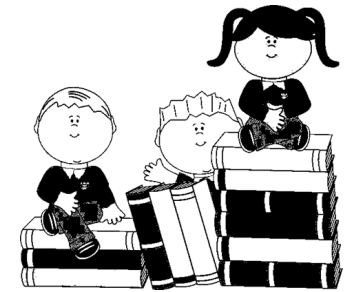




Little Aston Primary Academy
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Reading Skills Grids

The grids are split into three columns for each year group: **Developing, Expected and Embedded**. For the majority of pupils, children would be working within Developing during the autumn term, moving in to Expected with aspects of Embedded as the year progresses.

It is not an expectation that most children will fully secure Embedded within their year group; this would only be an expectation for children working above national expectations.

Statements are progressive within and across the year groups. It is expected that the vast majority of pupils will be working within their own year group's Programme of Study (the one notable exception to this is within Word Reading at Y1 where the curriculum makes it clear that those children who have mastered the expected programme of study should be moved on to the Y2 phonics content).



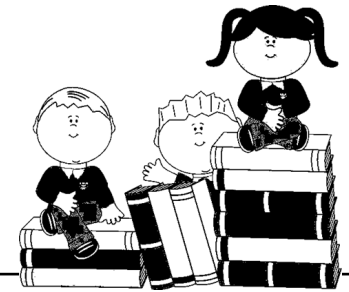
Reception - Reading Learning Overview:

BASELINE (See Reception - On Entry Observation Checkpoints document)	Beginner Skills	Developing Skills	Advanced Skills	Reading ELG
<p>Comprehension:</p> <p>Shows a love /interest for reading,</p> <p>Joins in with familiar rhymes and songs (and some patterned stories)</p> <p>Display appropriate book behaviours.</p> <p>Able to recall/talk about favourite stories, books, rhymes or songs.</p>	<p>Enjoy a range of different books - stories, non-fiction, rhymes and songs.</p> <p>Talk about favourite books, stories etc.</p>	<p>Continue to enjoy a range of different books - stories, non-fiction, rhymes and songs.</p> <p>Talk about favourite books, stories etc.</p>	<p>Continue to enjoy a range of different books - stories, non-fiction, rhymes and songs.</p> <p>Talk about favourite books, stories etc.</p>	<p>Reading - Comprehension ELG:</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> ● Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; ● Anticipate – where appropriate – key events in stories; ● Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.
	<p>Read and enjoy reading in different forms - books, labels, digital ,roleplay, discussions and reading for a purpose.</p>	<p>Read and enjoy reading in different forms - books, labels, digital ,roleplay, discussions and reading for a purpose.</p> <p>Begin to explore their key features.</p>	<p>Read and enjoy reading in different forms - books, labels, digital ,roleplay, discussions and reading for a purpose.</p> <p>Recognise and compare their key features.</p>	
	<p>Begin to learn the meaning of new words that are discovered through reading - use them again in our own talking/writing and play.</p>	<p>Continue to learn the meaning of new words that are discovered through reading - use them again in own talking/writing and play.</p>	<p>Continue to learn the meaning of new words that are discovered through reading - use them again in our own talking/writing and play.</p> <p>Identify new words from own reading and discover their meaning.</p>	
	<p>Be respectful of books and use correct book behaviours</p>	<p>Continue to be respectful of books and use correct book</p>	<p>Continue to be respectful of books and use correct book</p>	

<p>when reading - holding the book carefully, the correct way round, turning one page at a time, returning it to its place</p> <p>Handle touch screen technology with care, with support.</p>	<p>behaviours when reading - holding the book carefully, the correct way round, turning one page at a time, returning it to its place</p> <p>Handle touch screen technology with care.with more independence.</p>	<p>behaviours when reading - holding the book carefully, the correct way round, turning one page at a time, returning it to its place</p> <p>Handle touch screen technology with care and independence. Navigate apps/websites etc with skill.</p>	
<p>(Listen and respond)</p> <p>Listen carefully to stories, rhymes, non-fiction and songs.</p> <p>Show an interest in illustrations in books and talk about what they see in books or stories they have listened to.</p> <p>Talk about stories, talk about key events, settings and characters.</p> <p>Begin to make predictions</p>	<p>Listen to and begin to read stories.</p> <p>Talk about stories, rhymes, non-fiction and songs.</p> <p>Talk about stories, talk about key events, settings and characters.</p> <p>Describe key events in detail.</p> <p>Make predictions / compare to what has been read before or link to similar stories.</p>	<p>Explain/show an understanding of what I have read or what has been read to me using my own words and new vocabulary.</p> <p>Retell simple stories, recall facts from information.</p> <p>Make predictions in stories.</p>	
<p>(Recall and retell)</p> <p>Learn to retell stories in own words.</p> <p>Use pictures to tell the story.</p> <p>Talk about the story/ recall facts.</p>	<p>Retell/ recall and draw stories - developing story and descriptive language</p> <p>Recall facts from non-fiction books.</p>	<p>Recall reading - using key features/vocabulary - descriptive language.</p> <p>Re-read books to build up their confidence in word reading, fluency and understanding and enjoyment.</p>	
<p>Understand that print has a meaning.</p>	<p>Explore punctuation in reading - capital letter, full stop, finger spaces, exclamation marks etc.</p>	<p>Continue to be aware of punctuation in reading and how it affects reading.</p>	

<p>Word Reading:</p> <p>Recognises own name.</p> <p>Hear/say initial sounds.</p> <p>Say the sounds for some letters for familiar things like my name, family names etc,</p> <p>Recognise individual phonemes (phase 2 and early phase 3).</p> <p>Recognise digraphs - phase 2.</p> <p>Orally segment words (e.g. adult says cat and child says c-a-t)</p> <p>Orally blend words (e.g. adult says m-a-n and child says man)</p> <p>Segmenting and blending skills in reading.</p> <p>Recognition of high frequency words.</p>	<p>Recognise first name from a list.</p>	<p>Recognise- first name and surname.</p>		<p>Reading - Word Reading ELG:</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Say a sound for each letter in the alphabet and at least 10 digraphs; • Read words consistent with their phonic knowledge by sound-blending; • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
	<p>Understand that print has meaning.</p> <p>Begin to link sounds to graphemes.</p> <p>Recognise letter sounds from phase 2/early phase 3.</p>	<p>Continue to link sounds to graphemes - including all phase 2 single letter sounds and digraphs and phase 3 single letters.</p> <p>Start to identify some phase 3 digraphs.</p>	<p>including all phase 2 single letter sounds and digraphs and phase 3 single letters.</p> <p>Read at least 10 phase 3 digraphs.</p> <p>Begin to learn about consonant blends. (phase 4)</p>	
	<p>Recognises alliteration.</p> <p>Recognises rhyme.</p> <p>Identifies the initial sounds in words.</p>	<p>Begins to notice alliteration and rhyme in reading.</p> <p>Begin to recognise patterns.</p>	<p>Notice alliteration and rhyme in reading.</p> <p>Recognise patterns.</p>	
	<p>Attempt to segment and blend simple CVC words or phrases (phase 2).</p>	<p>Segment and blend CVC words. (phases 2 and 3)</p> <p>Begin to attempt longer words with two syllables i.e. chicken, rabbit</p>	<p>Segment and blend words with confidence applying phonological knowledge from phases 2 and 3.</p> <p>Continue to segment and blend CVC words that contain digraphs and attempt longer words with two syllables i.e. chicken, rabbit.</p>	
	<p>Be introduced to capital letters and see their start names.</p>	<p>Begin to recognise capital letters.</p>	<p>Recognise capital letters..</p>	

	<p>Learn to read simple high frequency words I the no go into.</p> <p>Understand that some words can be decoded and some are tricky.</p>	<p>Build recognition of high frequency words from phases 2 and 3.</p>	<p>Continue to recognise high frequency words from phases 2 and 3. (Maybe beyond for some children).</p>	
	<p>Show an understanding of what has been read i.e. match a CVC sound/ word to a picture card.</p>	<p>Show an understanding of what has been read i.e. match a CVC word to a picture card, read a caption, talk about the story/sentence, recall information.</p> <p>Begin to attempt to read simple phrases/ sentences, by segmenting and blending words.</p>	<p>Read simple sentences, by segmenting and blending words (phases 2 and 3) and recognising high frequency words.</p> <p>Work on fluency skills (segmenting words in head and blending out loud).</p>	
	<p>Begin to read back writing/ give meaning to marks.</p>	<p>Read back writing/ give meaning to marks.</p>	<p>Read back your own writing and make changes/amendments where needed.</p>	



	Developing	Expected	Embedded	Reading NC
Word reading	Responds with increasing accuracy, giving the correct sound to graphemes (letters or groups of letters) for most of the 40+ phonemes, including, where applicable, alternative sounds for graphemes	Responds speedily with the correct sound to graphemes for all 40+ phonemes	Reads other words of more than one syllable that contain beyond taught GPCs. Is working on the Y2 programme of study for word reading	Pupils should be taught to: <ul style="list-style-type: none"> • apply phonic knowledge and skills as the route to decode words • respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes • read accurately by blending sounds in unfamiliar words containing GPCs that have been taught • read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word • read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings • read other words of more than one syllable that contain taught GPCs
	Uses phonic knowledge to decode regular words and attempts to read some common irregular words.	Reads aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words; blends sounds in unfamiliar words containing GPCs that have been taught.	Applies knowledge of alternative graphemes for phonemes when reading unfamiliar words	
	Reads and understands simple sentences	Develops fluency through re-reading books.	Reads aloud more complex books, including those beyond their chronological age.	
		Reads common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.		
		Reads words containing taught GPCs and –s, –es, –ing, –ed, –er and – est endings		
		Reads words with contractions		

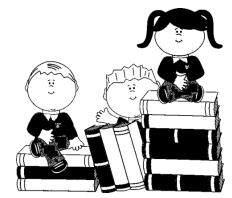
				<ul style="list-style-type: none"> • read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s) • read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words • reread these books to build up their fluency and confidence in word reading
Comprehension	Reading is seen as a pleasurable activity	<p>Reading is seen as a pleasurable activity and demonstrates this by:</p> <ul style="list-style-type: none"> - listening to and discussing a wide range of poems, stories and nonfiction at a level beyond that at which they can read independently. - becoming very familiar with key stories and being able to retell them 	<p>Reading is seen as a pleasurable activity and demonstrates this through talking confidently about preferences and beginning to develop some favourite authors, poems or genres. Becomes very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • develop pleasure in reading, motivation to read, vocabulary and understanding by: • listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently • being encouraged to link what they read or hear to their own experiences • becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
	Demonstrates understanding of what is read to them.	Can recite some simple poems by heart.	Understands both the books they can already read accurately and fluently and those they listen to by making inferences on the basis of what is being said and done and making sensible predictions supported by reasons based on age-appropriate texts.	

Recognises and joins in with predictable phrases and is able to retell familiar stories	Discusses word meanings, linking new meanings to those already known	Demonstrates an awareness of how to use age-appropriate nonfiction books to find information. Contributes confidently to discussions about books	<ul style="list-style-type: none"> ● recognising and joining in with predictable phrases ● learning to appreciate rhymes and poems, and to recite some by heart ● discussing word meanings, linking new meanings to those already known ● understand both the books they can already read accurately and fluently and those they listen to by: ● drawing on what they already know or on background information and vocabulary provided by the teacher ● checking that the text makes sense to them as they read, and correcting inaccurate reading ● discussing the significance of the title and events ● making inferences on the basis of what is being said and done ● predicting what might happen on the basis of what has been read so far ● participate in discussion about what is read to them, taking turns and listening to what others say
Understands both the books they can already read and those they listen to – may demonstrate this through role-play	<p>Understands both the books they can already read accurately and fluently and those they listen to by:</p> <ul style="list-style-type: none"> - Checking that the text makes sense to them as they read and self correct - Predicting what might happen on the basis of what has been read so far -making inferences 		
Checking, with prompting, that text makes sense to them and can self correct with support.	Is able to discuss the significance of titles and events.		
Begins to understand the difference between fiction and non-fiction	Understands the difference between fiction and non-fiction		
Begins to participate in discussions about books	Participates in discussion about what is read to them, taking turns and listening to what others say.		

				<ul style="list-style-type: none"> explain clearly their understanding of what is read to them
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Content domain reference	
1a	draw on knowledge of vocabulary to understand texts
1b	identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information
1c	identify and explain the sequence of events in texts
1d	make inferences from the text
1e	predict what might happen on the basis of what has been read so far

Source: 2016 key stage 1 English reading test framework: national curriculum tests from 2016 STA/15/7338/e ISBN: 978-1-78315-823-2



Year 2

	Developing	Expected	Embedded	Reading NC
Word Reading	Usually reads aloud books consistent with phonic knowledge with increasing accuracy and fluency and can self-correct when whilst reading.	Decoding is established and a range of age-appropriate texts is read with consistent accuracy, fluency and confidence, sounding out unfamiliar words accurately, automatically and without undue hesitation.	Automatic decoding is established and a range of texts are read independently with consistent accuracy, fluency and confidence.	Pupils should be taught to: <ul style="list-style-type: none"> • continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent • read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes • read accurately words of two or more syllables that contain the same graphemes as above • read words containing common suffixes • read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word • read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
	Applies phonic knowledge, including alternative representations for phonemes, when reading unfamiliar words.	Decodes using alternative sounds for graphemes; words of two or more syllables; words with common suffixes; and most common exception words, based on what has been taught.		
		Re-reads books to build up fluency and confidence.		

				<ul style="list-style-type: none"> • read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation • reread these books to build up their fluency and confidence in word reading
Comprehension	Reading is seen as a pleasurable activity	Reading is seen as a pleasurable activity.	Reading is seen as a pleasurable activity and interest is pursued in particular texts e.g. genre, author, topic	Pupils should be taught to: <ul style="list-style-type: none"> • develop pleasure in reading, motivation to read, vocabulary and understanding by: • 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 • discussing the sequence of events in books and how items of information are related • becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales • being introduced to non-fiction books that are structured in different ways • recognising simple recurring literary
	Discusses the sequence of events in books and how items of information are related	Listens to, discusses and expresses 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.	Recognises recurring literary language in stories and poetry and is beginning to relate these to author or genre.	
	Becomes increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales	Discusses and clarifies the meanings of words, linking new meanings to known vocabulary.	New words are understood through the exploration of their meaning in context, and by making links to known vocabulary	
	Recognises simple recurring literary language in stories and poetry	Continues to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.	Understands both the books that they can already read accurately and fluently and those that they listen to by: - making plausible inferences and predictions based on what has been read, offered, and explained. - answering and asking questions	
	Demonstrates understanding of both the books that they can already read accurately and	Understands both the books that they can already read accurately and fluently and those that they	Demonstrates an understanding of more challenging age appropriate texts	

fluently and those that they listen to by: - predicting what might happen on the basis of what has been read so far - talking about key characters and event	listen to by: - participating in discussions about books, poems and other works, explaining and discussing their understanding of these texts.	
Recognises some of the features of non-fiction texts	Demonstrates knowledge of non-fiction books that are structured in different ways.	

- language in stories and poetry
- discussing and clarifying the meanings of words, linking new meanings to known vocabulary
- discussing their favourite words and phrases
- continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
- understand both the books that they can already read accurately and fluently and those that they listen to by:
- drawing on what they already know or on background information and vocabulary provided by the teacher
- checking that the text makes sense to them as they read, and correcting inaccurate reading
- making inferences on the basis of what is being said and done
- answering and asking questions

Content domain reference	
1a	draw on knowledge of vocabulary to understand texts
1b	identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information
1c	identify and explain the sequence of events in texts
1d	make inferences from the text
1e	predict what might happen on the basis of what has been read so far

Source: 2016 key stage 1 English reading test framework: national curriculum tests from 2016
 STA/15/7338/e ISBN: 978-1-78315-823-2



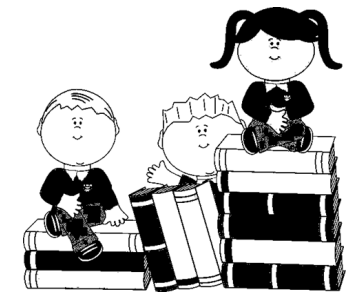
Year 3

	Developing	Expected	Embedded	Reading NC
Word Reading	Phonic knowledge and skills are consistently applied to decode quickly and accurately. Needs support to read longer unknown words.	Usually reads fluently, decoding most new words outside everyday spoken vocabulary. Can read longer words with support and tests out different pronunciations.	Reads with fluency, more challenging texts (iding those beyond their chronological age), and selects strategies to decode new words. Is beginning to clarify meaning of new words through contextual cues	Pupils should be taught to: <ul style="list-style-type: none"> • apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in - see English appendix 1 , both to read aloud and to understand the meaning of new words they meet • read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word
		Reads further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.		
Comprehension	<i>Develops positive attitudes to reading and understanding of what they read by:</i>	<i>Develops positive attitudes to reading and understanding of what they read by:</i>	<i>Develops positive attitudes to reading and understanding of what they read by:</i>	Pupils should be taught to: <ul style="list-style-type: none"> • develop positive attitudes to reading, and an understanding of what they read, by: • listening to and discussing a wide range of fiction, poetry, plays, nonfiction and reference books or textbooks • reading books that are structured in different ways and reading for a range of purposes
	- Self-correcting, when text does not make sense and beginning to use appropriate intonation when reading aloud.	- Reading accurately at speed to allow a focus on understanding rather than decoding individual words.	- Reading independently both aloud and silently. When reading aloud there is an awareness of audience. (e.g. changes in voice and pace)	
	- Demonstrating knowledge of a developing range of poetry, stories and non- fiction.	Checks that the text makes sense by questioning unfamiliar words or phrases.	- Using appropriate terminology when discussing texts (plot, character, setting) and comparing and contrasting different texts.	

	- Showing an increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally	- Reads aloud and performs, showing understanding through intonation, tone, volume and action.	<i>Understand what they read, in books they can read independently, by:</i>	<ul style="list-style-type: none"> ● using dictionaries to check the meaning of words that they have read ● increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally ● identifying themes and conventions in a wide range of books ● preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action ● discussing words and phrases that capture the reader's interest and imagination ● recognising some different forms of poetry [for example, free verse, narrative poetry] ● understand what they read, in books they can read independently, by: ● checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context ● asking questions to improve their understanding of a text
	<i>Understand what they read, in books they can read independently, by:</i>	- Recognising some different forms of poetry [for example, free verse, narrative poetry]	- Justifying inferences and deductions with evidence from the text	
	- Asking and answering simple questions appropriately, including some simple inference on what is said and done.	- Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or text books.		
	- Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.	- Discussing words and phrases that capture the reader's interest and imagination.		
		- Using dictionaries to check the meaning of words that they have read.		
		- Identifying conventions across familiar stories such as the triumph of good over evil or the use of magical devices in fairy stories and folk tales.		
		<i>Understand what they read, in books they can read independently, by:</i>		
		- Predicting what might happen from details stated and implied.		
		- Drawing simple inferences such as inferring characters' feelings.		
		- Retrieving and recording information from non-fiction, using contents pages to locate information		

				<ul style="list-style-type: none"> • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • predicting what might happen from details stated and implied • identifying main ideas drawn from more than 1 paragraph and summarising these • identifying how language, structure, and presentation contribute to meaning • retrieve and record information from nonfiction • 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
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Content domain reference	
2a	give / explain the meaning of words in context
2b	retrieve and record information / identify key details from fiction and non-fiction
2c	summarise main ideas from more than one paragraph
2d	make inferences from the text / explain and justify inferences with evidence from the text
2e	predict what might happen from details stated and implied
2f	identify / explain how information / narrative content is related and contributes to meaning as a whole



Year 4

	Developing	Expected	Embedded	Reading NC
Word Reading	Generally, reads fluently, decoding most new words, beginning to read further exception words.	Reads most words effortlessly and attempts to decode unfamiliar words with increasing automaticity.	<i>Reads a wider of challenging texts that are above chronological age with fluency and understanding.</i>	Pupils should be taught to: <ul style="list-style-type: none"> • apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in - see English appendix 1 , both to read aloud and to understand the meaning of new words they meet • read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word
		Reads further exception words, noting the usual correspondences between spelling and sound where these occur in the word.		
Comprehension	<i>Develops positive attitudes to reading and understanding of what they read by:</i>	<i>Develops positive attitudes to reading and understanding of what they read by:</i>	<i>Develops positive attitudes to reading and understanding of what they read by:</i>	Pupils should be taught to: <ul style="list-style-type: none"> • develop positive attitudes to reading, and an understanding of what they read, by: • listening to and discussing a wide range of fiction, poetry, plays, nonfiction and reference books or textbooks • reading books that are structured in different ways and reading for a range of purposes
	Reading accurately at speed with appropriate intonation and re reads passage to ensure understanding.	- Confidently reading aloud and performing with clear intonation to show understanding.	- Reading silently with increasing stamina and appraises the text.	
	Reading and re reading a variety of texts around known authors.	- When reading silently, checking that the text makes sense by questioning unfamiliar words or phrases.	- Shows awareness of audience when reading out loud selecting a range of appropriate techniques to suit.	

	Uses contents page in non-fiction text to retrieve information and can use the index with support.	- Reading books that are structured in different ways and reading for a range of purposes.	- Discusses texts from a wider variety of writers, referring to their writing styles and themes.	<ul style="list-style-type: none"> • using dictionaries to check the meaning of words that they have read • increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • identifying themes and conventions in a wide range of books • preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action • discussing words and phrases that capture the reader's interest and imagination • recognising some different forms of poetry [for example, free verse, narrative poetry] • understand what they read, in books they can read independently, by: • checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context • asking questions to improve their understanding of a text • drawing inferences such as inferring characters' feelings, thoughts and
	<i>Understand what they read, in books they can read independently, by:</i> -	- Beginning to choose from a wider range of books including new authors not previously chosen	- When using non-fiction texts explaining the purpose and being able to use organisational devices such as glossaries.	
	Recognising themes in stories such as good v evil and journeys	- Widening the recognition of a variety of genre such as first person writing for diaries and numbering for instructions.	<i>Understand what they read, in books they can read independently, by:</i>	
	- Identifying text types and their conventions (newspaper headlines, letters)	<i>Understand what they read, in books they can read independently, by:</i>	- Using inference and deduction to identify key characteristics of more than one character in a story and to comment on these, using evidence to support views.	
	-Predicting what might happen from specific details implied such as a character's feelings	- Discussing the style and type of vocabulary used by the author to support comprehension of texts.	- Beginning to comment on the effectiveness of the author's choice of language	
	. - With support can discuss how an author has used key phrases to create an effect.	- Identifies main ideas drawn from more than one paragraph and summarises these.		
		- Drawing inferences from characters feelings, thoughts and motives that justifies their actions and supports these views with evidence from the text.		
		- Justifying predictions with evidence from the text.		
		- Listening to and discussing a wide range of fiction, poetry,		

		plays, non-fiction and reference books or text books	
		Uses dictionaries to check the meaning of words they have read.	
		Confidently records and retrieves information from non-fiction using contents and indexes.	
		- Recognising an increasing range of different forms of poetry.	

- motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
 - identifying main ideas drawn from more than 1 paragraph and summarising these
 - identifying how language, structure, and presentation contribute to meaning
 - retrieve and record information from nonfiction
 - 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

Content domain reference	
2a	give / explain the meaning of words in context
2b	retrieve and record information / identify key details from fiction and non-fiction
2c	summarise main ideas from more than one paragraph
2d	make inferences from the text / explain and justify inferences with evidence from the text
2e	predict what might happen from details stated and implied
2f	identify / explain how information / narrative content is related and contributes to meaning as a whole
2g	identify / explain how meaning is enhanced through choice of words and phrases
2h	make comparisons within the text

Source: English reading test framework 2016 National curriculum tests Key stage 2 For test developers STA/15/7341/e ISBN: 978-1-78315-826-3



Year 5

	Developing	Expected	Embedded	Reading NC
Word Reading	<i>Usually reads fluently with growing confidence and independence.</i>	Reads fluently, confidently and independently using strategies to work out any unfamiliar word and applying a growing knowledge of root words, prefixes and suffixes (morphology and etymology).	Reads a wide range of challenging texts that are above chronological age with fluency and understanding.	Pupils should be taught to: <ul style="list-style-type: none"> • apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English appendix 1, both to read aloud and to understand the meaning of new words that they meet
	<i>Reads most words and attempts to decode unfamiliar words instinctively.</i>			
Comprehension	<i>Develops positive attitudes to reading and understanding of what they read by:</i>	<i>Develops positive attitudes to reading and understanding of what they read by:</i>	<i>Reads a wide range of challenging texts that are above chronological age with fluency and understanding.</i>	Pupils should be taught to: <ul style="list-style-type: none"> • maintain positive attitudes to reading and an understanding of what they read by: • continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • reading books that are structured in different ways and reading for a range of purposes • increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and
	- Frequently reading both fiction and non-fiction.	Frequently choosing to read for enjoyment both fiction and nonfiction.	Develops positive attitudes to reading and understanding of what they read by:	
	- Reading silently a variety of texts and discussing what they have read. Checking that the text makes sense by questioning unfamiliar words and phrases.	- Recommending books to others based on own reading experiences.	- Showing awareness of the audience when reading out loud, using a range of devices for effect.	
	- Choosing a wider range of texts including authors that they may not have previously chosen.	- Demonstrating appropriate intonation, tone and volume when reading aloud to make	- Recommending texts based on personal choice, giving reasons for these choices.	

		the meaning clear to the audience.		<p>books from other cultures and traditions</p> <ul style="list-style-type: none"> recommending books that they have read to their peers, giving reasons for their choices identifying and discussing themes and conventions in and across a wide range of writing making comparisons within and across books learning a wider range of poetry by heart 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 understand what they read by: <ul style="list-style-type: none"> checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context asking questions to improve their understanding drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas
- Recognising and explains the structural conventions of common text types.	- Checking understanding using a range of comprehension strategies, explaining and discussing their understanding of what they have read independently,	Actively engaging with a wide variety of genres, identifying the characteristics of text types and differences between genres providing examples from their wider reading experiences.		
- Retrieving and recording information from non-fiction using contents and index pages.	- Understanding the conventions of different types of writing, using some technical terms when discussing texts.	- Evaluating the use of authors' language and explaining how it has created an effect and impact on the reader.		
- Discussing language used in a variety of texts and explaining how the writer has used these to enhance meaning	- In using non-fiction, accurately retrieving information using contents pages and indexes, summarising and recording information found.	- Navigating and efficiently retrieving a variety of information from a variety of fiction and non-fiction sources		
- Summarising the main ideas in a text	- Recognising themes and making comparisons of characters, settings, themes and other aspects within a text.	Showing empathy towards a character and justifying reasons for their actions and opinions.		
- Drawing inferences and justifies with evidence	- Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence and making predictions based on these that are stated and implied	- Making notes when analysing texts starting to include précis paragraphs		
	- Summarising the main ideas drawn from longer texts, identifying key details that support the main idea.			
	- Checking understanding using a range of comprehension strategies, explaining and discussing			

their understanding of what they have read independently,

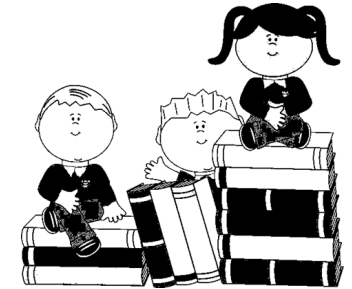
- Understanding the conventions of different types of writing, using some technical terms when discussing texts.

- identifying how language, structure and presentation contribute to meaning
- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- distinguish between statements of fact and opinion
- retrieve, record and present information from non-fiction
- 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
- 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
- provide reasoned justifications for their views

Content domain reference

2a	give / explain the meaning of words in context
2b	retrieve and record information / identify key details from fiction and non-fiction
2c	summarise main ideas from more than one paragraph
2d	make inferences from the text / explain and justify inferences with evidence from the text
2e	predict what might happen from details stated and implied
2f	identify / explain how information / narrative content is related and contributes to meaning as a whole
2g	identify / explain how meaning is enhanced through choice of words and phrases
2h	make comparisons within the text

Source: English reading test framework 2016 National curriculum tests Key stage 2 For test developers STA/15/7341/e ISBN: 978-1-78315-826-3



Year 6

	Developing	Expected	Embedded	Reading NC
Word Reading	Reads fluently, confidently and independently. With some support, determines the meaning of new words.	Fluently and effortlessly reads a wide range of age appropriate texts. Determines the meaning of new words by applying knowledge of the root words, prefixes and suffixes (morphology and etymology).	Confidently reads a wider range of challenging texts that are above chronological age with fluency and understanding	Pupils should be taught to: <ul style="list-style-type: none"> • apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English appendix 1, both to read aloud and to understand the meaning of new words that they meet
Comprehension	<i>Develops positive attitudes to reading and understanding of what they read by:</i>	<i>Develops positive attitudes to reading and understanding of what they read by:</i>	<i>Develops positive attitudes to reading and understanding of what they read by:</i>	Pupils should be taught to: <ul style="list-style-type: none"> • maintain positive attitudes to reading and an understanding of what they read by: • continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • reading books that are structured in different ways and reading for a range of purposes • increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and
	- Frequently reading both fiction and non-fiction.	- Frequently choosing to read for enjoyment both fiction and nonfiction	- Confidently performing given texts including poems, using a wide range of devices to engage the audience and for effect	
	- Showing awareness of the audience making use of appropriate intonation when reading aloud	-Adapting and demonstrating appropriate intonation, tone and volume when reading aloud, to suit the audience.	- Recommending authors, sets of books and genres to others based on own reading experience and preferences, giving reasons for choice.	
	- Continuing to build an increasing familiarity with a wide range of books and texts	- Demonstrating a familiarity with a wide range of books and texts, recommending books to others based on own	- Comparing language, structure and presentation across texts and debating which is most effective	

		reading preferences, giving reasons for choice.		<p>books from other cultures and traditions</p> <ul style="list-style-type: none"> recommending books that they have read to their peers, giving reasons for their choices identifying and discussing themes and conventions in and across a wide range of writing making comparisons within and across books learning a wider range of poetry by heart 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 understand what they read by: <ul style="list-style-type: none"> checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context asking questions to improve their understanding drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas
- Comparing and contrasting the conventions of different types of writing with some support using technical terms	- Learning a wide range of poetry by heart.	- Critically analysing the use of language, including figurative language and how it is used for effect, challenging key ideas within a text.		
- Explaining the themes within a text and making references to support them.	- Exploring the meaning of words, drawing on contextual evidence and being able to explain how language, structure and presentation can contribute to the meaning of a text.	- Reading extended texts, including novels, examining how characters change and develop, drawing inferences based on indirect clues, justifying their thinking.		
- Knowing the difference between fact and opinion and with support can spotting examples in a given text	- Commenting on how language, including figurative language, is used to contribute to meaning.	Giving counter- arguments to an alternative viewpoint, based on evidence from the text.		
- Efficiently retrieving non -fiction information, summarising the main ideas and makes notes	-Asking questions about a text. e.g. context and comparison with other texts.	-Analysing texts and drawing out key information to support their own research, summarising the main ideas in a text.and conventions		
Drawing inferences and making predictions based on details which are stated and implied	- Drawing inference from a wide range of texts (e.g. plays. Novels, biographies), inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence. Making predictions based on details stated and implied..	- Comparing and contrasting characters within one text and across other texts		
	- Distinguishing independently between statements of fact and opinion.	Categorising texts according to different criterion, including key themes and conventions.		
	- In nonfiction, retrieving records and presents	- Being motivated to independently use reading to retrieve and investigate		

		information to other readers both formally and informally	information across a wide range of non-fiction texts	<ul style="list-style-type: none"> identifying how language, structure and presentation contribute to meaning discuss and evaluate how authors use language, including figurative language, considering the impact on the reader distinguish between statements of fact and opinion retrieve, record and present information from non-fiction 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 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 provide reasoned justifications for their views
		- Identifying key details that support main ideas, précising paragraphs and summarising content drawn from longer texts..		
		- Explaining and discussing their understanding of what they have read independently or texts that have been read to the individual. e.g. through formal presentations and debates.		

Content domain reference	
2a	give / explain the meaning of words in context
2b	retrieve and record information / identify key details from fiction and non-fiction
2c	summarise main ideas from more than one paragraph
2d	make inferences from the text / explain and justify inferences with evidence from the text
2e	predict what might happen from details stated and implied
2f	identify / explain how information / narrative content is related and contributes to meaning as a whole
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