

| Year 1 Reading | Word Reading | Comprehension |
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| Emerging | Apply growing phonic knowledge to decode some words. | Listen to and talk about some poems and stories read to them. |
| | Respond with the correct sound to graphemes for the phonemes taught so far, including some alternative sounds. | Become familiar with some key stories, fairy stories and traditional tales; with support, attempt to retell them orally; begin to know their characteristics. |
| | Know how to segment and blend sounds in some unfamiliar words, using the GPCs taught. | Link what they read to their own experiences. Recognise and join in with some predictable phrases in stories and poem, usually in a group. |
| | Read a number of simple common exception words, adding to these over time, e.g. a, the, to, today, of, are, was, is, his, has, I, you, be, he, me. | Enjoy some rhymes and poems; join in with others to recite some by heart. |
| | Read some words with the following endings: -s, -es, -ing, -ed, and -est. Read familiar words with more than one syllable which contain known GPCs. | Talk about new words and what they mean. Talk about and enjoy some non-fiction texts, becoming aware of their difference from stories. Talk about the information they are finding out. |
| | Begin to recognise and read contractions e.g. I'm, I'll, can't. | Read aloud and sometimes notice that the text does not make sense. Re-read with support or guidance. |
| | Read phonically-decodable books which match their developing phonic knowledge. | Say what the title means and how it relates to the events. Draw simple inferences e.g. know that the king is happy by looking at the pictures, or by what he says and does. With help, begin to make predictions about what might happen next. |
| | Read a growing number of pseudo (alien) words, beginning with CVC words. | Participate in discussion about what is read to them, sometimes being able to answer questions or offer comments. Provide a simple explanation of an aspect of what is happening in a text. |
| | Expected | Apply phonic knowledge to decode words. |
| Respond with the correct sound to graphemes for all 40+ phonemes, including alternative sounds. | | Become familiar with key stories, fairy stories and traditional tales; retell them; know their characteristics. |
| Read accurately by blending sounds in unfamiliar words containing GPCs taught. | | Link what they read to their own experiences. |
| Read a range of simple common exception words e.g. the, said, they, once, she, friend, school. | | Recognise and join in with predictable phrases in poems and stories. |
| Read words with the endings -s, -es, -ing, -ed and -est. | | Appreciate some rhymes and poems; recite some by heart. |
| Read words of more than one syllable which contain GPCs known. | | Discuss the meanings of new words, linking them to words already known. |
| Read contractions e.g. I'm, can't, we'll. Know that apostrophes represent omitted letters. | | Listen to, discuss and enjoy a range of non-fiction texts; draw on what they already know, and on background information and vocabulary provided by the teacher. |
| Read some phonically-decodable books, closely matched to phonic knowledge. | | Check that texts make sense when reading; self-correct and re-read inaccurate reading. |
| Read pseudo (alien) words with accuracy, including vowel digraphs and trigraphs. | | Talk about the significance of the title and events. Infer on the basis of what is said and done e.g. know that Jack is scared of the giant because he is hiding; the princess is sad because she has lost her ring. Predict what might happen on the basis of what has been read so far e.g. the boy will be in trouble for stealing the buns. Participate in discussion about what is read to them, taking turns and listening to others. Explain clearly their understanding of what is read to them. |
| Exceeding | Apply phonic knowledge confidently and accurately to decode appropriate words. | Listen to, discuss and enjoy a wide range of poems and stories at a level beyond that which they can read independently; offer contribution to discussion; raise questions; explain opinions. |
| | Respond automatically with the correct sound to graphemes for all 40+ phonemes, including alternative sounds. | Securely know a range of key stories, fairy stories and traditional tales; retell them orally with confidence and without support; retell in writing. |
| | Confidently blend sounds where appropriate, in unfamiliar words. | Link what they read to their own experiences. |
| | Read the full range of common exception words for YR 1 (Spelling appendix 1). | Join in automatically with predictable phrases in poems and stories. |
| | Read words with a range of suffixes, including -s, -es, -ing, -ed and -est. | Discuss and clarify the meanings of more challenging words, using other known vocabulary to support explanation. |
| | Independently read words of more than one syllable, appropriate to age-related texts. | Quickly identify when reading has not made sense, or punctuation misinterpreted; re-read and self-correct without prompting. |
| | Automatically read contractions and know the omitted letters that the apostrophes represent e.g. don't, won't, doesn't, we'll, couldn't, didn't. | Understand and explain how the title relates to the events or information within the text. |
| | Read pseudo (alien) words with accuracy and fluency. | Make inferences with confidence, on the basis of what is said and done. Make credible predictions on the basis of what has been read so far. Make useful contributions in discussion about what is read to them, responding to what others say. Explain clearly their understanding of what is read to them. |

| Year 2 Reading | Word Reading | Comprehension |
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| Emerging | Regularly apply phonic knowledge and skills to decode unfamiliar words. | Enjoy some books and texts, sometimes choosing their own, and showing pleasure by talking about preferences. |
| | Know and decode alternative sounds for most graphemes. | Listen to and talk about some poems, either contemporary or classical (or both); read a few poems independently. |
| | Read two or more syllable words containing some common suffixes e.g. sadness, happiness, lonely. | Listen to and talk about stories, both those read to them and some of those read independently; listen to what others say. |
| | Read a growing range of familiar common exception words, e.g. because, both, most, would, many, Mr, Mrs. | Show understanding of those books at the pupil's reading level; sometimes notice that the text doesn't make sense; attempt to self-correct. |
| | Use segmenting and blending to read unfamiliar words; then read automatically the words which are known. | Know some stories including fairy tales and traditional tales; attempt to retell orally and through writing. |
| | | Attempt to retell, draw or write the sequence of events in stories, sometimes using prompts or support, and with variable success. |
| | | Infer character, and make predictions, on the basis of what is said and done e.g. infer that a character is angry when he shouts or stamps; predict that a character will have an accident when he runs on a slippery path. |
| Expected | Read most words without overtly segmenting and blending, once they are familiar. | Know that non-fiction texts are different from fiction; become familiar with using the photographs, text boxes, bullet points and other areas of the text to begin to find things out. |
| | Read phonically-decodable books which include the GPCs which have been taught; regularly sound out new words. | Talk about favourite words and phrases; attempt to find out the meaning of new words. |
| | | Identify rhyming words in poetry or rhyming stories. |
| | | In a group, learn to recite poems (or sections of poems) learnt by heart; attempt to recite a short, simple poem independently. |
| | Apply phonic knowledge and skills consistently to decode quickly and accurately. | Fully engage with reading and take pleasure from books and texts. |
| | Decode alternative sounds for graphemes. | Listen to, discuss and express views about a wide range of contemporary and classic poetry, some of which they can read independently. |
| | Read words containing common suffixes such as: -ment, -less, -ness, -ful and -ly. | Listen to, discuss and express views about a wide range of stories at a level beyond that which they can read independently. Take account of what others say. |
| Exceeding | Read a wider range of common exception words which have been taught, including most words from the YR2 Spelling appendix e.g because, beautiful, everybody, should, whole, parents, money. | Show understanding of texts read independently; self-correct. |
| | Read some phonically-decodable books with fluency; sound out unfamiliar words automatically. | Know and retell a wide range of stories, fairy stories and traditional tales. |
| | | Discuss the sequence of events in books and how items of information are related. |
| | | Make inferences on the basis of what is said and done; predict according to what has been read so far. |
| | | Discuss and express views about a range of non-fiction texts which are structured in different ways. |
| | | Discuss and clarify the meaning of new words; discuss favourite words and phrases. |
| | | Recognise simple recurring literary language in stories and poetry. |
| Exceeding | Use phonic knowledge and skills to read automatically and with fluency. | Recite a repertoire of poems learnt by heart, using appropriate intonation. |
| | | Fully engage with reading various genres of text, including young paperbacks, sharing and explaining preferences. |
| | | Listen to, discuss and express views about a wide range of contemporary and classic poetry, including independent reading of some more challenging texts; able to explain viewpoint. |
| | | Listen to, discuss and express views about a wide range of stories, explaining viewpoint, raising questions and responding to what others say. |
| | Confidently and independently read words with common suffixes. | Show clear comprehension of texts read independently; re-read and self-correct after misreading; comprehend more challenging vocabulary. |
| | | Know and accurately retell a wide range of stories, both orally and in writing, adding sufficient detail. |
| | | Discuss sequence of events accurately, and how items are related. |
| | Automatically read a wide range of common exception words in Appendix 1, YR 2. | Make insightful inferences and predictions on the basis of information given. |
| | | Discuss and express views about a range of non-fiction texts, drawing comparisons and explaining viewpoint. |
| | | Discuss and identify the meaning of new words, sometimes independently; justify favourite words and phrases; apply in writing. |
| Use segmenting and blending only occasionally, when required for new words. | Recognise and discuss simple recurring literary language. | |
| | Recite by heart a repertoire of poems, both independently and in groups, using appropriate intonation to interest the audience. | |

| Year 3 | Word Reading | Comprehension |
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| Emerging | Read a range of age-appropriate text types from those specified for YRs 3 and 4, developing in fluency; read with occasional support. | Enjoy reading a range of texts, making choices and being able to say why those choices were made; talk about books read in and out of school. |
| | Read a developing range of common exception words by sight, noting unusual correspondence between spelling and sound; read most common exception words in the YR2 Spelling appendix. | Listen to and talk about a range of fiction, poetry and plays – sometimes at a level beyond that which they can read independently. |
| | | Listen to and talk about some non-fiction or reference or text books, that are structured in different ways; identify some typical features e.g. title, subheadings, lists, photographs. |
| | Decode alternative sounds for a wide range of graphemes. Use phonic skills of segmenting and blending to address unfamiliar words. | Identify themes in a few texts e.g. What is it mainly about? Identify a few simple conventions in texts e.g. How does a fairy story often begin? What usually happens to the villain? How are information texts often organised? |
| | | Recognise one or two different forms of poetry, such as shape poems, free verse or narrative; recognise their difference. |
| | Recognise the root and affixes of a range of words in the YR 3 Spelling appendix e.g. forgetting, gardening, angrily, action, supermarket. | Draw inferences not immediately obvious from the text e.g. characters' feelings, thoughts and motives, from their actions or words. |
| | | Predict what might happen, with some prompting. |
| | | Find ways to explain what words within texts mean; use a dictionary with guidance, to check meanings. |
| | | Sometimes re-read or self-check, to make the meaning clear. |
| | Prepare poems and play scripts to read aloud and perform, with support; attempt to use appropriate intonation and volume. | Provide a simple explanation of a text, to show their understanding. |
| Find and record information; sometimes require support. | | |
| Begin to identify how words or presentation contribute to meaning e.g. that the word 'trembling' indicates that the kitten is scared; that the text box provides a list of quick facts. | | |
| Expected | Read with fluency a range of age-appropriate text types from those specified for YRs 3 and 4. Read at a speed sufficient for them to focus on understanding. | Fully engage with and enjoy reading a range of texts, making choices and explaining preferences; begin to know preferred authors and text types; talk about books enjoyed both in and out of school. |
| | Read most common exception words by sight (including all those in the YR 2 Spelling appendix) noting unusual correspondence between spelling and sound. | Listen to, discuss and express views about a wide range of fiction, poetry and plays – sometimes at a level beyond that which they can read independently. |
| | | Listen to and discuss a range of non-fiction and reference or text books, that are structured in different ways; identify their particular characteristics; recognise typical presentational features. |
| | Know the full range of GPCs, and use phonic skills consistently and automatically to address unfamiliar or challenging words. | Identify themes and conventions in a range of texts e.g. identify a theme of 'journeys' or 'invasion'; recognise the conventions of a fairy story or play; recognise how a non-fiction text is often organised and presented. |
| | | Recognise some different forms of poetry, such as shape poems, free verse or narrative; explain their differences. |
| | Determine the meaning of new words by sometimes applying knowledge of root words and their affixes e.g. disagree, misbehave, incorrect. | Draw inferences and justify with evidence e.g. characters' feelings, thoughts and motives, from their actions or words. |
| | | Predict what might happen from details stated and implied. |
| | | Explain the meaning of words in context; use a dictionary to check meanings. |
| | Prepare poems and play scripts to read aloud and perform. Show appropriate intonation and volume when reciting or reading aloud. | Check the text makes sense, reading to the punctuation and usually re-reading or self-checking. |
| | | Explain and discuss their understanding of the text e.g. explain events; describe a character's actions. |
| Retrieve and record information from non-fiction texts. | | |
| Identify how language, structure and presentation contribute to meaning e.g. that the word 'trembling' indicates that the kitten is scared; that the text box provides a list of quick facts. | | |
| Exceeding | Read with fluency and automaticity a range of age-appropriate text types from those specified for YRs 3 and 4. Read at a speed sufficient for them to focus on understanding. | Fully engage with and enjoy reading a wide range of texts, making choices and explaining preferences; name preferred authors and text types, drawing comparisons; discuss books enjoyed both in and out of school; know how to locate books in a library. |
| | Read almost all familiar common exception words by sight, noting unusual correspondence between spelling and sound. | Listen to, discuss, express and justify views about a wide range of fiction, poetry and plays – sometimes at a level beyond that which they can read independently. |
| | | Listen to and discuss a range of non-fiction and reference or text books, that are structured in different ways; identify their particular characteristics confidently and without support; identify typical presentational features. |
| | Know the full range of GPCs; use phonic skills consistently and automatically to address unfamiliar or challenging words. | Identify themes and conventions in a range of texts e.g. identify a theme of 'poverty' or 'life cycles'; recognise the conventions of a legend or play; recognise how a non-fiction books is presented in order to better inform the reader. |
| | Determine the meaning of new words by confidently applying knowledge of root words and their affixes e.g. disagree, misbehave, incorrect. | Recognise several different forms of poetry, such as shape poems, free verse or narrative; explain their differences of style and layout. |
| | | Without prompting, draw inferences and justify with evidence e.g. characters' feelings, thoughts and motives, from their actions or words. |
| | Independently or in small groups, prepare poems and play scripts to read aloud and perform. Show appropriate intonation, tone, expression and volume when reciting or reading aloud. | Provide credible predictions about what might happen, within the context. |
| | | Explain the meaning of words in context; use dictionary independently. |
| | | Re-read automatically to ensure that the text makes sense, reading to the punctuation. |
| | | Explain, with sufficient detail, their understanding of the text e.g. explain events; describe a character's actions. |
| Retrieve and record information confidently from non-fiction texts. | | |
| Identify how language, structure and presentation contribute to meaning e.g. that the word 'threatening' means that the storm is close and could be dangerous; that the use of bold font makes the important facts stand out. | | |
| Discuss and explain vocabulary that captures the reader's imagination. | | |
| | | During discussion about texts, ask relevant questions to improve their understanding; takes turns and build on what others have to say. |

| Year 4 | Word Reading | Comprehension | |
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| Emerging | Read a range of age-appropriate text types from those specified for YRs 3 and 4, developing in fluency; read with occasional support. | Enjoy reading a range of texts, making choices and being able to say why those choices were made; talk about books read in and out of school. Listen to, and talk about, a range of fiction, poetry and plays – sometimes at a level beyond that which they can read independently. | |
| | Read a wide and developing range of common exception words by sight, noting unusual correspondence between spelling and sound. | Listen to and talk about some non-fiction, reference or text books, that are structured in different ways; identify some typical features e.g. title, subheadings, index, glossary, information, diagrams. Identify themes in a range of texts e.g. a theme of ‘wintry settings’ or ‘life style in another country’; begin to recognise the conventions of a legend or play; recognise how a non-fiction book is presented in order to better inform the reader. | |
| | Decode alternative sounds for a wide range of graphemes. Use phonic skills of segmenting and blending to address unfamiliar words. | Recognise several different forms of poetry, such as shape poems, free verse or narrative; recognise their differences. Draw inferences not immediately obvious from the text e.g. characters’ feelings, thoughts and motives, from their actions or words. | |
| | Determine the meaning of new words by sometimes applying knowledge of root words and their affixes e.g. usually, completely, disagree, simply, misbehave. | Predict what might happen, sometimes independently. Find ways to explain what words within texts mean; use a dictionary with guidance, to check meanings. | |
| | Prepare poems and play scripts to read aloud and perform, with support; attempt to use appropriate intonation and volume. | Sometimes re-read or self-check, to make the meaning clear. Provide a simple explanation of a text, to show understanding. Find and record information independently; sometimes require support. Begin to identify how words or presentation contribute to meaning e.g. the diagram and labels help you to understand the different parts of a plant. Pick out words and phrases which interest them and help them to imagine things. During discussion about texts, ask questions to improve their understanding; take turns and listen to what others have to say. | |
| | Expected | Read with fluency a range of age-appropriate text types from those specified for YRs 3 and 4. Read at a speed sufficient for them to focus on understanding. | Fully engage with and enjoy reading a range of texts, making choices and explaining preferences; know some text types; talk about books enjoyed both in and out of school, making textual references. Listen to, discuss and express views about a wide range of fiction, poetry and plays. Begin to justify comments. Listen to and discuss a range of non-fiction and reference or text books, that are structured in different ways; recognise typical presentational features. |
| | | Read most common exception words effortlessly, noting unusual correspondence between spelling and sound. | Identify themes and conventions in a range of texts e.g. identify a theme of ‘recycling’ or ‘changes in leisure activities’; recognise the conventions of a myth or play script; know how information is signposted in reference books. |
| | | Know the full range of GPCs, and use phonic skills consistently and automatically to address unfamiliar or challenging words. | Recognise several different forms of poetry, such as free verse, rhyming, shape, narrative, humorous; explain their differences. Draw inferences and justify with evidence e.g. characters’ feelings, thoughts and motives, from their actions or words. Draw comparisons. |
| | | Determine the meaning of new words by sometimes applying knowledge of root words and their affixes e.g. information, invasion, enclosure, mountainous. | Predict what might credibly happen from details stated and implied. Explain the meaning of words in context; use dictionary to check meaning. Check the text makes sense, reading to the punctuation and habitually re-reading. |
| | | Prepare poems and scripts to read aloud and perform. Demonstrate understanding by using appropriate intonation and volume when reciting or reading aloud. | Explain and discuss their understanding of the text e.g. describe a sequence of events; the way a character changes; the different ways to make a cake. Identify and summarise main ideas drawn from more than one paragraph e.g. a poem about funny relatives; a persuasive message to recycle rubbish. Retrieve and record information from non-fiction texts. Identify how language, structure and presentation contribute to meaning e.g. that the word ‘threatening’ means that a storm is close and could be dangerous; the introduction leads you into the text; each paragraph describes a different character. Discuss words and phrases that capture the reader’s interest and imagination. During discussion about texts, ask relevant questions to improve their understanding; take turns and build on what others have to say. |
| Exceeding | | Read with fluency and automaticity a range of age-appropriate text types from those specified for YRs 3 and 4. | Fully engage with and enjoy reading a wide range of texts, making choices and explaining preferences; justify preferred authors and text types, drawing comparisons; know how to locate books in a library. |
| | | Read almost all common exception words automatically, noting unusual correspondence between spelling and sound. | Listen to, discuss, express and justify views about a wide range of fiction, poetry and plays. Listen to and discuss a range of non-fiction and reference or text books, that are structured in different ways; identify their particular characteristics confidently and independently; identify typical presentational features. Independently or in groups, identify themes and conventions in a range of texts. Make comparisons. Recognise, compare and evaluate several different forms of poetry. |
| | | Use phonic skills automatically where relevant, to address unfamiliar or challenging words. | Without prompting, draw inferences and justify with evidence e.g. characters’ feelings, thoughts and motives, from their actions or words. Provide credible and insightful predictions about what might happen. Explain the precise meaning of words in context; use dictionary independently. |
| | | Determine the meaning of new words by confidently applying knowledge of root words and their affixes e.g. immature, impatient, international, autobiography, frantically, vigorous, spontaneous. | Re-read automatically to ensure that the text makes sense, reading to the punctuation. Provide explanations which show their high level of understanding of the text. Confidently identify and summarise main ideas drawn from more than one paragraph. |
| | | Independently or in small groups, prepare poems and play scripts to read aloud and perform. Show appropriate intonation, tone, expression and volume when reciting or reading aloud. | Retrieve and record information competently from non-fiction texts. Identify how language, structure and presentation contribute to meaning. Discuss and precisely explain vocabulary that captures the reader’s imagination. During discussion about texts, ask relevant questions to improve their understanding; take turns and build on what others have to say. |

| Year 5 Reading | Word Reading | Comprehension |
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| Emerging | Read a range of age-appropriate text types from those specified for YRs 5 and 6. Read at a speed sufficient for them to focus on understanding. | Enjoy reading a range of texts, fiction and non-fiction, both in and out of school. Be familiar with some of the text types specified in the YR 5-6 programme of study. |
| | Read most common exception words, noting unusual correspondence between spelling and sound. | Recommend books they have read to their peers, being able to say why those choices were made. |
| | Decode alternative sounds for a wide range of graphemes. Use phonic skills of segmenting and blending to address unfamiliar words. Know the different pronunciations of words with the same letter-string e.g. bought, rough, cough, though, plough. | Identify the main themes and conventions in several genres e.g. 'suspense' in a story; 'goodbyes' in a poem; use of first person in diary-writing. |
| | | Recite age-appropriate poetry which has been learned by heart, with some success. |
| | | Attempt to explain the purpose of the language, structure and presentation of texts e.g. bullet points; how a letter is set out; introductory paragraphs. |
| | | Discuss their understanding of the meaning of words in context, finding other words which are similar. |
| | Determine the meaning of new words by sometimes applying knowledge of root words and their affixes in the YR 5-6 Spelling appendix e.g. assist/assistance, adorable/adoration, horrible/horribly. | Discuss how authors use language, including figurative language (e.g. simile, imagery) and attempt to explain its effect. |
| | | Ask questions during discussion, to improve understanding. |
| | Prepare poems and play scripts to read aloud and perform. Sometimes show success in using appropriate intonation and volume when reciting or reading aloud. | Make comparisons within texts; begin to compare across texts e.g. contrasting poems. |
| | | Draw inferences and begin to justify these with evidence from the text e.g. explain how a character's feelings changed and how they know this; make credible predictions. |
| | | Begin to distinguish fact from opinion; understand the difference. |
| | | Retrieve, record and present information from non-fiction texts. |
| Expected | Fluently and automatically read a range of age-appropriate texts from the following: modern fiction and those from our literary heritage; books from other cultures; myths, legends and traditional stories; poetry; plays; non-fiction and reference or text books. | Read and enjoy a growing repertoire of texts, both fiction and non-fiction. Be familiar with some of the text types specified in the YR 5-6 programme of study. Recommend books they have read to their peers, giving reasons. Discuss and comment on themes and conventions in a variety of genres. Read and recite age-appropriate poetry which has been learned by heart. |
| | Determine the meaning of new words by applying morphological knowledge of root words and affixes e.g. suspect/suspicious, change/changeable, receive/reception. | Provide straightforward explanations for the purpose of the language, structure and presentation of texts e.g. bullet points; how a letter is set out; introductory paragraphs. |
| | | Discuss their understanding of the meaning of words in context, finding other words which are similar. |
| | | Discuss and evaluate how authors use language, including figurative language (e.g. simile, imagery) and its effect on the reader. |
| | Know securely the different pronunciations of words with the same letter-string e.g. bought, rough, cough, though, plough. | Readily ask questions to enhance understanding. |
| | | Make comparisons within and across texts e.g. compare two ghost stories. |
| | Use appropriate intonation, tone and volume when reciting or reading aloud to an audience, to make the meaning clear. | Draw inferences and justify these with evidence from the text e.g. explain how a character's feelings changed and how they know this; make predictions. |
| | | Distinguish fact from opinion with some success. |
| | | Retrieve, record and present information from non-fiction texts. |
| | | Summarise main ideas from more than one paragraph, identifying key details which support these. |
| | | Participate in discussion about texts, expressing and justifying opinions, building on ideas and challenging others' views courteously. |
| | Exceeding | Fluently and effortlessly read a wide range of age-appropriate texts from some of the following: modern fiction and those from our literary heritage; books from other cultures; myths, legends and traditional stories; poetry; plays; non-fiction and reference or text books. |
| Determine with confidence the meaning of new words by applying morphological knowledge of root words and affixes from the YR 5-6 Spelling appendix. | | Explain and comment on the purpose of the language, structure and presentation of texts, clearly understanding how they contribute to meaning. |
| | | Discuss their understanding of the meaning of challenging vocabulary in context. |
| With little guidance, use appropriate intonation, tone and volume when reciting or reading aloud to an audience, to make the meaning clear. | | Discuss and evaluate how authors use language, including figurative language (e.g. simile, metaphor, imagery) and its effect on the reader. |
| | | Readily ask pertinent questions to enhance understanding. |
| | | Make comparisons within and across texts e.g. compare two works by one author. |
| | | Draw inferences and justify these with evidence from the text e.g. explain how and why a character's feelings changed, how they know this; make considered predictions. |
| | | Distinguish fact from opinion, with an awareness of ambiguity. |
| | | Retrieve, record and present information from non-fiction texts. |
| | | Summarise main ideas from more than one paragraph, identifying key details which support these. |
| | | Participate confidently in discuss about texts, expressing and justifying opinions, building on ideas, and challenging others' views courteously. |
| Explain what they know or have read, including through formal presentation and debate, using notes where necessary. | | |

| Year 6 Reading | Word Reading | Comprehension |
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| Emerging | Read independently and with some fluency, a range of age-appropriate texts from those specified in the YR 5-6 programme of study (which include modern fiction and fiction from our literary heritage; books from other cultures; myths, legends and traditional stories; poetry, plays and a range of non-fiction texts.) | Read and enjoy a growing repertoire of texts, both fiction and non-fiction. |
| | | Become familiar with the range of text types specified in the YR 5-6 programme of study. |
| | | Form reading preferences; be able to recommend some to peers, giving reasons for choices. |
| | | With guidance initially, identify and comment on themes and conventions across some text types. |
| | | Read and recite some age-appropriate poetry which has been learned by heart. |
| | | Identify the language typical of some text types; also the structural and presentational features e.g. sub-headings, bullet points; how a letter is set out. Develop the ability to explain its use. |
| | Determine the meaning of new words by applying morphological knowledge of some root words and affixes e.g. possible/possibly; prefer/preferring; confident/confidence. | Show, discuss and explore their understanding of the meaning of vocabulary in context. Explain challenging words by using other known words. |
| | With occasional guidance, use appropriate intonation, tone and volume when reciting and reading aloud to an audience. | Discuss the effect of language, including some of the following: simile, metaphor, imagery, personification. |
| | | Readily ask questions to enhance understanding. |
| | | Make comparisons within texts; attempt comparisons across texts. |
| | | Draw inferences such as characters' feelings, thoughts and motives; develop the habit of using textual evidence to support comments; make predictions. |
| | | Sort fact from opinion with some success. |
| Retrieve, record and present information from non-fiction texts. | | |
| Fluently and effortlessly read the full range of age-appropriate texts: modern fiction and those from our literary heritage; books from other cultures; myths, legends and traditional stories; poetry; plays; non-fiction and reference or text books. | Find key words or information. With guidance, form a simple summary across several paragraphs. | |
| | Participate in discussion about texts, expressing and justifying opinions, building on ideas and challenging other's views courteously. | |
| | Develop the ability to explain what they know or have read, including through formal presentation and debate. | |
| | Demonstrate a positive attitude by frequently reading a wide range of texts for pleasure, both fiction and non-fiction. | |
| | Show familiarity with different text types specified in the YR 5-6 programme of study. | |
| | Recommend books to others, giving reasons for their choices; state preferences. | |
| Determine the meaning of new words by applying morphological knowledge of root words and affixes e.g. ambitious, infectious, observation, innocence. | Accurately identify and comment on the features, themes and conventions across a range of writing, and understand their use. | |
| | Demonstrate that they have learned a wide range of poetry by heart. | |
| | Identify language, structural and presentational features in texts (e.g. columns, bullet points, tables) and explain how they contribute to meaning. | |
| | Use contextual evidence to make sense of the text; explore finer meanings of words; show, discuss and explore their understanding of the meaning of vocabulary in context. | |
| Use appropriate intonation, tone and volume when reciting or reading aloud to an audience, to make the meaning clear. | Identify the effect of language, including figurative; explain and evaluate its effect e.g. impact of a word or phrase on the reader; the suitability of a chosen simile; personification. | |
| | During discussion, ask pertinent questions to enhance understanding. | |
| | Make accurate and appropriate comparisons within and across different texts. | |
| | Make developed inferences e.g. characters' thoughts and motives, or identify an inferred atmosphere; explain and justify with textual evidence to support reasoning; make predictions which are securely rooted in the text. | |
| | Distinguish between fact and opinion. | |
| | Retrieve, record and present information from non-fiction texts. | |
| | Identify key details which support main ideas; summarise content drawn from more than one paragraph. | |
| | Participate in discussion about texts, expressing and justifying opinions, building on ideas and challenging others' views courteously. | |
| Fluently and effortlessly read the full range of age-appropriate texts: modern fiction and those from our literary heritage; books from other cultures; myths, legends and traditional stories; poetry; plays; non-fiction and reference or text books. | Explain their understanding of what they have read, including through formal presentation and debate, maintaining a focus on the topic. | |
| | Demonstrate a positive attitude by frequently reading a wide range of highly challenging or sophisticated texts, both fiction and non-fiction. | |
| | Show confidence with different text types specified in the YR 5-6 programme of study. | |
| | Recommend books to their peers, giving detailed reasons for their choices; state and substantiate reading preferences. | |
| Determine the meaning of new words by applying morphological knowledge of root words and affixes e.g. tolerance, substantial. | Accurately and independently identify and comment on the features, themes and conventions across a range of writing, including more obscure or underlying themes. | |
| | Demonstrate that they have learned a wide range of poetry by heart. | |
| | Identify language, structural and presentational features in texts (e.g. idiom, rhetoric, imagery, sub-plots, sentence structures which mimic content); explain how they contribute to meaning. | |
| | Use contextual evidence to further explore the text; identify finer meanings of words; discuss and explore their understanding of challenging vocabulary. | |
| Able to pronounce homophones or near homophones appropriately e.g. advice /advise; prophecy/prophesy. | Identify, explain and evaluate the effect of figurative language e.g. impact of a phrase on the reader; suitability of a chosen simile; personification. | |
| | Ask probing questions to enhance understanding; pose hypotheses. | |
| | Make accurate and insightful comparisons within and across different texts. | |
| Use appropriate intonation, tone and volume when reciting or reading aloud to an audience, to make the meaning clear. | Draw inferences including hidden meanings or play on words; explain and justify with textual evidence to support reasoning; make prediction which are securely rooted in the text. | |
| | Distinguish between fact and opinion; discuss ambiguity between the two. | |
| | Retrieve, record and present information from non-fiction texts, independently and creatively. Confidently summarise content drawn from more than one paragraph. | |
| | Participate in discussion about texts, expressing and justifying opinions, building on ideas and challenging others' views courteously. | |
| Explain their understanding of what they have read, including through formal presentation and debate, maintaining a focus on the topic. | | |

Kent's Tracking Statements for Reading are presented here 'All on a Page', in order to make it easier for schools to undertake shared moderations of pupil work or agreement trialling exercises. Only one sheet therefore needs to be printed per year group (two/three for mixed age classes).

An alternative version is available in black and white.

Printing in A3 may be easier to read.

Penny Bill
Kent Improvement Adviser for Literacy
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