Aspire to Achieve

	EYFS	Key Stage One		Lower Key Stage Two		Upper Key Stage Two	
	ELG	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Word Reading: including decoding of text	• Develops their phonological awareness, so that they can: 　• spot and suggest rhymes 　• count or clap syllables in words 　• recognise words with the same initial sound, such as money and mother • Reads individual letters by saying the sounds for them • Blends sounds into words so that they can read short words made up of letter-sound correspondences • Reads some letter groups that each represent one sound and say sounds for them • Reads simple phrases and sentences made up of words with known letter-sounds correspondences and, where necessary, a few exception words. **ELG** **Children at the expected level of development will:** • *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.*	• Uses phonic knowledge to accurately blend sounds in familiar and unfamiliar words containing known GPCs • Reads aloud, fluently and confidently books which are matched to phonic knowledge • Accurately read all 40+ phonemes responding speedily • Some common exception words read automatically • Read words containing GPCs and –s, -es, -ing, -ed and –est endings • Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s) • Some common exception words read automatically and can note the unusual correspondence between the spelling and sound and where they occur in the word • Reads words of more than one syllable • Can check a text makes sense and self-corrects when reading	• 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 words of two or more syllables that contain the same graphemes as above • Read most words containing common suffixes e.g. –ing, -er, -ed, -est. • 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 e.g. at over 90 words per minute • Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without hesitation • Re-read these books to build up their fluency and confidence in word reading.	• Most words read fluently, with unfamiliar words accurately decoded quickly • Some common exception words read accurately including those with unusual correspondences between spellings and sounds • Begins to prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action • Can read with accuracy when silent, reading focusing more on the understanding of the text	• Most common exception words read accurately including those with unusual correspondences between spellings and sounds • Reading aloud demonstrates fluency and expression • Prepares poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.	• Effectively uses a range of reading strategies to appropriately access different types of text • Applies knowledge of root words, prefixes and suffixes in understanding the meaning of new words • Begins to learn 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	• Selects and uses a range of reading strategies to effectively access different types of text • Accurately applies knowledge of morphology and etymology to gain meaning of new words • Learns 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

Comprehension: Engagement with a range of texts

• Enjoys listening to longer stories and can remember much of what happens. • Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" • Is able to express a point of view and debate when they disagree with an adult or a friend, using words as well as actions • Listens to and talks about stories to build familiarity and understanding. • Listens to and talks about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. **ELG** **Children at the expected level of development will:** • *Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.*	• Develops a pleasure in reading and motivation • Listens to and discusses a wide range of poems, stories and non-fiction texts • Can link what they have read or heard read to own experiences • Selects own stories and justifies the selection • Participates in discussion about what is read to them and listens to what others have to say • Learns to appreciate rhyme and poems and recite some by heart	• 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 • Discusses the sequence of events in books and how items of information are related • Is familiar and confident with retelling a wider range of stories, fairy stories and traditional tales • Continues to build up a repertoire of poems learnt by heart, reciting these with appropriate intonation	• Begins to listen to and discuss a range of fiction, poetry, plays, non-fiction books • Makes choices about which text to read based on prior reading experience, identifying themes and conventions within these • Demonstrates an increasing familiarity with a wide range of books, including fairy stories, myths and legends, retelling some of these orally • Begins to participate in discussions about books that are read to them and those they can read for themselves, taking turns and listening to what others say • Begins to offer personal opinion on characters feelings, thoughts and motives from their actions, justifying with evidence	• Listens to and discusses a wide range of fiction, poetry, plays and non-fiction texts (both books that are read to them and those they can read for themselves, taking turns and listening to what others say) • Declares and justifies personal preferences of writers and types of text • Offers personal opinions on characters feelings, thoughts and motives from their actions, justifying with evidence	• Reads widely and frequently, outside as well as in school, for pleasure and information • Reads and discusses a wide range of fiction, poetry, plays, non-fiction books, myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • Decides on the quality and effectiveness of a text by skimming to gain an impression • Recommends books that they have read and give reasons for their choices • Explains and discusses understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary	• Articulates personal responses to literature identifying how and why the text affects the reader, providing reasoned justifications for their views • Participates in discussion about books, building on their own and others' ideas and challenging views courteously • Explains and discusses reading through debates and presentations maintaining a focus on the topic

Comprehension: Literal understanding and information retrieval

• Is able to express a point of view and debate when they disagree with an adult or a friend, using words as well as actions. • Compares and contrasts characters from stories, including figures from the past. • Retells the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. • Listens attentively and responds to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. **ELG** **Children at the expected level of development will:** • *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.*	• Recalls and retells familiar and well-known stories • Retells or explains information read and links this to other parts of text e.g. pictures • Begins to show accuracy in locating information and using textual cues to answer simple literal questions	• Has a generally accurate literal understanding of texts • Accurately identifies sequence of events in texts • Makes reasonable links between events and information • Generally accurate in locating information and using textual cues to answer simple literal questions	• Generally accurate in overall understanding of texts read; both whole and parts of texts • Clearly summarises the main ideas within text read • Begins to recognise and locate specific conventions within given text • Checks that the text makes sense discussing their understanding and explaining the meaning of words in context • Creates literal questions about a text they have read. • Begins to retrieve and record information from age-appropriate non-fiction text.	• Demonstrates a clear understanding of texts read and is able to locate information from different parts of the text • Clearly summarises the main ideas within specific chapters and paragraphs • Show an awareness and identification of some different conventions used across a range of texts. • Retrieves and records information from age-appropriate non-fiction texts.	• Moves easily across a text in order to locate information to answer questions • Accurately summarises the main and supporting ideas within specific chapters and paragraphs • Recognises the key conventions used across particular text types • Accurately identifies the purpose of different texts • Distinguishes between statements of fact and opinion • Retrieves, records and presents information from non-fiction	• Moves easily across and between texts in order to compare and locate information • Accurately summarises the most relevant points and supporting ideas across specific paragraphs • Recognises the key conventions used across all text types • Retrieves, records and presents information from non-fiction for a range of purposes and audiences

Comprehension: Inferential understanding

ELG **Children at the expected level of development will:** • *Anticipate – where appropriate – key events in stories.*	• Begins to make simple reasonable inferences from pictures and text linked to own knowledge and experiences • Begins to use what has been read to predict what might happen next • Identifies new and unfamiliar words and what they mean in the content of the text	• Answers questions and makes some inference on the basis of what is being said and done. • Makes and explains simple reasonable inferences about events and information in texts • Answers and asks relevant questions linked to different types of text • Makes predictions based on the information in the text • Identifies the meaning of unfamiliar words encountered in reading • Checks the text makes sense to them and corrects inaccurate reading based on the context	• Demonstrates a basic recognition of simple themes across a range of texts • Deduces and infers single points from specific parts of text and explains opinions • Makes reasonable predictions from details started in the text • Begins to draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Begins to predict what might happen from more than one paragraph • Begins to identify main ideas drawn from more than one paragraph and summarises these • Creates inference questions from a specific point in the text with adult support • Begins to ask questions to improve their understanding of a text	• Identifies simple themes within similar texts • Deduces and infers information and provides evidence in the text to support opinions • Makes reasonable predictions from details implied or deduced from the text • Predicts what might happen from more than one paragraph and summarises these • Identifies main ideas drawn from more than one paragraph and summarises these • Makes inferences about characters' feelings, thoughts and motives from their actions, and justifies inferences with evidence • Asks questions to improve their understanding of a text	• Identifies themes and supports this with evidence from the texts • Makes inferences based on evidence from different points in the text and accounts for facts and opinions • Identifies and discusses themes and conventions in and across a wide range of writing • Makes comparisons within and across books • Draws inferences such as characters' feelings, thoughts and motives from their actions, and justifies these using evidence from the text with increasing accuracy • Predicts what might happen from details implied • Summarises the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • Provides reasoned justifications for views	• Begins to identify different layers of meaning within a text; suggesting multiple themes • Infers and deduces based on evidence across the text • Draws inferences such as characters' feelings, thoughts and motives from their actions, and justifies these with accurate evidence • Predicts what might happen from details implied with increasing accuracy • Accurately summarises the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • Distinguishes between statements of fact and opinion • Identifies and discusses themes and conventions in and across a wide range of writing • Makes comparisons within and across books

Comprehension: Authorial intent, authors' use of language and presentational features

• Use a wider range of vocabulary. • Engage in extended conversations about stories, learning new vocabulary. • Learn / begin to use new vocabulary. • Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. • Offer explanations for why things might happen, making use of recently introduced vocabulary from texts. **ELG** **Children at the expected level of development will:** • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes, poems and during role play.	• Begins to identify some key features of a text; including title and main events • Has an awareness that texts can be structured in a certain order • Demonstrates some awareness of language features used within texts; including predictable phrases and rhymes • Can talk about how a text makes them or others feel and speculates on what the overall feeling of emotion expressed by a text can be	• Identifies some key organisational features of a text • Shows an awareness that texts/non-fiction texts are structured in different ways • Recognises language features used within texts; including recurring words and phrases for effect • Discusses and clarifies the meaning of words, linking new meanings to known vocabulary	• Identifies key organisational features of age-appropriate texts • Identifies words and phrases which engage the reader • Comments on general text structure and presentation • Reads age-appropriate books that are structured in different ways and reads for a range of purposes • Discusses words and phrases that capture the reader's interest and imagination with adult support • Recognises some different forms of poetry [for example, acrostic, calligrams, kennings] • Uses dictionaries to check the meaning of words that they have read.	• Identifies and provides reasons for authors' language choices which engage the reader • Comments on specific aspects of text structure and presentation features • Identifies how language, structure, and presentation contribute to meaning • Checks that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Discusses words and phrases that capture the reader's interest and imagination • Recognises some different forms of poetry [for example, free verse, soliloquies, song lyrics] • Reads a wider range of age-appropriate books that are structured in different ways and reads for a variety of purposes • Continues to use dictionaries to check the meaning of words that they have read	• Has an awareness of writers' viewpoint • Identifies main organisational features, including those related to specific text forms • Begins to use technical language to explain language features • Checks that the book makes sense to them, discussing their understanding and exploring the meaning of words in context; asks questions to improve understanding • Identifies how language, structure, and presentation contribute to meaning of age-appropriate texts • Begins to discuss and evaluate how authors use language, including figurative language, impacts on the reader	• Demonstrates an awareness of different viewpoints within texts • Identifies the organisational features used by the author to engage and provide specific information for the reader • Accurately uses technical language to explain authors' choice of language • Checks that the book makes sense, discussing understanding and exploring the meaning of words in context with confidence • Identifies how language, structure, and presentation contribute to the meaning of a range of texts • Discusses and evaluates how authors use language, including figurative language, considering the impact on the reader