



Pathways to Read

Reading Assessment Grids: Year 1 to Year 6

These grids are designed to support teachers with planning for guided reading. When planning guided reading, we would recommend that you use the planning sheet provided which is exemplified. Each grid sets out the National expectations for each year group in line with the *Primary National Curriculum in England 2014*. **The statements in bold are taken directly from the National Curriculum and the statutory assessment test content domain**; some of these are broken down further underneath. It is envisaged that a pupil working at the expected standard for a year group will be achieving all elements on the year group grid.

The grids can be highlighted on an ongoing basis. We would recommend that a bullet point would need to be achieved at least 3 times before it is highlighted: this will ensure that pupils are being assessed across a range of texts (as indicated in the grey bar at the top of each grid).

The grids can be used in conjunction with the Literacy Company tracking grids to indicate the progress that a pupil is making across the year groups.

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Content domain KS1	Content domain KS2
1a draw on knowledge of vocabulary to understand texts	2a give / explain the meaning of words in context
1b identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information	2b retrieve and record information / identify key details from fiction and non-fiction
1c identify and explain the sequence of events in texts	2c summarise main ideas from more than one paragraph
1d make inferences from the text 1e predict what might happen on the basis of what has been read so far.	2d make inferences from the text / explain and justify inferences with evidence from the text
1e predict what might happen on the basis of what has been read so far	2e predict what might happen from details stated and implied
	2f identify / explain how information / narrative content is related and contributes to meaning as a whole
	2g identify / explain how meaning is enhanced through choice of words and phrases
	2h make comparisons within the text

Year 1	Reading - word reading	Reading - comprehension				
	<ul style="list-style-type: none"> Read aloud accurately books that are consistent with their developing phonic knowledge and do not require them to use other strategies to work out words Re-read these books to build up their fluency and confidence in work reading 	<ul style="list-style-type: none"> Develop pleasure in reading, motivation to read, vocabulary and understanding Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond independent reading Understand both the books they can already read accurately and fluently and those they listen to Participate in discussion about what is being shared in reading and link to own experiences, taking turns and listening to what others say Explain clearly what is being read 	Retrieval and sequence (1b and 1c)	Inference and prediction (1d and 1e)	Structure (1b)	Language choice (1a and 1b)
	<p>Decode familiar and unfamiliar words using blending as the prime approach:</p> <ul style="list-style-type: none"> Use phonic knowledge to decode words Respond speedily with the correct sound to graphemes for all 40+ phonemes (and alternative sounds for graphemes where applicable) Identify initial sounds in unfamiliar words. Recognise some letters in other positions. Blend sounds in unfamiliar words containing GPCs that have been taught Blend phonemes to read CVC words Blend phonemes to read CCCVC and CVCC words Blend and segment sounds in consonant clusters and use this knowledge in reading Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word Read words containing taught GPCs and –s, -es,-ing,-ed,-er and –est endings Read other words of more than one syllable that contain taught GPCs Read words with contractions and understand that the apostrophe represents the omitted letters <p>Key reading skills:</p> <ul style="list-style-type: none"> Expect written text to make sense Re-read to clarify meaning Correct inaccurate reading Read aloud fluently with attention to a range of punctuation (reading words without overt sounding and blending) Check print detail carefully, saying a word slowly and running a finger under to check the phonemes Make 1 to 1 correspondence between written and spoken words Track visually without finger pointing 2 or 3 lines of print on a page Re-read with improved expression attending to fluency and phrasing (put words together so they sound like talking) Distinguish between a word, letter and a space Take more note of punctuation to support the use of grammar and oral language rhythms (voice down at the end of a sentence) <p>Poetry:</p> <ul style="list-style-type: none"> Recite poems and rhymes by heart <p>Perform in unison, following the rhythm and rhyme</p> <p>Imitate and invent actions</p>	<p>Some simple points from familiar texts recalled:</p> <ul style="list-style-type: none"> Re-tell key stories, fairy stories and traditional tales Recognise and join in with predictable phrases <p>Sequence a simple story or event and use this to re-enact and retell</p> <p>Identify main events or key points in texts</p> <ul style="list-style-type: none"> Draw on what they already know or on background information or provided by the teacher to understand books <p>Identify the main character in a story or the subject of a non-fiction text</p> <p>Talk about the themes and characteristics of simple texts becoming familiar with key stories, fairy stories and traditional tales</p> <p>Answer literal retrieval questions about the text</p>	<p>Make inferences at a basic level:</p> <ul style="list-style-type: none"> Discuss the significance of the title and events <p>Discuss the blurb and title of a book</p> <p>Show an understanding of the elements of a story such as character, setting, events</p> <ul style="list-style-type: none"> Make predictions on the basis of what has been read so far <p>Predict events and endings and how characters will behave</p> <p>Look through a variety of fiction and non-fiction texts with growing independence to predict content, layout and story development</p> <ul style="list-style-type: none"> Make inferences on the basis of what is said and done <p>Give some reasons why things happen or characters change</p> <p>Begin to express a view and use evidence in the text to explain reasons</p> <p>Make simple deductions with prompts and help from the teacher (e.g. what in the text suggests that A is not very happy? What does this tell us about how A is feeling?)</p>	<p>Some awareness of meaning of simple text features:</p> <ul style="list-style-type: none"> Discuss the significance of the title of a non-fiction and fiction book <p>Distinguish between fiction and non-fiction texts</p> <p>Understand the way that information texts are organised and use this when reading simple texts</p> <p>Understand and use correctly terms referring to conventions of print: book, cover, beginning, end, page, word, letter, line</p>	<p>Simple comments on author's use of vocabulary, on preferences and identify basic features of texts</p> <ul style="list-style-type: none"> Comment on the title of the text and how this links with the main events Draw on vocabulary provided by the teacher to understand books <p>Recognise and comment on repeating patterns of language e.g. rhymes and predictable phrases</p> <p>Pick out some key phrases in fairy stories and traditional tales e.g. repetition, once upon a time, fee fi fo fum</p> <ul style="list-style-type: none"> Discuss word meanings, linking new meanings to those already known <p>With support pick out some key words in a text e.g. Find a word that tells us how the character is feeling, find a word that tells us about the house...</p>	<p>Begin to relate texts to social, historical and cultural traditions:</p> <ul style="list-style-type: none"> Become very familiar with key stories, fairy stories and traditional tales and consider their particular characteristics <p>Return to favourite books and rhymes to be re-read and enjoyed</p> <p>Choose and talk about a favourite book from a selection</p> <ul style="list-style-type: none"> Be encouraged to link what they read or hear read to their own experiences <p>Notice relationships between one text and another</p> <p>Comment and compare interesting or enjoyable aspects of books</p> <p>Say how they feel about stories and poems during and after reading</p>

Year 2	Reading - word reading	Reading - comprehension				
		Retrieval and sequence (1b and 1c)	Inference and prediction (1d and 1e)	Structure (1b)	Language choice (1a and 1b)	Make connections
	<p>Decode familiar and unfamiliar words using blending as the prime approach:</p> <ul style="list-style-type: none"> Apply phonic knowledge to decode words Begin to decode automatically and read fluently Blend the sounds in words that contain the graphemes taught so far Recognise alternative sounds for graphemes Read accurately words of two or more syllables that contain the same graphemes as above Read words containing common suffixes Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered <p>Key reading skills:</p> <ul style="list-style-type: none"> During reading check that the text makes sense and correct inaccurate reading Read aloud books closely matched to improving phonic knowledge with greater fluency, sounding out unfamiliar words accurately, automatically and without undue hesitation Re-read books to build up fluency and confidence in word reading (without overt sounding and blending) <p>Use punctuation to make the reading make sense.</p> <p>Understand the use of apostrophes for singular possession in nouns when reading</p> <p>Use different voices / tone to make the reading fluent and interesting</p> <p>Poetry:</p> <ul style="list-style-type: none"> Continue to build up a repertoire of poems learnt by heart reciting them with appropriate intonation <p>Perform individually or together</p> <p>Speak audibly and clearly</p> <p>Use actions and sound effects</p>	<p>Some simple points from familiar texts recalled:</p> <ul style="list-style-type: none"> Retell a wider range of stories, fairy stories and traditional tales Discuss the sequence of events and characters in books <p>Identify main events or key points in texts</p> <p>Sequence a range of stories or events and use this to re-enact and retell</p> <ul style="list-style-type: none"> Draw on what they already know or on background information provided by the teacher to understand books Ask questions and find the answers to simple questions in a text <p>Answer literal retrieval questions about the text</p> <p>Use a range of question prompts to generate relevant questions about the text</p> <ul style="list-style-type: none"> Discuss how information links in books <p>Talk about the themes and characteristics of a range of texts becoming familiar with a wider range of key stories, fairy stories and traditional tales</p>	<p>Make inferences:</p> <ul style="list-style-type: none"> Predict what might happen based on what has been read so far <p>Predict the events of a story based on the setting described in the opening</p> <p>Predict how characters might behave from what they say and do and from their appearance</p> <ul style="list-style-type: none"> Make inferences on the basis of what is being said and done <p>Talk about and infer what characters might be thinking or feeling using clues in the text</p> <p>Discuss the reasons for events in a story; use evidence to make some reasoned conclusions</p> <p>Discuss why certain words or phrases make a story funny, scary, exciting</p>	<p>Identify some features of different texts:</p> <ul style="list-style-type: none"> Recognise simple recurring literary language in stories and poems Be introduced to non-fiction books that are structured in different ways <p>Show awareness of the structure of different text types and begin to understand that they have different purposes (e.g. story, recount, lists, instructions)</p> <p>Discuss titles of book and poems</p> <p>Pick out features used to organise books</p> <p>Compare the layout of different texts /books and discuss why they are set out in different ways</p> <p>Read the title, contents page and illustrations and predict what a book is about</p> <p>Pick out features that will help to locate information and explain them</p> <p>Pick out and discuss how punctuation helps to organise text</p> <p>Recognise and use the alphabet to help to locate information in some books</p> <p>Recognise the openings and closings of different stories</p>	<p>Comment on author's use of vocabulary, on preferences and identify basic features of texts:</p> <ul style="list-style-type: none"> Discuss and clarify the meanings of words linking new meanings to known vocabulary Draw on vocabulary provided by the teacher to understand books Identify and discuss favourite words and phrases <p>Identify where language is used to create mood or build tension</p> <p>Comment on the choice of author's words to make a text funny, scary, exciting</p> <p>Pick out key words or phrases in a text (e.g. First/Next, Once upon a time, Suddenly, Quickly)</p>	<p>Begin to relate texts to social, historical and cultural traditions:</p> <ul style="list-style-type: none"> Become increasingly familiar with a wider range of stories, fairy stories and traditional stories <p>Give an opinion about a character's actions e.g. He is cheerful / unkind character</p> <p>Discuss the purpose that the writer is intending e.g. The writer is giving us information, the writer thinks this is not fair</p> <p>Express a preference for a story or text from a selection of those that have been read aloud or read independently</p> <p>Discuss similarities between different fairy stories and traditional tales</p>

Year 3	Reading - word reading	Reading - comprehension				
		Retrieval and summarise (2b and 2c)	Inference and prediction (2d and 2e)	Structure and organisation (2f)	Language choice (2a and 2g)	Make comparisons and identify viewpoints (2h)
	<p>Developing reading:</p> <ul style="list-style-type: none"> Use knowledge of root words, prefixes and suffixes to read aloud and to understand the meanings of new words met (e.g. -ly, -er, -ing, -sion, -tion, -cian, -sian, -ssion, -sure, -ture, super-, anti-, auto-) Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word <p>Read a range of texts accurately and at a speed that is sufficient to focus on understanding what is read rather than on decoding individual words</p> <p>Read longer words with support and test out different pronunciations Decode most new words outside the spoken vocabulary</p> <p>Key reading skills:</p> <ul style="list-style-type: none"> Check that text makes sense when reading independently Ask questions to improve understanding of a text Read aloud books with an increasing fluency and accuracy Re-read books to build up fluency and confidence in word reading Show understanding of texts read aloud or performed through intonation <p>Begin to be aware of direct speech and how this might affect expression when reading aloud</p> <p>Poetry and plays:</p> <ul style="list-style-type: none"> Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action 	<p>Understand, describe, select or retrieve information, events or ideas from texts:</p> <ul style="list-style-type: none"> Ask questions and find the answers to simple questions in a text Retrieve and record information from non-fiction <p>Answer literal retrieval questions and locate the information in the text</p> <p>Locate information using skimming</p> <p>Use a contents page and an index page to locate information</p> <ul style="list-style-type: none"> Identify main ideas within a text or within a paragraph and summarise these 	<p>Deduce, infer or interpret information, events or ideas from texts:</p> <ul style="list-style-type: none"> Predict what might happen from details stated and implied <p>Make predictions about characters' actions and look for evidence of change as a result of events</p> <p>Identify settings and predict events that are likely to happen</p> <ul style="list-style-type: none"> Identify themes and conventions in a range of books Draw inferences such as inferring characters' feelings and thoughts from their actions and begin to justify inferences with evidence <p>Discuss the actions and relationships of the main characters and justify views using evidence from the text</p> <p>Discuss the relationship between characters based on dialogue</p> <p>Use clues from action, dialogue and description to establish meaning</p>	<p>Identify and comment on the structure and organisation of texts:</p> <ul style="list-style-type: none"> Read books that are structured in different ways Explain how structure and presentation can contribute to the meaning <p>Identify the features of some non-fiction text types</p> <p>Identify and discuss the use of contents and index pages to locate information in non-fiction texts</p> <p>Begin to understand the purpose of the paragraph and how they help to group information</p> <ul style="list-style-type: none"> Identify how language can contribute to the meaning of a text <p>Discuss why the author has chosen a range of vocabulary to describe a character or a setting</p> <ul style="list-style-type: none"> Recognise some different forms of poetry (e.g. free verse, narrative poetry) 	<p>Comment on author's use of vocabulary:</p> <ul style="list-style-type: none"> Discuss understanding and explain the meaning of words in context Use dictionaries to check the meanings of words they have read Discuss words and phrases that capture the reader's interest and imagination <p>Discuss the effect of key words or phrases used to build mood or tension</p> <p>Comment on the overall effect of the text</p> <p>In poetry, discuss the choice of words and their impact in poems, noticing how the poet creates sound effects using rhyme or alliteration</p>	<p>Relate texts to social, historical and cultural traditions:</p> <ul style="list-style-type: none"> Identify themes and conventions in a wide range of books <p>Recognise that authors make decisions about how the plot will develop and use different techniques to provoke readers' reactions</p> <p>Notice the difference between 1st and 3rd person accounts</p> <p>Explain why one story / text is preferred to another by identifying specific elements that are liked and disliked</p> <p>Discuss similarities between the same author's books</p> <p>Discuss how we know a text is set in a different time</p>

Year 4	Reading - Word reading	Reading - comprehension				
		Retrieval and summarise (2b and 2c)	Inference and prediction (2d and 2e)	Structure and organisation (2f)	Language choice (2a and 2g)	Make comparisons and identify viewpoints (2h)
	<p>Developing reading:</p> <ul style="list-style-type: none"> Use knowledge of root words, prefixes and suffixes to read aloud and to understand the meanings of new words met (e.g. -or, -ous, -ation, dis-, mis-, in, im-, ir-, il-, re-, sub-, inter-) Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word Read a range of texts with consistent accuracy, fluency and confidence <p>Key reading skills:</p> <ul style="list-style-type: none"> Check that text makes sense when reading independently Ask questions to improve understanding of a text Read aloud a wider range of books and poetry with accuracy and at a reasonable speaking pace Show understanding of texts read aloud or performed through intonation, tone, volume and action <p>Recognise the functions of punctuation including direct speech and use appropriate intonation and expression</p> <p>Poetry and plays:</p> <ul style="list-style-type: none"> Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action <p>Vary volume, pace and use appropriate expression when performing</p> <p>Use actions, sound effects, musical patterns and images to enhance a poem's meaning</p>	<p>Understand, describe, select or retrieve information, events or ideas from texts:</p> <ul style="list-style-type: none"> Ask questions and find the answers to questions in a text Retrieve and record information from non-fiction <p>Extract information from the text</p> <p>Locate information using skimming and scanning</p> <p>Decide on a question that needs answering and locate the answer in a non-fiction book</p> <p>Use non-fiction features to find information from the text (index, contents, headings and sub-headings, illustrations)</p> <ul style="list-style-type: none"> Identify main ideas within a text or within a paragraph and summarise these 	<p>Deduce, infer or interpret information, events or ideas from texts:</p> <ul style="list-style-type: none"> Predict what might happen from details stated and implied <p>Discuss the way that descriptive language and small details are used to build an impression of an unfamiliar place</p> <p>Make predictions about how characters might behave in such a setting</p> <ul style="list-style-type: none"> Identify themes and conventions in a wide range of books Draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justify inferences with evidence <p>Empathise with different characters' points of view (implicit and explicit)</p> <p>Identify the use of descriptive and expressive language to build a fuller picture of a character</p> <p>Discuss the way that characters respond in a dilemma and make deductions about their motives and feelings</p> <p>Discuss the relationship between what characters say and do - do they always reveal what they are thinking?</p> <p>Discuss, moods, feelings and attitudes using inference and deduction</p>	<p>Identify and comment on the structure and organisation of texts:</p> <ul style="list-style-type: none"> Read books that are structured in different ways Identify how structure and presentation contribute to meaning <p>Recognise the conventions of different types of writing such as a diary written in the first person, the greeting in letters and presentational features in non-fiction texts</p> <p>Identify and discuss the use of non-fiction features to find information from the text (index, contents, headings and sub-headings, illustrations)</p> <p>Understand how paragraphs can organise ideas around a theme and can build up ideas across a text</p> <ul style="list-style-type: none"> Identify how language can contribute to the meaning of a text Recognise some different forms of poetry (e.g. free verse, narrative poetry,) <p>Describe, with examples, how the author has chosen a range of vocabulary to convey different moods, feelings and attitudes</p>	<p>Comment on author's use of vocabulary:</p> <ul style="list-style-type: none"> Discuss understanding and explain the meaning of words in context Use dictionaries to check the meanings of words they have read Discuss words and phrases that capture the reader's interest and imagination <p>Comment upon the use and effect of author's language</p> <p>Identify and describe the styles of individual writers and poets</p> <p>Identify and comment on expressive and descriptive language to create effect in poetry and prose</p> <p>Comment on the overall effect of the text</p>	<p>Begin to relate texts to social, historical and cultural traditions:</p> <ul style="list-style-type: none"> Identify themes and conventions in a wide range of books <p>Identify a writer's viewpoint</p> <p>Express personal response with some awareness of the writer's viewpoint or the effect on the reader</p> <p>Develop awareness that the author sets up dilemmas in a story and devises a solution.</p> <p>Make judgements about the success of the narrative e.g. do you agree with the way the problem was solved?</p> <p>Discuss similarities between the same author's books and different authors</p> <p>Recognise ways in which writers present issues and points of view in fiction and non-fiction</p>

Year 5	Reading - word reading	Reading - comprehension				
		<ul style="list-style-type: none"> Maintain positive attitudes to reading by reading frequently for pleasure and for a range of purposes Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Increase familiarity with 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 Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously Explain and discuss an understanding of what has been read, including through presentations and debates, maintain a focus on the topic and using notes where necessary 				
		Retrieval and summarise (2b and 2c)	Inference and prediction (2d and 2e)	Structure and organisation (2f)	Language choice and authorial intent (2a and 2g)	Make comparisons and identify viewpoints (2h)
	<p>Developing reading:</p> <ul style="list-style-type: none"> Apply growing knowledge of root words, prefixes and suffixes to understand the meaning of new words (see appendix 1 of National Curriculum) Check that the books make sense to them, drawing on contextual evidence Ask questions to improve understanding of a text Read a range of age appropriate texts fluently <p>Poetry and plays:</p> <ul style="list-style-type: none"> 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 Learn a wider range of poetry by heart <p>Read poems with imagery, similes and narrative poems</p> <p>Vary pitch, pace, volume, expression and use pauses to create impact</p> <p>Use dramatic interpretation when performing</p>	<p>Understand, describe, select or retrieve information, events or ideas from texts:</p> <ul style="list-style-type: none"> In non-fiction, retrieve, record and present information Ask questions and find the answers to questions in a text <p>Extract increasingly complex information from the text</p> <p>Plan what information needs to be found with guidance</p> <p>Make simple notes</p> <p>Apply information retrieval skills across the curriculum</p> <ul style="list-style-type: none"> Summarise the main ideas drawn from more than one paragraph, identify key details that support main ideas <p>Use the skills of skimming and scanning to identify key ideas</p>	<p>Deduce, infer or interpret information, events or ideas from texts:</p> <ul style="list-style-type: none"> Distinguish between statements of fact and opinion Draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justify inferences with evidence <p>Identify evidence of characters changing in a story and discuss possible reasons</p> <p>Discuss what a character's actions and words imply about their character</p> <p>Recognise that characters may have different perspectives on events in stories</p> <ul style="list-style-type: none"> Make predictions based on details stated and implied <p>Make predictions for how a character might change during a story and change predictions as events happen</p> <p>Refer to the text to support predictions and opinions</p>	<p>Identify and comment on the structure and organisation of texts:</p> <ul style="list-style-type: none"> Read books that are structured in different ways Identify how structure and presentation contribute to meaning <p>Identify and discuss the structural devices the author has used to organise the text.</p> <ul style="list-style-type: none"> Identify how language contributes to meaning <p>Identify vocabulary chosen to convey different messages, moods, feelings and attitudes</p> <p>Pupils should be taught the technical and other terms needed for discussing what they hear and read, such as metaphor, simile, analogy, imagery, style and effect</p> <p>Describe and compare the styles of individual writers and poets, providing evidence</p> <p>Comment and compare the language choices the author has made to convey information over a range of non-fiction texts.</p>	<p>Explain and comment on writers' use of language:</p> <ul style="list-style-type: none"> Discuss understanding and explore the meaning of words in context <p>Identify and comment on writers' purposes and viewpoints and the overall effect of the text:</p> <ul style="list-style-type: none"> Identify and discuss themes and conventions in and across a wide range of writing Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader <p>Identify the writer's main purpose through a general overview</p> <p>Identify common elements of an author's style and discuss how the style of one author differs from another</p> <p>Identify and comment upon an author's or poet's viewpoint in the text and respond to this e.g. re-tell from a different viewpoint</p> <p>Comment on the use of similes and expressive language to create images, sound effects and atmosphere</p> <p>Comment on the overall impact of poetry or prose with reference to features e.g. development of themes, technical terms</p> <p>Justify preferences for an author, poet or a type of text</p>	<p>Relate texts to their social, cultural and historical traditions:</p> <ul style="list-style-type: none"> Make comparisons within and across texts Provide reasoned justifications for their views Recommend books they have read to their peers, giving reasons for their choices <p>Identify and explain the key features of a range of appropriate texts</p> <p>Identify and explain characters and their profiles across a range of texts</p> <p>Identify and discuss themes within and across texts (social, cultural and historical)</p>

Year 6	Reading - word reading	Reading - comprehension <ul style="list-style-type: none"> Maintain positive attitudes to reading by reading frequently for pleasure and for a range of purposes Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Increase familiarity with 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 Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously Explain and discuss an understanding of what has been read, including through presentations and debates, maintain a focus on the topic and using notes where necessary 				
		Retrieval and summarise (2b and 2c)	Inference and prediction (2d and 2e)	Structure and organisation (2f)	Language choice and authorial intent (2a and 2g)	Make comparisons and identify viewpoints (2h)
<p>Developing reading:</p> <ul style="list-style-type: none"> Apply growing knowledge of root words, prefixes and suffixes to understand the meaning of new words (see appendix 1 of National Curriculum) Check that the books make sense to them, drawing on contextual evidence Ask questions to improve understanding of a text Read a range of age appropriate texts fluently <p>Poetry and plays:</p> <ul style="list-style-type: none"> 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 Learn a wider range of poetry by heart <p>Read poems with similes, metaphors, analogy, imagery, style and effect and collections of poetry with a theme</p> <p>Vary pitch, pace, volume, rhythm and expression in relation to the poem's meaning and form</p> <p>Use dramatic interpretations and ICT to enhance the presentation</p>		<p>Understand, describe, select or retrieve information, events or ideas from texts:</p> <ul style="list-style-type: none"> In non-fiction, retrieve, record and present information Ask questions and find the answers to questions in a text <p>Extract complex information from the text</p> <p>Use quotations to illustrate ideas</p> <p>Plan and decide independently what information needs to be searched for</p> <p>Make appropriate notes from research, using a variety of sources</p> <p>Apply information retrieval skills across the curriculum</p> <ul style="list-style-type: none"> Identify key details that support main ideas and use them to summarise content drawn from more than one paragraph <p>Use the skills of skimming, scanning, text-marking and note taking to identify key ideas</p>	<p>Deduce, infer or interpret information, events or ideas from texts:</p> <ul style="list-style-type: none"> Make predictions based on details stated and implied <p>Predict using more complex narratives e.g. narratives with flashback, narratives with different viewpoints, narrative with two parallel threads in it</p> <p>Refer to the text to support predictions and opinions</p> <ul style="list-style-type: none"> Distinguish between statements of fact and opinion Draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justify inferences with evidence <p>Identify characteristics of stock characters in a variety of genres</p> <p>Identify evidence of characters that challenge stereotypes and surprise the reader</p> <p>Recognise that authors can use dialogue at certain points in a story to explain plot, show character and relationships, convey mood or create humour</p> <p>Make inferences about the perspective of the author from what is written and implied</p>	<p>Identify and comment on the structure and organisation of texts:</p> <ul style="list-style-type: none"> Read books that are structured in different ways Explain how structure and presentation contribute to meaning <p>Comment on the structural choices the author has made when organising the text</p> <p>Explain how the structural choices support the writer's theme and purpose</p> <ul style="list-style-type: none"> Explain how language contributes to meaning <p>Analyse how the author has chosen a range of vocabulary to convey different messages, moods, feelings and attitudes</p> <p>Describe and evaluate the styles of individual writers and poets, providing evidence and justifying interpretations</p> <p>Compare, contrast and explore the styles of writers and poets, providing evidence and explanations</p> <p>Identify and discuss irony and its effect</p> <p>Comment and compare the language choices the author has made to convey information over a range of non-fiction texts.</p>	<p>Explain and comment on writers' use of language:</p> <ul style="list-style-type: none"> Discuss understanding and explore the meaning of words in context <p>Identify and comment on writers' purposes and viewpoints and the overall effect of the text:</p> <ul style="list-style-type: none"> Identify and discuss themes and conventions in and across a wide range of writing Discuss and evaluate how authors use language, including figurative a language, considering the impact on the reader <p>Identify how style is influenced by the intended audience</p> <p>Identify common elements of an author's style and make comparisons between books</p> <p>Comment on the use of unusual or surprising language choices and effects in poetry such as onomatopoeia and metaphor and comment on how this influences meaning</p> <p>Interpret poems, explaining how the poet creates shades of meaning; justify own views and explain underlying themes</p> <p>Identify and discuss the viewpoint in the text e.g. recognise that the narrator can change and be manipulated e.g. the story has 2 narrators, a different character takes over the storytelling</p> <p>Declare and justify personal preferences for writers and types of text</p>	<p>Relate texts to their social, cultural and historical traditions:</p> <ul style="list-style-type: none"> Make comparisons within and across texts Provide reasoned justifications for their views Recommend books they have read to their peers, giving reasons for their choices <p>Compare and contrast the key features of a range of appropriate texts</p> <p>Compare and contrast characters across a range of appropriate texts</p> <p>Compare and contrast themes and conventions across a range of appropriate texts (social, cultural and historical)</p>

Tracking grids for years 1-6

Year 1	Working below Y1 national standard (Meeting emerging ELG expectations)	Working towards Y1 national standard (Meeting expected ELG expectations)	Working on Y1 national standard Some Y1 national standards achieved. Gaps evident	Meeting national Y1 national standard Almost all elements of year 1 national standards achieved	Y1 National standard fully met All elements of year 1 national standard achieved	Exceeding Y1 national standard All elements of NS met with application
Autumn Term						
Spring Term						
Summer Term						

Year 2	Working below Y2 national standard (Year 1 National standard some gaps)	Working towards Y2 national standard (Year 1 National standard almost all elements)	Working towards Y2 national standard (Year 1 National standard all elements. Working on year 2 national standards)	Working on Y2 national standard Some year 2 national standards achieved. Gaps evident	Meeting Y2 national standard Almost all elements of year 2 national standards achieved.	Y2 National standard fully met All elements of year 2 national standard achieved.	Exceeding Y2 national standard All elements of NS met with deeper application across a range of genres.
Autumn Term							
Spring Term							
Summer Term							

Year 3	Working below Y3 national standard (Year 2 National standard some gaps)	Working towards Y3 national standard (Year 2 National standard almost all elements)	Working towards Y3 national standard (Year 2 National standard all elements. Working on year 3 national standards)	Working on Y3 national standard Some year 3 national standards achieved. Gaps evident	Meeting Y3 national standard Almost all elements of year 3 national standards achieved.	Y3 National standard fully met All elements of year 3 national standard achieved.	Exceeding Y3 national standard All elements of NS met with deeper application across a range of genres.
Autumn Term							
Spring Term							
Summer Term							

Year 4	Working below Y4 national standard (Year 3 National standard some gaps)	Working towards Y4 national standard (Year 3 National standard almost all elements)	Working towards Y4 national standard (Year 3 National standard all elements. Working on year 4 national standards)	Working on Y4 national standard Some year 4 national standards achieved. Gaps evident	Meeting Y4 national standard Almost all elements of year 4 national standards achieved.	Y4 National standard fully met All elements of year 4 national standard achieved.	Exceeding Y4 national standard All elements of NS met with deeper application across a range of genres.
Autumn Term							
Spring Term							
Summer Term							

Year 5	Working below Y5 national standard (Year 4 National standard some gaps)	Working towards Y5 national standard (Year 4 National standard almost all elements)	Working towards Y5 national standard (Year 4 National standard all elements. Working on year 5 national standards)	Working on Y5 national standard Some year 5 national standards achieved. Gaps evident	Meeting Y5 national standard Almost all elements of year 5 national standards achieved.	Y5 National standard fully met All elements of year 5 national standard achieved.	Exceeding Y5 national standard All elements of NS met with deeper application across a range of genres.
Autumn Term							
Spring Term							
Summer Term							

Year 6	Working below Y6 national standard (Year 5 National standard some gaps)	Working towards Y6 national standard (Year 5 National standard almost all elements)	Working towards Y6 national standard (Year 5 National standard all elements. Working on year 6 national standards)	Working on Y6 national standard Some year 6 national standards achieved. Gaps evident	Meeting Y6 national standard Almost all elements of year 6 national standards achieved.	Y6 National standard fully met All elements of year 6 national standard achieved.	Exceeding Y6 national standard All elements of NS met with deeper application across a range of genres
Autumn Term							
Spring Term							
Summer Term							