



Curriculum Expectations:

	EYFS	Year 1	Year 2	Year 3 and 4	Year 5 and 6
Retrieval	Children read & understand simple sentences. They use phonic knowledge to decode regular words & read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.	Becoming very familiar with key stories and retelling them. Explain clearly their understanding of what is read to them.	Becoming increasingly familiar with and retelling a wider range stories. Answering and asking questions. Discussing the sequence of events in books and how items of information are related.	Increasing their familiarity with a wide range of books and retelling some of these orally. Asking questions to improve their understanding of a text. Identifying main ideas drawn from more than one paragraph and summarising these. Retrieve and record information from non-fiction.	Asking questions to improve their understanding. Summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas. Retrieve, record and present information from non-fiction.
Inference	Children read & understand simple sentences. They use phonic knowledge to decode regular words & read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.	Explain clearly their understanding of what is read to them. Predicting what might happen on the basis of what has been read so far. Discussing the significance of the title and events, making inferences on the basis of what is being said and done.	Making inferences on the basis of what is being said and done. Answering and asking questions. Predicting what might happen on the basis of what has been read so far.	Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. Predicting what might happen from details stated and implied. Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. Asking questions to improve their understanding of a text.	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. Distinguish between statements of fact and opinion. Provide reasoned justifications for their views.
Text Structure	Children read & understand simple sentences. They use phonic knowledge to decode regular words & read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.	Becoming very familiar with key stories, fairy stories and traditional tales and considering their particular characteristics.	Being introduced to non-fiction books that are structured in different ways.	Recognising some different forms of poetry. Retrieve and record information from non-fiction. Identifying how structure, and presentation contribute to meaning. Reading books that are structured in different ways and reading for a range of purposes.	Reading books that are structured in different ways and reading for a range of purposes. Identifying and discussing conventions in and across a wide range of writing. Identifying how structure and presentation contribute to meaning.
Vocabulary	Children read & understand simple sentences. They use phonic knowledge to decode regular words & read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.	Recognising and joining in with predictable phrases. Discussing word meanings, linking new meanings to those already known.	Discussing and clarifying the meanings of words, linking new meanings to known vocabulary. Discussing their favourite words and phrases. Recognising simple recurring literary language in stories and poetry.	Apply their growing knowledge of root words, prefixes and suffixes to understand the meaning of new words they meet. Using dictionaries to check the meaning of words they have read. Explaining the meaning of words in context. Discussing words and phrases that capture the reader's interest and imagination. Identifying how language contributes to meaning. Checking the book makes sense to them, discussing their understanding and exploring the meaning of words in context.	Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), to understand the meaning of new words that they meet. Identifying how language contributes to meaning. Asking questions to improve their understanding. Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.

Compare and Contrast	Children read & understand simple sentences. They use phonic knowledge to decode regular words & read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.	Being encouraged to link what they read or hear read to their own experiences	Discussing the sequence of events in books and how items of information are related Being introduced to non-fiction books that are structured in different ways	Identifying themes and conventions in a wide range of books. Reading books that are structured in different ways and reading for a range of purposes.	Making comparisons within and across books. Reading books that are structured in different ways and reading for a range of purposes. Identifying and discussing themes and conventions in and across a wide range of writing (text types). <i>Non statutory – Pupils should be shown how to compare characters, settings, themes and other aspects of what they read.</i>
Reviewing and Performing	Children read & understand simple sentences. They use phonic knowledge to decode regular words & read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.	Participate in discussion about what is read to them, taking turns and listening to what others say. Learning to appreciate rhymes and poems, and to recite some by heart. Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.	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. Answering and asking questions. Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear. Participate in discussion about books, poems & other works that are read to them & those that they can read for themselves, taking turns and listening to what others say. Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.	Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. Participate in discussion about both books that are read to them and those that they can read for themselves, taking turns and listening to what others say. Asking questions to improve their understanding of a text.	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. Asking questions to improve their understanding. Recommending books that they have read to their peers, giving reasons for their choice. Participate in discussions about books, 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.
Spoken Language	ELG – Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.	Ask relevant questions to extend their understanding and knowledge Articulate and justify answers, arguments and opinions Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas Participate in discussions, presentations, performances, role play/ improvisations and debates Consider and evaluate different viewpoints, attending to and building on the contributions of others			
In a range of texts/ genres	<i>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. Enjoys an increasing range of books.</i>	<i>Age appropriate texts: Reading for themselves key stories, fairy stories and traditional tales Listening to a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</i>	<i>Age appropriate texts: Reading for themselves a wider range of stories, fairy stories and traditional tales Listening to a wide range of contemporary and classic poetry stories and non-fiction at a level beyond that at which they can read independently</i>	<i>Age appropriate texts: Reading for themselves a wide range of books, including fairy stories, myths and legends listening to a 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</i>	<i>Age appropriate texts: Reading for themselves an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or text books Reading books that are structured in different ways and reading for a range of purposes. 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.</i>

Intent

We aim to create successful, fluent, readers who will monitor their understanding of what they are reading and review the text when something does not make sense. We endeavour for our children to leave school being able to read easily, fluently and with good, secure understanding, but also to develop a pleasure for reading widely and often. We aim for all to read fluently by age 6 and to instil a love of literature.

At Archbishop Cranmer, we have developed a progression of skills document which breaks down the National Curriculum expectations into a series of statements for each year group and strand. These are used to support planning and teaching to ensure children build on key skills year on year to achieve the above expectations.

Implementation

Phonics

Direct, focused phonics is taught daily across Key Stage One and Foundation Stage. We use the DfE validated Bug Club phonics programme which aligns with Letters and Sounds and Phonics Play planning to deliver sessions, supplementing this regularly with practical and hands on, multi-sensory experiences to deepen the pupils' learning. Year 2 Phonics is taught using Spelling Play planning to teach the children spelling patterns and rules through interactive and engaging rhymes and visual prompts to support development of spelling rules as outlined in the National Curriculum.

In Key Stage One and Foundation, guided reading is supported by our library of books from the Oxford University Press Project X reading materials, combined with other age-appropriate books. During Year 2, the children begin to learn the skills of Reciprocal Reading in preparation for Key Stage 2.

Children in Key Stage 1 are provided with two different reading books: **decodable** and **reading for pleasure**.

Decodable books implement and support the phonics teaching and are carefully matched to the children's concrete phonics knowledge – ensuring 95% accuracy. The aim is for the children to use their phonics knowledge and skills to be successful and read independently. If they encounter a tricky word they can sound it out and blend – no guess work.

Decodable books should be read 2 -3 times a week at home and will be changed by staff.

In Year 2 (or once a child is secure in line with school phonics assessments) they won't need to access the decodable books unless they require additional support and should be accessing the reading for pleasure books.

Reading for pleasure books will deepen comprehension skills through rich, quality texts. They have coloured bands and can be changed frequently. By spring term in Year 1 (and beyond) children will be assessed by a trained member of staff and allocated a book colour band which will be reassessed termly or as appropriate to their progress.

We use PM Benchmarking for this

In Key Stage 2, the pupils have weekly Reciprocal Reading sessions which help develop key reading skills through enhancing vocabulary to clarify understanding of the whole text. We use HeadStart Reading Comprehensions alongside this to develop and refine comprehension techniques through focussing on key objectives each week. Pupils are explicitly taught strategies including inference, questioning, clarifying, summarising, prediction and activating prior knowledge. The pupils use these strategies to check how well they comprehend what they have read, and overcome barriers to comprehension. Pupils develop skills in skimming and scanning, forming opinions, thinking aloud, asking questions, getting the gist, connecting to prior knowledge, inference and prediction. These skills are applied by the pupils with increased independence when interacting with texts across all curriculum areas. Pupils are exposed to a rich and varied reading curriculum which helps them develop culturally, emotionally, intellectually, socially and spiritually.

Each *Complete Comprehension* book is planned around the reading test framework content domains for KS1/KS2, and in each book the coverage of each domain is proportionate to the prominence the content domain is given in the SATs reading test. This means that there are a lot more units focusing on Word reading (1a/2a), Retrieval (1b/2b) and Inference (1d/2d) than on the other content domain skills.

In terms of the National Curriculum skills, these are covered in the course of each unit. These skills aren't covered in as granular a way as the content domains because the emphasis in the series is on skill-specific comprehension.

Each class engages in reading for pleasure and enjoy a range of class books, which are read by the class teacher. This promotes an atmosphere of engagement and relaxation for pupil wellbeing. Our Year 6 pupils have roles as 'Reading Gladiators' where they listen to the younger children read each week. This enables a deeper learning and role in leadership for the older children whilst offering additional opportunities for the younger children to read aloud. Reading at home is recognised and celebrated in our values assemblies, where pupils can be awarded Christian Values for their weekly achievements.

Impact

The impact of our English offer is measured through our monitoring cycle. This includes book looks, learning walk 'drop-ins', pupil voice, MTPs. We assess and track English progress against PM Benchmark Standards, non-negotiables and termly assessments. In assessing, we are looking for sustained mastery, greater depth, inspired learners and children who are fulfilling their potential.



	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Bookbands and PM Benchmark Levels	Pink (PM 1, 2, 3)	Yellow (PM 7, 8)	Turquoise (PM 18)	White (PM 24)	Silver (PM 28)	Ruby (Dark Red) (PM 30)	Black (Free Reading)
		Blue (PM 9, 10, 11)					
	Red (PM 3, 4, 5)	Green (PM 12, 13, 14)	Purple (PM 19)	Lime (PM 25, 26)	Sapphire (Dark Blue) (PM 29)		
	Yellow (PM 6)	Orange (PM 15, 16)	Gold (PM 21, 22)	Brown (PM 27)			
	Turquoise (PM 17)	White (PM 23)					

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RETRIEVAL	Retelling	Retell a story with actions and/or picture prompts as part of a group Use story language when acting out narrative	Retell story read or heard, parts of a story using props e.g. puppets/ small world/ series of pictures	Orally retelling a wider range of stories using actions and visual cues from the story	Retell a wide range of stories orally using actions and visual cues	Retell a wide range of texts orally which is balanced and clear	<i>See Summarising and Sequencing</i>	
	Sequencing	Can sequence pictures from a story or with familiar events	Sequence pictures for the beginning, middle and end of a story read	Sequence events from a story, explaining reasons for choices	Sequence pictures or texts from a story or non-fiction text read justifying reasons for choices	Show understanding of the text by sequencing a selection of unknown text so that they make sense as a whole, justifying reasons for choices	Sequence sections/ outlines of unknown texts based upon knowledge of genre features	Manipulate sections of stories to create and explore more complex narratives e.g. dual narration, flash back
	Answering 'find it' Questions	Answer how and why questions about their experiences and in response to stories or events Can follow text to identify phonics sounds 'Fastest finger' to answer questions in phonics	Answer simple questions about characters, setting and key events in a story	Answer questions about characters, setting/s and key events Answer find it questions about key information in a non-fiction text	Find and select the word/s in a section of a text to answer find it questions	Find and select words and phrases to answer find it questions from different sections of unknown texts	Find and select words and phrases from across a whole text to answer find it questions	Find, select and combine relevant words and phrases from more than one text/source to support answers to find it questions
	Summarising and Note Taking	Can explain the main events of a story Can draw pictures of characters/ events/ settings in a story. May include labels, sentences, captions	Identify and discuss the setting and names of the characters in a story	Explain and discuss the key information from what is seen or read (link to sequencing)	Summarise orally and in writing the main points from a paragraph using a wider range of prompts	Summarise orally and in writing the main points from several paragraphs or sections of a text	Identify the main ideas from several paragraphs and provide key additional information from a section of the text to support this	Identify the main idea from across several paragraphs or sections of the text and provide key additional information from the text to support this Summarise the themes or viewpoints for different texts
	Recasting	Can draw pictures of characters/ events/ settings in a story. May			Produce an annotated story/visual map to	Produce an annotated drawing/diagram to represent/ summarise a	Summarise in different ways including key information e.g. written	Summarise in different ways for different audiences and purposes

		include labels, sentences, captions			represent a text that has been read	section of a text (non-fiction) Complete diagrams, tables and charts to summarise information	summary, key words, pictures/ diagrams, charts and making notes for presentations	
	Skimming and Scanning	'Fastest finger' to answer questions in phonics		Scan text to find given words and phrases	Skim and scan to identify and use headings and sections in books (glossaries, indexes, contents) to retrieve information	Scan different sections of unknown texts (fiction and non-fiction) to find missing information	Scan different texts to find evidence to support answers to questions Speed read or skim the text to gain the gist or main idea	Appropriately select and apply skimming and scanning skills to a range of other texts across the curriculum e.g. history and geography
	Asking 'find it' Questions	They listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions.		Ask relevant questions about a story or non-fiction text	Generate relevant find it questions for a section of fiction and non-fiction texts	Generate relevant find it questions for different sections of fiction and non-fiction texts	Ask relevant find it questions which explore the detail of a text or which require comparison across fiction and non-fiction	Generate find it questions relevant to different sections of a non-fiction text Ask relevant find it questions about different sections of a story read
	Note Making Skills	Give meaning to the marks they make					Retrieve and record information, producing a set of notes to support a presentation	Make notes for presentations to different audiences
	Determining Validity and Importance						Prior to reading, select from a range of texts/ sources of information with a key question or heading in mind	Appraise a text quickly, deciding on its value, quality or usefulness

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INFERENCE	Predicting	Make predictions. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions and reactions	Predict whether a book will be story or non-fiction based upon the cover and title Predict what might happen based on what has been read so far	Make predictions prior to reading based upon the title, cover and skim reading of illustrations Make predictions based upon events in the text so far Make predictions using experience of reading books based on other familiar texts	Make predictions prior to reading based upon the title, cover and skim reading of illustrations, contents page and headings Make predictions based upon events and actions of characters so far in a story Make predictions drawing upon knowledge from other texts Make predictions based upon background knowledge of the topic	Make predictions prior to reading about the likely type of characters or events in a story based upon the front cover, title, knowledge of the author and different genres of writing Make plausible predictions based upon events and actions of characters so far in a story – identifying evidence in the text Make predictions drawing upon knowledge from other texts	Make predictions about characters based upon reading so far – identifying a range of evidence within and beyond the text to support opinion Categorise predictions as likely/unlikely based upon what has been read so far	Make predictions about characters, plots and themes of stories based upon knowledge of fiction genres and other books by the same author Make predictions using evidence stated and implied
	Cause and Effect	Talk about what happens and why these things occur.		Begin to describe (in book talk) cause and effect e.g. the effect a character's	Identify the cause of an event	Identify the multiple causes of an event	Infer and comment on the possible causes of events and actions	Infer, comment on and make links between the

			actions have on other characters	Infer an effect of a specific event or action	Infer and comment on a range of possible effects of a specific event or action	Identify which causes are most/least likely based upon evidence in the text and beyond	cause and effects of events and actions Evaluate the impact of different causes and effects on people and places
Identifying Evidence to Support and Justify Opinion	They develop their own narratives and explanations by connecting ideas or events.	Make links to personal experiences Make inferences about character types based on actions e.g. stock character types Explain clearly what is read to them	Draw upon personal experiences when commenting on text Draw upon knowledge of the topic outside of the book including other similar books Make simple inferences about character feelings based upon their actions and speech	Justify inferences with evidence Infer characters' feelings, thoughts and motives	Justify inferences with evidence from within the text and experiences and/or reading beyond the text Infer characters' feelings, thoughts and motives from their actions at different points in a story	Justify inferences backed by one type of textual evidence from across the text Infer and explain how a character's thoughts, feelings or motives have changed over the course of the text Identify statements of fact and opinion.	Justify inferences backed by a range of types of evidence from across the text Infer and compare different characters' thoughts, feelings and motives at the same points in a story Distinguish between statements of fact and opinion using evidence to justify
Drama/ Writing in Role	They represent their own ideas, thoughts and feelings through role play and stories Plays cooperatively as part of a group to develop and act out a narrative	Explore characters through role play and drama	Take on the role of a character e.g. speech bubbles, notes from one character to another or other drama techniques	Explore characters' actions and feelings through role play such as hot seating Create short improvisations in role	Explore characters' actions, feelings and motives through role play, such as hot seating Demonstrate appropriate empathy through expression	Explore contrasting characters' feelings, thoughts, actions and motives through role play, such as hot seating Create improvisations in role, e.g. creating new or alternative scenes	Create improvisations in a role e.g. for a different point in time to that in the text Present ideas in role as an expert or authority e.g. debate
Asking and answering Inference Questions	They listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions.		Ask and answer simple relevant inference/ detective questions about a story or simple non-fiction text (no evidence needed)	Ask and answer inference/ detective relevant questions about a story or non-fiction text which begins to develop character's feelings and actions	Ask and answer inference/ detective relevant questions about a story or non-fiction text which begins to develop character's feelings, actions and motives	Ask and answer relevant inference/ detective questions for a range of fiction and non-fiction texts In discussion and role ask/answer relevant inferences/ detective questions about characters' feelings, actions, thoughts and motives	Ask find it inference/ detective questions which explore the detail of a text or which require comparison across the text

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TEXT STRUCTURE	Use and Function of Structural Organisers		Understand and use correctly, terms referring to conventions of print: book, cover, beginning, end, page, word, letter, line Identify the title, blurb and author of a story or non-fiction book Discuss the significance of the title	Read non-fiction texts that are structured in different ways Begin to identify and name a range of common organisers in non-fiction texts e.g. contents, headings, index, glossary	Read fiction and non-fiction texts that are structured in different ways.			
					Name and describe the function of a range of common organisers in non-fiction texts (Y2: contents, headings, index, glossary + Y3: sub-headings, diagrams) Use a range of structural organisers (see previous bullet point) to retrieve information from non-fiction texts	Name, use and describe the function of a wider range of common organisers in non-fiction texts (Y2/3: contents, headings, index, glossary, sub-headings, diagrams + Y4: captions and labels, bibliography) Use a range of structural organisers (see previous bullet point) to retrieve information from non-fiction texts	Identify structural organisers and make comparisons within and across books Explain why the author has chosen to structure/present the text in particular way or use a particular structural organiser	Identify structural organisers and make comparisons within and across books Discuss the effectiveness of different structures/presentations of fiction and non-fiction
	Features of Different Text Types	Beginning to understand that a non-fiction is a non-story, it gives information instead and fiction means story. Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title.	Recognise some typical characters and settings of fairy stories and traditional tales (book work) Understand the difference between fiction and non-fiction Begin to describe the overall structure of a story e.g. being about to answer: "What is the problem in the story?"	Recognise and describe some typical features, similarities and differences between fiction and non-fiction texts Describe the overall structure of a story, e.g. including how the beginning introduces story and the ending concludes the action	Recognise and name some different forms of poetry Compare and contrast features of stories read e.g. characters, settings, themes	Recognise and describe the typical features of a wider range of forms of poetry Recognise and describe some features of fiction genres Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza	Identify, compare and contrast the features of a range of poetry, non-fiction and fiction genres	Identify, compare and contrast the features of a range of fiction genres Explain major differences between text types
	Audience and Purpose				Begin to read for a range of purposes e.g. research, pleasure, locate information Recognise the intended audience and purpose of some non-fiction genres	Read for a range of purposes e.g. research, pleasure, locate specific information	Read for a range of purposes e.g. research, pleasure, locate specific information, gain an overview	Read for a range of purposes e.g. research, pleasure, locate specific information, gain an overview, compare and contrast
	Support Meaning				Recognise that pictures/photographs can give as much information as the text Describe how each successive part of a text builds on the meaning of earlier sections	Recognise and explain how presentational devices impact on reading and support meaning e.g. italics, bold, diagrams, bullet points Explain how topic sentences (first sentence of section) help cue the reader to the content of paragraphs	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama or poem	Analyse how a particular sentence, chapter, scene or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot

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VOCABULARY	Identifying Vocabulary	Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words	Recognise vocabulary associated with different genres provided by the teacher	Recognise simple recurring literary language in stories and poems e.g. repetition	Identify patterns in language e.g. repetition, rhyme, alliteration Identify and generate words with similar meanings or linked to a specific focus	Identify and generate words with similar and opposite meanings	Identify figurative language devices	Identify words and phrases that create a particular mood, feeling or attitude including figurative language
	Explain the Meanings of Words	Uses talk to organise sequence and clarify thinking, ideas, feelings and events	Discuss word meanings, linking new meanings to those already known	Discuss and clarify the meanings of new words, linking new meanings to known vocabulary Begin to use a range of skills (such as morphology and word classes) to identify the meaning of unknown to help place them into context	Apply their growing knowledge of root words, prefixes and suffixes to understand the meaning of new words they meet Explain the meaning of words in given contexts Begin to discuss language to extend their interest in the meaning and origin of words Begin to use dictionaries to check the meaning of words that they have read	Apply their growing knowledge of root words, prefixes and suffixes to understand the meaning of new words they meet Explain the meaning of words in given contexts Discuss language to extend their interest in the meaning and origin of words Use dictionaries to check the meaning of words that they have read	Apply their growing knowledge of grammar, morphology and etymology to understand the meaning of new words that they meet in context Ask questions about vocabulary to improve their understanding	Apply their growing knowledge of grammar, morphology and etymology to understand the meaning of new words that they meet in context Ask questions to help clarify their understanding of vocabulary
	Explain the Intended Impact of Words and Phrases on the Reader		Recognise and join in with predictable phrases	Discuss their favourite words and phrases from the text	Discuss words and phrases that capture the reader's interest and imagination	Discuss words and phrases that capture the reader's interest and imagination, giving reasons for their choices Explain why the author has used a particular word or phrase	Discuss how language contributes to the overall meaning Discuss how authors use figurative language and the impact of these on the reader Compare the impact of different language devices within a text	Explain how words and phrases create a particular mood, feeling or attitude Consider the impact on the reader of a range of vocabulary and language devices Compare the impact of language devices across texts
	Recognise and Explain How Language is Linked to Audience and Purpose	Shows awareness of audience in way the speak (change intonation for younger children etc)	Capture and apply new vocabulary in writing	Capture and apply new vocabulary in writing	Begin to recognise key vocabulary and language features from different genres and apply to writing	Recognise key vocabulary and language features from different genres and apply to writing	Recognise language and vocabulary used by an author for a specific genre and compare to another author, considering impact on reader	Recognise and compare language and vocabulary features across different text types and between authors and consider impact on the reader Suggest how language would need to change for different audiences

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COMPARE AND CONTRAST	Identify, Discuss and Record Similarities and Differences	Looks closely at similarities, differences, patterns and change	Understand the difference between fiction and non-fiction	Read non-fiction books which are structured in different ways Identify and describe some differences between fiction and non-fiction books Compare and contrast two or more versions of the same story e.g. two versions of the same story	Compare and contrast features of stories read e.g. characters, settings, openings, endings Compare and contrast two or more versions of the same story e.g. comparing a play script of a story to the narrative	Compare and contrast character development in a play to characterisation in stories or narrative poetry Compare and contrast information from different sources about the same topic, identifying similarities in content and structure Compare and contrast the themes, settings, and plots of stories	Identify, compare and contrast the features of a range of different forms of: <ul style="list-style-type: none"> Poetry Non-fiction Fiction Compare and contrast purpose and viewpoint and evaluate the usefulness of each source Begin to compare and contrast authors' styles	Identify, compare and contrast the features of a range of fiction genres e.g. contemporary vs traditional, including poetry
	Identify, Compare and Contrast Vocabulary	Extends vocabulary especially by grouping and naming, exploring the meaning and sounds of new words	Begin to identify similar and repeated language which occurs in more than one story e.g. once upon a time	Compare and contrast language within a type of story read e.g. traditional tales – one early morning/ once upon a time	Compare and contrast language within a type of story read e.g. fairy tales and plays	Compare and contrast language across different types of stories read e.g. fairy tales, myths and legends and science fiction	Compare the language of poetry, prose and non-fiction for the same theme or information	Compare information, ideas, values and attitudes represented within and across texts Analyse how an author develops and contrasts the points of view of different characters or narrators in a text Compare and contrast authors' style, purpose and viewpoints Contrast different language within and across books
	Making Links	They develop their own narratives and explanations by connecting ideas or events	Link reading to personal experiences	Discuss the sequence of events in stories Discuss how items of information are related in a book Make links between current and prior reading	Identify and compare themes of fictional stories	Identify and compare themes in a wider range of fiction and non-fiction	Compare how a common theme is presented in a range of texts	Compare and contrast themes and topics in stories of the same genre e.g. mysteries and adventure stories Explain the relationship between characters, plot, setting, point of view and theme

		EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
REVIEWING AND PERFORMING	Discussing and Debating	To look at someone who is speaking to them To take turns to speak when working in a group	Participate in discussion about what is read to them (stories, poems and non-fiction at a level beyond which they can read independently) Take turns and listen to what others say	Listen to, discuss and express 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 Participate in discussion about books, poems and other works that they can read for themselves Take turns and listen to what others say Explain their understanding of books, poems and other materials that they have read and which have been read to them	Discuss a range of fiction, poetry, plays, non-fiction and reference books or textbooks that they have read themselves and which have been read to them Take turns, listen to what others say Discuss specific events, characters or sections of a text Discuss words and phrases which captures the readers interest and imagination	Participate in discussions about books, building on their own and others' ideas Ask questions to clarify others' opinions Explain and discuss their understanding of what they have read Provide reasoned justifications for their views Identify and discuss themes and points of view within and across texts	Participate in discussions about books, building on their own and others' ideas Ask questions to clarify others' opinions Explain and discuss their understanding of what they have read Provide reasoned justifications for their views Identify and discuss themes and points of view within and across texts	Participate in discussions about books, building on their own and others' ideas Challenge views courteously Explain and discuss their understanding of what they have read through formal debates Provide reasoned justifications and a wider range of evidence to support their views Comment on the overall impact of a text on the reader
	Evaluating and Reviewing	To use 'because' to develop their ideas when explaining their likes and dislikes	State whether they like a story or poem	State whether they like a story and characters within the story State which text they prefer and give a reason to support their opinion	Write structured reviews of a text, stating which were their favourite parts and why	Write a structured review of a text, evaluating the overall text as well as reviewing specific elements	Recommend to their peers orally and in writing books that they have read Give reasons for recommendations Write independent reviews of a text	Recommend books that they have read to wider audiences e.g. online, local library Write independent reviews and give reasons for specific recommendations
	Presenting and Performing	Recognise and join in with predictable phrases Recite some poems and rhymes by heart Retell key fairy stories and traditional tales verbally	Recognise and join in with predictable phrases Recite some poems and rhymes by heart Retell key fairy stories and transitional tales verbally	Continue to build up a repertoire of poems learnt by heart, reciting some, with appropriate intonation to make the meaning clear Retell a wider range of fairy stories and traditional tales verbally	Prepare poems and play scripts to read aloud and to perform, showing understanding through volume and action	Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action	Learn a range of poetry by heart Prepare 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 Explain their understanding by presenting some of their ideas to others	Learn a wider range of poetry by heart Prepare 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 Explain and discuss their understanding of what they have read through formal presentations