Sketchley Hill Reading Skills Progression

	EYFS Read Write Inc End Autumn **Oral blending** End Spring **Red** End Summer **Green**/**Purple**	Year 1 Read Write Inc End Autumn **Orange** End Spring **Yellow** End Summer **Blue**	Year 2 Read Write Inc End Autumn **Grey** Spring/Summer Book bands: **Gold**/ **White**	Year 3 Book bands: **Lime**/ **Free reader**	Year 4 **Free reader**	Year 5 **Free reader**	Year 6 **Free reader**
Range of reading- see Core Reading Spine	Nursery rhymes Traditional tales Rhyming narratives Humorous narratives Poems Simple historical narratives Stories with morals Linear narratives Non-fiction	A range of narratives, including diverse and inclusive characters and cultures, including different story archetypes Linear narratives Rhyming narratives Historical narratives Classic texts (>50 years old)- traditional tales Poems Non-fiction	A range of narratives, including diverse and inclusive characters and cultures, including different story archetypes Linear narratives Descriptive narratives Historical narratives Classic texts (>50 years old)- traditional tales Poems Non-fiction Play scripts	A range of narratives, including diverse and inclusive characters and cultures, including different story archetypes: Linear and non-linear narratives Historical narratives Classic texts (>50 years old) Poems Non-fiction Play scripts	A range of narratives, including diverse and inclusive characters and cultures, including different story archetypes Linear and non-linear narratives Historical narratives Classic texts (>50 years old) Poems Non-fiction Play scripts	A range of narratives, including diverse and inclusive characters and cultures, including different story archetypes Linear and non-linear narratives Historical narratives Classic texts (>50 years old) Poems Non-fiction Play scripts	A range of narratives, including diverse and inclusive characters and cultures, including different story archetypes Linear and non-linear narratives Historical narratives Classic texts (>50 years old) Poems Non-fiction Play scripts
	To use non-fiction books to develop new knowledge and vocabulary.	Recognise text types: fiction, non-fiction, poetry, rhyming, play script	Recognise text types: fiction, non-fiction, poetry, rhyming, play script	Recognise text types: fiction, non-fiction, poetry, rhyming, play script and basic types of narrative (good v evil, quest)	Recognise common themes between books previously read Recognise text types: fiction, non-fiction, poetry, rhyming, play script and basic types of narrative	Recognise common themes between books previously read Recognise text types: fiction, non-fiction, poetry, rhyming, play script and types of narrative (good v evil, quest)	Recognise common themes between books previously read Recognise text types: fiction, non-fiction, poetry, rhyming, play script and types of narrative (good v evil, quest)

	EYFS Read Write Inc End Autumn **Oral blending** End Spring **Red** End Summer **Green**/**Purple**	Year 1 End Autumn **Orange** End Spring **Yellow** End Summer **Blue**	Year 2 Read Write Inc End Autumn **Grey** Spring/Summer Book bands: **Gold**/ **White**	Year 3 Book bands: **Lime**/ **Free reader**	Year 4 **Free reader**	Year 5 **Free reader**	Year 6 **Free reader**
Common exception words	Read a few common exception words matched to the school's phonic program. To read some common irregular words.	To read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words.	To read _all_ Y1 and Y2 common exception words*, noting unusual correspondences between spelling and sound and where these occur in the word.	To read _most_ Y3/Y4 exception words.* discussing the unusual correspondences between spelling and sound and where these occur in the word.	To read _all_ Y3/Y4 exception words*, discussing the unusual correspondences between spelling and sound and where these occur in the word.	To read _most_ Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.	To read _all_ Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.

	EYFS End Autumn **Oral blending** End Spring **Red** End Summer **Green**/**Purple**	Year 1 End Autumn **Orange** End Spring **Yellow** End Summer **Blue**	Year 2 Read Write Inc End Autumn **Grey** Spring/Summer Book bands: **Gold**/ **White**	Year 3 Book bands: **Lime**/ **Free reader**	Year 4 **Free reader**	Year 5 **Free reader**	Year 6 **Free reader**
Phonics and decoding- *RWInc phonics progression and RWInc Spelling scheme*	Develop phonological awareness, so that they can recognise words with the same initial sound, such as money and mother						
	Read individual letters by saying the sounds for them. Read some letter groups that each represent one sound and say sounds for them.	To respond speedily, giving the correct sound to graphemes for all of the 40+	To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.				
	Blend sounds into words, so that they can read short words made up of letter-sound correspondences.	To blend sounds in unfamiliar words using the GPCs that they have been taught.	To continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.	To break new words into syllables and use their phonic knowledge to decode automatically and accurately	To read most words fluently applying their knowledge of root words, prefixes and suffixes/word endings* and decode any unfamiliar words with increasing speed and skill.	To read most words fluently and decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues. To apply their growing knowledge of root words, prefixes and suffixes/ word endings, including -sion, -tion, -cial, -tial, -ant/-ance/-ancy, -ent/-ence/-ency, -able/-ably and -ible/ibly, to read aloud fluently.*	To read fluently with full knowledge of all Yr5/6 exception words, root words, prefixes, suffixes/word endings* To decode any unfamiliar words (including long polysyllabic words) with increasing speed and skill, recognising their meaning through contextual cues, knowledge of roots, prefixes and suffixes
	Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.	To apply phonic knowledge and skills as the route to decode words containing known GPCs.To read words containing -s, -es, -ing, -ed and -est endings. *To read most words with contractions, e.g. I'm, I'll and we'll.*	To accurately read most words of two or more syllables. To read most words containing common suffixes.* *To read words with contractions, e.g. I'm, I'll and we'll.*	To apply their growing knowledge of root words and prefixes and suffixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian, to begin to read aloud.*			

	EYFS	Year 1	Year 2 >90wcpm	Year 3 90-100wcpm	Year 4 100-110wcpm	Year 5 110-130wcpm	Year 6 >130wcpm
Fluency	Understand the five key concepts about print: • print has meaning; • the names of different parts of a book; • print can have different purposes; • page sequencing; • we read English text from left to right and from top to bottom Read and re-read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words (closely matched RWInc phonics decodables).	To accurately read and re-read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words (closely matched RWInc phonics decodables)	To read aloud with increasing automaticity, sounding out unfamiliar words accurately and without undue hesitation at over 90 words correct per minute of texts appropriately matched to their developing phonic and common exception word knowledge To re-read these books to build up fluency and confidence in word reading.	To read accurately and with increasing automaticity (without overt sounding and blending) between 90-100 words correct per minute of age-appropriate texts using:	To read accurately and fluently 100-110 words correct per minute of age-appropriate texts	To read accurately and fluently between 110-130 words correct per minute of age-appropriate texts using:	To read accurately and fluently over 130 words correct per minute of age-appropriate texts using:
	Join in with group recitations; recite some familiar rhymes and songs; recite songs/ rhymes to a given rhythm (perhaps using actions, clapping or marching) Mimic appropriate modelled phrasing and intonation	Recite familiar rhymes and songs; recognise and join in with predictable or repeating phrases Mimic appropriate modelled phrasing and intonation	Adult explicitly models appropriate phrasing of phrases within sentences Reads with some awareness of phrasing and intonation based on basic sentence structure and word clusters, such as noun phrases as modelled	Read at an appropriate pace with an awareness of phrasing and intonation based on sentence structure and word clusters such as noun phrases Begin to use expression to demonstrate difference tones in the text e.g. negative/positive	Reads at a near conversational pace Read with an awareness of phrasing and intonation based on compound and complex sentence structures and word clusters, such as expanded noun phrases and adverbials Scan ahead to see what is coming (including who is speaking and how) and how it affects expression Demonstrate emotions in expression appropriate to the context	Reads at a conversational pace Recognises and uses known, more sophisticated punctuation, including parenthesis when reading Scan ahead to see what is coming (including who is speaking and how) and how it affects expression Change tone of voice and expression to react to word and text meaning	Reads at a conversational pace with expression, appropriate phrasing and intonation as dictated by sentence structures and the full range of taught punctuation** Scan ahead to see what is coming (including who is speaking and how) and how it affects expression Change tone of voice and expression to react to word and text meaning

Fluency	Adults make explicit why they are pausing (for example for full stops)	Adults model fluent reading and explains pace and pausing Children recognise and pause at full stops	Adult explicitly explains how punctuation is used to support reading and models appropriate pace and fluency Pause at full stops and use other known punctuation** (! ?) to support expression and intonation Recognise speech as being different to the narrator's voice	Adult models fluent reading and makes expression, pace and volume choices explicit. Explicitly explains how punctuation is used to support reading Pause at full stops and use other known punctuation** (! ?) to support expression and intonation Recognise speech punctuation and use associated adverbs and punctuation (! ?) to support expression	Use full stops, question marks, exclamation marks and commas to read fluently, pausing appropriately and using appropriate expression and intonation Recognise speech punctuation and use associated adverbs, actions and punctuation to support expression **	Understands how the meaning of sentences is shaped by the range of known punctuation **, word order and linked words and phrases (including pronouns) and use it to read a range of sentence structures with appropriate phrasing and intonation Recognise speech punctuation and use associated adverbs, actions, punctuation and inferred knowledge to support expression	Reads with an awareness of known punctuation**, phrasing and intonation to read a range of sentence structures including complex multi-clausal sentence Recognise speech punctuation and use associated adverbs, actions, punctuation and inferred knowledge to support expression
				Can maintain concentration during short bursts (5-10 minutes) of silent reading	Can maintain concentration during 10-20 minutes of silent reading	Can maintain concentration during 20-30 minutes of silent reading	Can maintain concentration during 30 minutes or more of silent reading

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Monitoring comprehension & correcting inaccuracies	Children are encouraged to make 'pictures in their head' as they listen to visualize the story	Following modelling by 'thinking aloud', children can make simple pictures in their head as they move beyond reading picture books	Following modelling by 'thinking aloud', children can make and discuss the simple pictures they create in their head as they move beyond reading picture books	Following modelling by 'thinking aloud', children can picture characters, settings to help them understand a text	Following modelling by 'thinking aloud', children can visualise based on noun phrases, verbs and adjectives to build a moving picture (and use this to help monitor their understanding and recognise mis-reading).	Children use a range of grammatical information in a text to create a picture in their head accurately and use this to help monitor their understanding and recognise mis-reading	Children visualise a text based on using the full range of word classes and the figurative language (and use this to monitor their understanding and correct mis-reading)
	Children use phonics knowledge to segment and blend unknown words and discuss words with unfamiliar meaning	Draw on what they already know or on background information and vocabulary provided by the teacher Be encouraged to link what they read or hear read to their own experiences	Discuss the sequence of events in books and how items of information are related Draw on what they already know or on background information and vocabulary provided by the teacher	Children begin to monitor their understanding (with encouragement and scaffolding) and use strategies to ensure they understand what they are reading: using self-questioning and wondering to improve their understanding of a text; re-read paragraphs; asking for clarification of vocabulary Begin to make links within the texts	Children monitor their understanding and use strategies to ensure they understand what they are reading independently: using self-questioning and wondering to improve their understanding; re-read paragraphs; identifying and clarifying unknown vocabulary Make links within the text	Children often monitor their understanding and use strategies to ensure they understand what they are reading independently: using self-questioning and wondering; re-read paragraphs; identifying and clarifying unknown vocabulary and by making links within the text	Children monitor their understanding and use strategies to ensure they understand what they are reading independently: using self-questioning and wondering; re-read paragraphs; identifying and clarifying unknown vocabulary and by making links within the text
	Notice if they have read a word that does not match the picture and decode the word again to check Check that what they say matches the expected letters and graphemes across the word (of taught GPCs)	Check that what they say matches the expected letters and graphemes across the word (of taught GPCs) Notice if a word does not make sense to them as they read and correct inaccurate reading of themselves and their partner Use pictures to check decoding is correct and try again if it isn't	Check that the text makes sense to them as they read and correct inaccurate reading of themselves and their partner Re-read sentences from the beginning if they stopped to decode a difficult word.	To check that the text/ sentence makes sense to them as they read and to correct inaccurate reading. Discuss their understanding and explore the meaning of words in context Re-read sentences from the beginning if they stopped to decode a difficult word.	To check that the text/ sentence makes sense to them as they read and to correct inaccurate reading. Discuss their understanding and explore the meaning of words in context Re-read sentences from the beginning if they stopped to decode a difficult word.	To check that the text/ sentence makes sense to them as they read and to correct inaccurate reading. Discuss their understanding and explore the meaning of words in context Recognises when they need to re-read a sentence, paragraph or page to understand it fully	To check that the text/ sentence makes sense to them as they read and to correct inaccurate reading. Discuss their understanding and explore the meaning of words in context Re-reads parts of a text when necessary to maintain understanding

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Monitoring comprehension & correcting inaccuracies	Role play characters or events from stories Story maps and sequence pictures are sometimes used to help with understanding the structure of a story	Describe or draw how they imagine a character to look based on what they have read Recognise that their opinions of a character can change as a story progresses Recognise when a setting has changed	Discuss the sequence of events in books and how information is related Scaffold informal storyline or character maps to help the children understand how our understanding of a character or the plot changes over time	Use informal storyline or character maps to track how understanding or a character or the plot changes as a story progresses	Use informal storyline or character maps to track how understanding or a character or the plot changes as a story progresses	Recognise how some characters are developed in stories (character arcs) and that our perceptions of them change over time Draw on evidence from across the story to justify and explain	Recognise how some characters are developed in stories (character arcs) and that our perceptions of them change over time Draw on evidence from across the story to justify and explain

	EYFS	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Words in context and authorial intent	Use pictures to help them understand new vocabulary Ask an adult for clarification of unknown vocabulary	To discuss word meaning and link new meanings to those already known. Ask an adult if they cannot understand or decode a word	To discuss their favourite words and phrases. Ask an adult if they cannot understand or decode a word	Begin to use dictionaries and thesaurus with some guidance to determine correct definitions for words in context Ask an adult if they cannot understand or decode a word	Use dictionaries when appropriate and discuss which definition is appropriate in the context- then re-read the sentence for understanding Ask an adult if they cannot understand or decode a word	Independently use resources such as dictionaries, identifying which definition relates to the context	Independently use resources such as dictionaries, identifying which definition relates to the context
	Know that an author is someone who writes stories	Begin to recognise new books by known authors	Can name their favourite author	Are beginning to develop a knowledge of different authors and their genre/ style; I can list a few titles by an author	Know a range of different authors and can talk more confidently about their preferred genre/ style	Know a range of different authors and can talk more confidently about their preferred genre/ style. Can discuss similarities and differences between authors or their books	Know a range of different authors (inc. authors from > 50 years ago) and can talk more confidently about their preferred genre/ style and how their heritage or time affected their writing. Can discuss similarities and differences between authors

Words in context and authorial intent				Discuss authorial intent: • the vocabulary chosen to capture readers' interest and imagination; • literacy devices ** used for effect such as italics, onomatopoeia, dialogue, imagery, similes repetition and alliteration	Discuss authorial intent: • the vocabulary chosen to capture readers' interest and imagination; • literacy devices** used for effect such as those in year 3 and metaphor, personification	To discuss vocabulary and literary devices ** used by the author to create effect and explain how it has created an impact on the reader, including: figurative language (as used in LKS2); print devices, such as italics; hyperbole and idioms	To analyse and evaluate the use of language and the range of literary devices** used by the author for effect using technical terminology such as metaphor, simile, analogy, imagery, idioms, personification, style and effect.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Discussing and commenting	Be encouraged to link stories to their own experiences through modelling	Through explicit modelling, be supported to make links to their own experiences	Through modelling be reminded to use previous or background knowledge to access the text through prompts	Through modelling and encouragement, use visual, auditory or written prompts to encourage and draw previous or background knowledge and use it to support understanding	Through modelling and encouragement, use visual, auditory or written prompts to encourage and draw out previous or background knowledge and use it to support understanding Ask for clarification to fill gaps in background knowledge	Use prompts to draw out previous or background knowledge and use it to support understanding or to empathise with characters or situations Ask for clarification to fill gaps in background knowledge	Use prompts to draw out previous or background knowledge and use it to support understanding or to empathise with characters or situations Ask for clarification to fill gaps in background knowledge
	Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.	To share their opinions on and respond to a wide range of fiction, non-fiction and poetry Participate in discussion about what is read to them by taking turns and listening to what others say	To participate in discussion about books, poems and other works explaining their understanding and expressing their views, taking turns and listening to what others say	Participate in discussion about a wide range of books by taking turns and listening to what others say	To discuss and compare texts from a wide variety of genres and writers by taking turns and listening to what others say	Participate in discussions about texts from a wide range of genres, building on their own and others' ideas and challenging views courteously	Participate in discussions about books, from a wide range of genres, building on their own and others' ideas, providing reasoned justifications for their views and challenging views courteously
	Talk about and respond to stories, rhymes and poetry; recalling, sequencing and anticipating key events Talk about and respond to questions about non-fiction books; recalling some facts with increasing explanation and vocabulary	To link what they have read or have read to them to their own experiences. Explain using appropriate vocabulary their understanding of what is read to them	To discuss the sequence of events in books and how items of information are related. To recognise simple recurring literary language in stories and poetry. To ask and answer questions about a text. To make links between the text they are reading and other texts they have read	To use appropriate terminology when discussing texts (plot, character, setting). Identify themes and conventions in a wide range of books To recognise and use features of a range of books including non-fiction	To identify themes and conventions in a wide range of books. To refer to authorial style, overall themes (e.g. triumph of good over evil) and features (e.g. greeting in letters, a diary written in the first person or the use of presentational devices To identify how language, structure and presentation contribute to meaning	To identify the characteristics of text types (such as the use of the first person in writing diaries and autobiographies) and differences between text types.	To identify the characteristics of text types (such as the use of the first person in writing diaries and autobiographies) and differences between text types. To recognise more complex themes in what they read (such as loss or heroism).

Discussing and commenting	Can simply explain how they feel about characters or events in a story	Can share simple opinions on characters and events	Can use wider vocabulary to share opinions on characters and events Knows and can use the vocabulary 'character' when discussing their opinions	Can give an opinion on a character's personality and events	Can give an opinion on a character's personality, actions and events and justify my ideas	Can share impressions on characters, actions and events; discuss them; and justify them using evidence from the text Can recognise and explain the duality in some characters offering some supporting evidence	Can share impressions on characters, actions and events; discuss them; and justify them using evidence from the text Can recognise and explain varied perceptions people may have about different characters, actions or events
		Use fastest finger to find answers to questions	To use 'fastest finger' to find answers to questions and to find evidence to prove a point	To explain their understanding and opinions drawing on evidence from the text Using 'fastest finger' to find supporting evidence	To explain their understanding and opinions using clues or evidence from the text	Explain and discuss their understanding of what they have read and provide reasoned justifications for their views	Provide reasoned justifications for their views To listen to guidance and feedback on the quality of their explanations and justifications and to make improvements.
			I can recognise and understand basic jokes	I can understand basic jokes and simply explain why they are funny	I understand a wider range of jokes and play on words and know why they are funny	I understand puns and some idioms *(e.g. over the moon, see the light)* I understand metaphorical language	I understand a wider range of idioms *(e.g. over the moon, see the light)* I understand sarcasm in text.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Retrieval	Use pictures and labels to scan for information	Find answers to simple retrieval questions using 'fastest finger' Scan labels and pictures to find something or specific information Scan texts to locate pages or sections of interest	Scan a text to find specific words or answers to specific questions using 'fastest finger' Scan the classroom to find helpful prompts and vocabulary	Scan the text to find answers to simple retrieval questions using 'fastest finger' Scan a text for words and phrases with specific meanings	Scan a text to find answers to simple retrieval questions and key words and phrases with specific meanings they have identified from a question Scan a text for evidence to support their opinions or views	Scan a text to find answers and evidence in response to a range of different questions including synonyms and related words Develop skim reading skills by noticing key words (nouns/verbs) and piece them together to give a gist of a paragraph	Scan a text to find answers and evidence in response to a range of different questions including key words, phrases, synonyms and related words Skim read text to get the gist of a passage or paragraph
Inference	Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Make simple inferences about pictures and text read to them	Discuss the significance of the title and events Make simple inferences on the basis of what is being said and done	Make inferences on the basis of what is being said and done	Draw inferences such as inferring characters' feelings, thoughts and motives from their actions Justify inferences with evidence	Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, justifying inferences with evidence from the text	Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, justifying inferences with evidence from the text I can wonder and ask questions about motivations, character and feelings based on the inferences I have made *(I wonder if he will….because)*	Draw a range of inferences, and recognise how they change and develop, justifying them with evidence from the text (including indirect clues) I can wonder and ask questions about motivations, character and feelings based on the inferences I have made *(I wonder if he will….because)*
	Recognise simple pronouns and that they can be used to represent people, places or things	Recognise pronouns and that they can be used to represent people, places or things	Understand the use of pronouns and recognise who or what they are referring to	Understand the use of pronouns in more complex sentence structures and recognise who or what they are referring to	Understand and track the use of pronouns to understand the text	Understands references to characters and places in a text using a range of pronouns, determiners and synonyms	Understands references to characters, places and specific events in a text using a range of pronouns, determiners and synonyms

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Prediction	Offer explanations for why things might happen using the picture clues to help Anticipate (where appropriate) key events or repetitive phrases and lines.	Predict what might happen on the basis of what has been read so far, pictures and the title	Predict what might happen on the basis of what has been read so far	Predict what might happen on the basis of what has been read so far using details that are stated and implied Justify predictions using evidence from the text.	Predict what might happen on the basis of what has been read so far referring to details that are stated and implied Change predictions in the light on new information	To make predictions based on details stated and implied, justifying them in detail with evidence from the text. Change predictions in the light on new information	To make predictions based on details stated and implied and my background knowledge, justifying them in detail with evidence from the text. Change predictions in the light on new information
Summarising	To briefly explain what a story/ rhyme or poem is about To recall key events To retell a known story, poem, song or rhyme	To explain what a story/ rhyme or poem is about using relevant vocabulary To recall and retell events in sequence	To recall specific information To explain what a story/ rhyme or poem is about using relevant vocabulary	To identify the main idea or events in a paragraph	To identify the main idea or events in a paragraph To identify main ideas drawn from more than one paragraph and summarise these To summarise what a text is about in a few sentences without giving away the ending	To identify main ideas drawn from more than one paragraph and to summarise these. To concisely summarise what a text is about in a few sentences consciously selecting key information to not give away the ending	To concisely draw out key information and to summarise the main ideas in a text, paragraph or groups of paragraphs, consciously selecting key information to not give away the ending

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Poetry and performance	Learn and sing and /or recite a repertoire of songs, rhymes or poetry increasingly matching the pitch and following the melody. Retell a story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words from recently acquired vocabulary. Make use of props and materials when role playing characters in narratives and stories.	Further develop the repertoire of songs, rhymes or poetry they can sing and /or recite	To continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate expression and clarity to make the meaning clear.	To prepare and perform poems and play scripts that show some awareness of the audience when reading aloud. To begin to use appropriate expression, pace, rhythm and phrasing and volume when reading aloud.	To recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry). To prepare and perform poems and play scripts with appropriate techniques (expression, pace, rhythm and phrasing, volume and action) to show awareness of the audience when reading aloud.	To continually show an awareness of audience when reading out loud using expression, pace, rhythm and phrasing, volume and action.	To confidently perform texts (including poems learnt by heart) using a wide range of devices (including expression, pace, rhythm and phrasing, volume and action) to engage the audience and for effect.
	Invent, adapt and recount narratives, stories and songs with their peers and their teacher.	Sing in a group or on their own, increasingly matching the pitch and following the melody/ rhythm.	Sing in a group or on their own, increasingly matching the pitch and following the melody/ rhythm. Improve their performance in response to constructive feedback	To begin to offer appropriate feedback to peers, referencing expression, pace, rhythm and phrasing and volume; and respond appropriately to provided feedback	To offer appropriate, constructive feedback to peers, referencing expression, pace, rhythm and phrasing and volume; and respond appropriately to provided feedback	To offer appropriate, constructive feedback to peers, referencing expression, pace, rhythm and phrasing and volume; and respond appropriately to provided feedback	To offer appropriate, constructive feedback to peers, referencing expression, pace, rhythm and phrasing and volume; and respond appropriately to provided feedback

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Non-fiction	Listen to and discuss a wide range of non-fiction at a level beyond that at which they can read independently	Listen to and discuss a wide range of non-fiction at a level beyond that at which they can read independently	Listen to and read and discuss non-fiction books and texts linked to the wider curriculum	Read and discuss non-fiction books and texts linked to the wider curriculum	Read and discuss non-fiction books and texts linked to the wider curriculum	Read and discuss non-fiction books and texts linked to the wider curriculum	Read and discuss non-fiction books and texts linked to the wider curriculum
	Talk about and respond with questions to non-fiction books; recalling some facts with increasing explanation and vocabulary in response to questions.	Talk about and respond with questions to non-fiction books; recalling some facts with increasing explanation and vocabulary in response to questions.	Retrieve information from non-fiction texts Recognise and use features of non-fiction books including contents, glossary, index, titles, subtitles and page numbers, pictures and captions	Retrieve and record information from non-fiction texts Recognise a range of key organisational features and utilise them to locate information	To use all of the organisational devices available within a non- fiction text to retrieve, record and discuss information. To use dictionaries to check the meaning of words that they have read.	To use knowledge of texts and organisational devices to retrieve, record and discuss information from non-fiction texts. To use non-fiction materials for purposeful information retrieval and in contexts where pupils are genuinely motivated to find out information (e.g. before visiting the Space Museum)	To retrieve, record and present information from non-fiction texts using knowledge of the text type, including for purposeful information retrieval (e.g. in reading textbooks) and in contexts where pupils are genuinely motivated to find out information (e.g. reading information leaflets on a destination or a theatre programme or review).
	Know and explain some differences between fiction and non-fiction books	Know and explain some differences between fiction and non-fiction books	Begin to recognise the different formal language and grammar used within non-fiction texts, such as technical vocabulary and more specific/ formal synonyms	Recognise the different formal language and grammar used within non-fiction texts, such as technical vocabulary, specific/ formal synonyms, 3rd person, prepositions	Recognise and discuss the use of a broader range of language and grammatical features including specific and formal synonyms, technical vocabulary, 3rd person, prepositional phrases	Recognise and discuss the use of a broader range of language and grammatical features, including specific and formal synonyms, technical vocabulary, 3rd person, causal conjunctions	Recognise and discuss the use of a broader range of language and grammatical features, including devices to show cause and effect and to compare and contrast