect</b> Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> <li>explaining the meanings of words in context e.g. <i>using dictionaries to check the meaning of words</i></li> <li>exploring the origins of words within texts read</li> <li>demonstrating understanding of figurative language e.g. <i>in discussion, children find examples and comment on impact.</i></li> </ul>	<p><b>Word Meaning / Language for effect</b> Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> <li>explaining the meaning of in context e.g. <i>using dictionaries to check the meaning of words that they have read</i></li> <li>identifying how language, structure, and presentation contribute to meaning.</li> </ul>	<p><b>Word Meaning / Language for effect</b></p> <ul style="list-style-type: none"> <li>Understand how word meanings change when used in different contexts</li> <li>Recognise rhetorical devices e.g. those used to argue, persuade, mislead and sway the reader</li> <li>Recognise nuances in vocabulary choices.</li> </ul>	<p><b>Word Meaning / Language for effect</b></p> <ul style="list-style-type: none"> <li>Understand how word meanings change when used in different contexts</li> <li>Recognise rhetorical devices e.g. those used to argue, persuade, mislead and sway the reader</li> <li>Recognise nuances in vocabulary choices.</li> </ul>

# Comprehension

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p><b>Understanding</b></p> <ul style="list-style-type: none"> <li>• Make comments about what they have heard and ask questions to clarify their understanding.</li> <li>• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> </ul>	<p><b>Understanding</b></p> <p>Understand both the books they can already read accurately and fluently and those they listen to by:</p> <ul style="list-style-type: none"> <li>• drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>• checking that the text makes sense as they read and correcting inaccurate reading e.g. <i>self-correction</i>.</li> </ul>	<p><b>Understanding</b></p> <p>Understand both the books they can already read accurately and fluently and those they listen to by:</p> <ul style="list-style-type: none"> <li>• drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>• checking that the text makes sense to them as they read and correcting inaccurate reading</li> <li>• recalling straight forward information e.g. <i>names of characters, main ingredients</i></li> <li>• answering and asking questions by locating information in texts e.g. about characters, topics</li> <li>• discussing the sequence of events in books and how items of information are related</li> <li>• using evidence including quotations from or references to the text e.g. <i>often retelling or paraphrasing sections of the text rather than using it to support comment</i></li> </ul>	<p><b>Understanding</b></p> <p>Understand what they read, in books they can read independently, by:</p> <ul style="list-style-type: none"> <li>• checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> <li>• asking questions to improve their understanding of a text</li> <li>• locating key information for a purpose</li> <li>• identifying main ideas drawn from more than one paragraph and summarising these</li> </ul>	<p><b>Understanding</b></p> <p>Understand what they read, in books they can read independently, by:</p> <ul style="list-style-type: none"> <li>• checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> <li>• locating key information efficiently, for a purpose</li> <li>• asking questions to improve their understanding of a text e.g. pupils ask questions linked to an author/purpose/theme/ broader learning, <i>“What happened to the girl after the story ended?”</i></li> <li>• identifying main ideas drawn from more than one paragraph and summarising these.</li> </ul>	<p><b>Understanding</b></p> <p>Understand what they read by:</p> <ul style="list-style-type: none"> <li>• checking that the text makes sense to them, discussing their understanding and exploring the meaning of words in context e.g. <i>why the author describes the character as being ‘jaded’;</i></li> <li>• asking questions to interrogate the text to help improve understanding</li> <li>• summarising the main ideas drawn from more than one paragraph, identifying some key details that support them e.g. <i>“This chapter is about the way children suffered; it say X and X but the other text presents things differently ...”</i></li> </ul>	<p><b>Understanding</b></p> <p>Understand what they read by:</p> <ul style="list-style-type: none"> <li>• checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> <li>• asking questions to improve their understanding</li> <li>• clearly identifying the most relevant points, including those selected from different places in the text</li> <li>• making structured responses by stating the point, finding evidence and explaining ideas</li> <li>• making comments, generally supported by relevant textual reference or quotation</li> <li>• summarising in depth the main ideas drawn from more than one paragraph, explaining key details that support them</li> <li>• distinguish between fact and opinion</li> <li>• commenting on structural choices, showing some general awareness of author’s craft e.g. <i>It tells you all the things burglars can do to a house &amp; then the last section explains how the alarm protects you.”</i></li> <li>• Clearly identifying various features relating to organisation at text level, including form, with some explanation e.g. <i>“Each section starts with a question as if he’s answering the crowd.”</i></li> </ul>

**Comprehension**

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		<p><b><u>Inference</u></b> Understand both the books they can already read accurately and fluently and those they listen to by:</p> <ul style="list-style-type: none"> <li>drawing on what they already know or on background information and vocabulary provided by the teacher, e.g. <i>“He must be going on holiday – he’s packing his case.”</i></li> <li>discussing the significance of the title and events</li> <li>making inferences on the basis of what is being said and done.</li> </ul>	<p><b><u>Inference</u></b> Understand both the books they can already read accurately and fluently and those they listen to by:</p> <ul style="list-style-type: none"> <li>making plausible inferences based on a single point of reference in the text e.g. give reasons for why things happen or characters change, such as, <i>“Henry started to behave because he knew his mum had sweets in her bag”</i></li> </ul>	<p><b><u>Inference</u></b> Understand what they read, in books they can read independently, by:</p> <ul style="list-style-type: none"> <li>drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions and justifying inferences with evidence.</li> <li>e.g. <i>“He wasn’t happy there – that’s why he ran away.”</i></li> <li>beginning to understand what the writer is implying in a text e.g. <i>“It doesn’t say that she doesn’t like her brother but there are clues.”</i></li> <li>identifying main ideas from more than one paragraph e.g. use evidence from across a text to explain events and/or ideas</li> </ul>	<p><b><u>Inference</u></b> Understand what they read, in books they can read independently, by:</p> <ul style="list-style-type: none"> <li>drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence.</li> <li>understanding the difference between what is written and what is implied in a text e.g. <i>What I know ... what I think I know</i></li> <li>identifying main ideas drawn from more than one paragraph and summarise these e.g. use evidence from across a text to explain events and/or ideas such as, <i>“We know that girls weren’t treated fairly.”</i></li> </ul>	<p><b><u>Inference</u></b> Understand what they read by:</p> <ul style="list-style-type: none"> <li>drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence e.g. <i>read between the lines and find evidence for the interpretation</i></li> <li>explaining inferred meanings drawing on evidence across the text/s e.g. <i>“They both show dads in different ways; Sarah’s dad told lies to cover up what he’d done and the dad in the other story was the opposite; he always told the truth even though he’d go to jail”</i></li> </ul>	<p><b><u>Inference</u></b> Understand what they read by:</p> <ul style="list-style-type: none"> <li>drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions and justifying inferences with evidence e.g. <i>read between the lines and find evidence for the interpretation</i></li> <li>providing explanations of inferred meanings drawing on evidence across the text/s e.g. <i>“Eagles are predators because in every chapter it tells you how animals hide and how small animals get caught”</i></li> </ul>
	<p><b><u>Prediction</u></b> Anticipate – where appropriate – key events in stories.</p>	<p><b><u>Prediction</u></b> Understand both the books they can already read accurately and fluently and those they listen to by:</p> <ul style="list-style-type: none"> <li>predicting what might happen on the basis of what has been read so far e.g. <i>“Jack will save them because that’s what he always does”</i></li> </ul>	<p><b><u>Prediction</u></b> Understand both the books they can already read accurately and fluently and those they listen to by:</p> <ul style="list-style-type: none"> <li>making plausible predictions about what might happen on the basis of what has been read so far.</li> </ul>	<p><b><u>Prediction</u></b> Understand what they read, in books they can read independently, by:</p> <ul style="list-style-type: none"> <li>predicting what might happen from details stated and attempt to predict details from details implied.</li> </ul>	<p><b><u>Prediction</u></b> Understand what they read, in books they can read independently, by:</p> <ul style="list-style-type: none"> <li>predicting what might happen from details stated and those implied.</li> </ul>	<p><b><u>Prediction</u></b> Understand what they ready by:</p> <ul style="list-style-type: none"> <li>predicting what might happen from details stated and implied and modify predictions in the light of new evidence.</li> </ul>	<p><b><u>Prediction</u></b> Understand what they ready by:</p> <ul style="list-style-type: none"> <li>drawing on a range of evidence from different parts of the text, and confidently predicting in detail what might happen using information stated and implied.</li> </ul>

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Comprehension		<p><b>Authorial Intent</b> Develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> <li>Beginning to understand how written language can be structured in order e.g. <i>to build surprise in narratives or to present facts in non-fiction.</i></li> </ul>	<p><b>Authorial Intent</b> Develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> <li>identifying features that writers use to provoke readers' reactions e.g. <i>descriptive and emotive language</i></li> <li>understanding how writers use figurative and expressive language to create images and atmosphere</li> <li>discussing how language is used to create emphasis, humour, atmosphere or suspense.</li> </ul>	<p><b>Authorial Intent</b> Develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> <li>identifying words and phrases that capture the reader's interest and imagination e.g. <i>"I like 'maze of hills'; it makes me think of a mysterious place."</i></li> <li>identifying how language, structure, and presentation contribute to meaning and how shades of meaning can affect understanding e.g. <i>'Desperately fast' might mean they are running from something.</i></li> </ul>	<p><b>Authorial Intent</b> Develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> <li>discussing words and phrases that capture the reader's interest and imagination.</li> <li>identifying how language, structure, and presentation contribute to meaning.</li> </ul>	<p><b>Authorial Intent</b> Understand what they ready by:</p> <ul style="list-style-type: none"> <li>identifying and discussing the significance of texts that are structured in different ways and for different purposes</li> <li>identifying how language, structure and presentation contribute to meaning</li> <li>discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> <li>understanding how writers use language for comic and dramatic effect</li> </ul>	<p><b>Authorial Intent</b> Understand what they ready by:</p> <ul style="list-style-type: none"> <li>identifying how language, structure and presentation contribute to meaning.</li> <li>discussing and evaluating how authors use language, including figurative language, considering the impact on the reader</li> </ul>
				<p><b>Non-Fiction</b></p> <ul style="list-style-type: none"> <li>Understand that non-fiction books are structured in different ways.</li> </ul>	<p><b>Non-Fiction</b></p> <ul style="list-style-type: none"> <li>Retrieve and record information from non-fiction.</li> </ul>	<p><b>Non-Fiction</b></p> <ul style="list-style-type: none"> <li>Retrieve and record information from non-fiction.</li> </ul>	<p><b>Non-Fiction</b></p> <ul style="list-style-type: none"> <li>Distinguish between statements of fact and opinion</li> <li>Retrieve, record and present information from non-fiction.</li> </ul>

# Comprehension

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p><b>Discussing Reading</b></p> <ul style="list-style-type: none"> <li>Participate in discussion about what is read to them, taking turns and listening to what others say</li> <li>Clearly explain their understanding of what is read to them</li> <li>Express personal responses, including likes and dislikes; give some reasons linked to own experiences</li> <li>Discuss the significance of simple points and text features from familiar texts e.g. <i>title, events</i>.</li> <li>Identify features of familiar texts e.g. <i>"There's always a baddie"</i></li> <li>Make connections between texts.</li> </ul>	<p><b>Discussing Reading</b></p> <ul style="list-style-type: none"> <li>Participate 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</li> <li>Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</li> <li>Express personal responses, including likes and dislikes with reasons, e.g. <i>"She was just horrible like my Gran is sometimes."</i></li> <li>Discuss their favourite words and phrases</li> <li>Show some awareness that writers have viewpoints e.g. <i>"She thinks it's not fair"</i></li> <li>Identify similarities and differences between fiction and non-fiction e.g. <i>similarities in plot, topic, characters</i>.</li> </ul>	<p><b>Discussing Reading</b></p> <ul style="list-style-type: none"> <li>Participate 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</li> <li>Discuss and identify how structure and presentation contribute to meaning</li> <li>Express personal responses to fiction, non-fiction and poetry</li> <li>Identify author viewpoint with reference to text.</li> </ul>	<p><b>Discussing Reading</b></p> <ul style="list-style-type: none"> <li>Participate 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</li> <li>Express personal responses to fiction, non-fiction and poetry</li> <li>Express personal opinion of writer's viewpoint and effect on the reader e.g. <i>"The writer thinks families care about each other but sometimes they don't."</i></li> <li>Comment on how writers use conventions to engage the reader e.g. <i>letters, postcards, diaries, maps</i> and contribute to meaning e.g. <i>"The pictures tell a different story."</i></li> </ul>	<p><b>Discussing Reading</b></p> <ul style="list-style-type: none"> <li>Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously</li> <li>Express personal opinions about a wide range of texts</li> <li>Make comparisons within and across texts identifying some themes and conventions e.g. <i>"I know Shakespeare wants to show how brave this character is in this play, and in this play he does so by ..."</i></li> <li>Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary</li> <li>Provide reasoned justifications for their views</li> <li>Recommend books that they have read to their peers, giving reasons for their choices</li> </ul>	<p><b>Discussing Reading</b></p> <ul style="list-style-type: none"> <li>Understand and use appropriate terminology to discuss texts e.g. <i>metaphor, simile, analogy, imagery, style and effect</i></li> <li>Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously</li> <li>Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic, and using notes where necessary</li> <li>Provide reasoned justifications for their views</li> <li>Make comparisons within and across texts discussing themes e.g. <i>"heroism such as Rosa Parks, Grace Darling or fictional characters"</i> and conventions e.g. <i>narrative conventions in a range of genre, ballads, news reports</i></li> <li>Comment on the differences in author viewpoint of the same event e.g. <i>fictional and factual accounts</i></li> <li>Some explanation of how context contributes to meaning e.g. <i>how historical context influenced adverts or war reports from different times and places</i></li> <li>Identify and comment on features common to different texts or versions of the same text e.g. <i>"In these texts the characters have no positive attributes"</i></li> <li>Recommend books that they have read to their peers, giving reasons for their choices.</li> </ul>