





Pathways to Read

Reading Assessment Grids: Year 1 to Year 6

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[®]Pathways to Read

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

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Year

1

Reading - word reading

- · 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

Reading - comprehension

Develop pleasure in reading, motivation to read, vocabulary and understanding

level:

- 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

Decode familiar and unfamiliar words using blending as the prime approach:

- · 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
- · Read words with contractions and understand that the apostrophe represents the omitted letters

Key reading skills:

- . 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
- 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)

Poetry:

· Recite poems and rhymes by heart

Perform in unison, following the rhythm and rhyme

Imitate and invent actions

(1b and 1c) Some simple points from familiar texts recalled:

- · Re-tell key stories, fairy stories and traditional tales
- Recognise and join in with predictable phrases

Sequence a simple story or event and use this to re-enact and retell

Identify main events or key points in texts

 Draw on what they already know or on background information or provided by the teacher to understand books

Identify the main character in a story or the subject of a nonfiction text

Talk about the themes and characteristics of simple texts becoming familiar with key stories, fairy stories and traditional tales

Answer literal retrieval questions about the text

Make inferences at a basic

· Discuss the significance of the title and events

Inference and prediction

(1d and 1e)

Discuss the blurb and title of a book

Show an understanding of the elements of a story such as character, setting, events

 Make predictions on the basis of what has been read so far

Predict events and endings and how characters will behave

Look through a variety of fiction and non-fiction texts with growing independence to predict content, layout and story development

· Make inferences on the basis of what is said and done

Give some reasons why things happen or characters change

Begin to express a view and use evidence in the text to explain reasons

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?)

(1b) Some awareness of meaning of simple text features:

Structure

the title of a non-fiction and fiction book

· Discuss the significance of

Distinguish between fiction and non-fiction texts

Understand the way that information texts are organised and use this when reading simple texts

Understand and use correctly terms referring to conventions of print: book, cover, beginning, end, page, word, letter, line

Simple comments on author's use of vocabulary, on preferences and identify basic features of texts

Language choice

(1a and 1b)

- . 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

Recognise and comment on repeating patterns of language e.g. rhymes and predictable phrases

Pick out some key phrases in fairy stories and traditional tales e.g. repetition, once upon a time, fee fi fo fum

. Discuss word meanings, linking new meanings to those already known

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...

Make connections Begin to relate texts to social, historical and cultural traditions:

. Become very familiar with key stories, fairy stories and traditional tales and consider their particular characteristics

Return to favourite books and rhymes to be re-read and enjoyed

Choose and talk about a favourite book from a selection

 Be encouraged to link what they read or hear read to their own experiences

Notice relationships between one text and another

Comment and compare interesting or enjoyable aspects of books

Say how they feel about stories and poems during and after reading

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Reading - word reading	Reading - comprehension								
	Develop pleasure in reading, motiv	vation to read, vocabulary and underst	anding						
	• Listen to, explain and express view	s about a wide range of contemporary	and classic poetry, stories and non-fic	tion they read themselves and at a leve	el beyond independent reading				
	Understand both the books that they can already read accurately and fluently and those that they listen to								
			which is read, taking turns and listening	to what others say					
	·		· •	•	Thou should resoive feedback on				
	Discussion should be demonstrated to pupils. They should be guided to participate in it and they should be helped to consider the opinions of others. They should receive feedback on their discussions								
	Retrieval and sequence	Inference and prediction	Structure	Language choice	Make connections				
	(1b and 1c)	(1d and 1e)	(1b)	(1a and 1b)	Wake Connections				
Decode familiar and unfamiliar words using blending as the prime approach:	Some simple points from familiar texts recalled:	Make inferences: • Predict what might happen	Identify some features of different texts:	Comment on author's use of vocabulary, on preferences and identify basic features of texts:	Begin to relate texts to social, historical and cultural traditions:				
Apply phonic knowledge to decode words	Retell a wider range of	based on what has been	Recognise simple recurring		Become increasingly				
Begin to decode automatically and read fluently	stories, fairy stories and	read so far	literary language in stories	Discuss and clarify the	familiar with a wider range				
Blend the sounds in words that contain the graphemes	traditional tales		and poems	meanings of words linking	of stories, fairy stories and				
taught so far		Predict the events of a story		new meanings to known	traditional stories				
Recognise alternative sounds for graphemes	Discuss the sequence of events and characters in	based on the setting described in the opening	Be introduced to non-fiction books that are structured in	vocabulary	Give an opinion about a				
Read accurately words of two or more syllables that	books	in the opening	different ways	Draw on vocabulary provided by the teacher to	character's actions e.g. He is				
contain the same graphemes as above Read words containing common suffixes	books	Predict how characters might	unicicii ways	understand books	cheerful / unkind character				
Read further common exception words, noting unusual	Identify main events or key	behave from what they say and	Show awareness of the	Identify and discuss					
correspondences between spelling and sound and where	points in texts	do and from their appearance	structure of different text types	favourite words and	Discuss the purpose that the				
these occur in the word			and begin to understand that	phrases	writer is intending e.g. The writ				
Read most words quickly and accurately, without overt	Sequence a range of stories or events and use this to re-enact	Make inferences on the	they have different purposes	Identification Income	is giving us information, the writer thinks this is not fair				
sounding and blending, when they have been frequently	and retell	basis of what is being said and done	(e.g. story, recount, lists, instructions)	Identify where language is used to create mood or build tension	writer triiriks triis is not fair				
encountered	and reten	and done	mistractions)	to create mood or build tension	Express a preference for a stor				
Key reading skills:	Draw on what they already	Talk about and infer what	Discuss titles of book and poems	Comment on the choice of	or text from a selection of those				
During reading check that the text makes sense and	know or on background	characters might be thinking or	·	author's words to make a text	that have been read aloud or				
correct inaccurate reading	information provided by the	feeling using clues in the text	Pick out features used to	funny, scary, exciting	read independently				
Read aloud books closely matched to improving phonic	teacher to understand	Discuss the reasons for events	organise books	Diele est become de ce abace estic	Discuss similarities between				
knowledge with greater fluency, sounding out unfamiliar	books	in a story; use evidence to make	Compare the layout of different	Pick out key words or phrases in a text (e.g. First/Next, Once	different fairy stories and				
words accurately, automatically and without undue	Ask questions and find the	some reasoned conclusions	texts /books and discuss why	upon a time, Suddenly, Quickly)	traditional tales				
hesitation	answers to simple		they are set out in different ways						
Re-read books to build up fluency and confidence in word reading (without overt sounding and blending)	questions in a text	Discuss why certain words or	,						
reading (without overt sounding and biending)		phrases make a story funny,	Read the title, contents page						
Use punctuation to make the reading make sense.	Answer literal retrieval questions about the text	scary, exciting	and illustrations and predict what a book is about						
Understand the use of apostrophes for singular possession in	Use a range of question		Pick out features that will help to						
nouns when reading	prompts to generate relevant		locate information and explain						
Use different voices / tone to make the reading fluent and	questions about the text		them						
interesting	4								
moroung	 Discuss how information 		Pick out and discuss how						
Poetry:	links in books		punctuation helps to organise text						
Continue to build up a repertoire of poems learnt by heart	Talk about the themes and		IGAL						
reciting them with appropriate intonation	Talk about the themes and characteristics of a range of		Recognise and use the alphabet						
	texts becoming familiar with a		to help to locate information in						
Perform individually or together	wider range of key stories, fairy		some books						
Speak audibly and clearly	stories and traditional tales								
Speak addibity and oleany			Recognise the openings and closings of different stories						
Use actions and sound effects			Gosings of different stones						
			l e e e e e e e e e e e e e e e e e e e	i e e e e e e e e e e e e e e e e e e e	i e e e e e e e e e e e e e e e e e e e				

'ear	Reading - word reading	Reading - comprehension									
3		Develop positive attitudes to reading a	nd understanding of what is read by reading	for pleasure and for a range of purposes							
3			•	•	nyths and legends and retelling some of the	se orally					
		Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books /textbooks, including fairy stories, myths and legends and retelling some of these orally Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context									
		Participate in discussion about what is being shared in reading and that which is read, taking turns and listening to what others say									
		Retrieval and summarise	Inference and prediction	Structure and organisation	Language choice	Make comparisons and identify					
		(2b and 2c)	(2d and 2e)	(2f)	(2a and 2g)	viewpoints (2h)					
	Developing reading:	Understand, describe, select or retrieve information, events or ideas	Deduce, infer or interpret information, events or ideas from texts:	Identify and comment on the structure and organisation of texts:	Comment on author's use of vocabulary:	Relate texts to social, historical and cultural traditions:					
	Use knowledge of root words,	from texts:	Doe diet ook et wiekt keen en foen	Bood has be that are atmost and	Discussion denotes discussed	I de atification and a consention of					
	prefixes and suffixes to read aloud and to understand the	Ask questions and find the	 Predict what might happen from details stated and implied 	Read books that are structured in different ways	Discuss understanding and explain the meaning of words in	 Identify themes and conventions in a wide range of books 					
	meanings of new words met (e.g.	answers to simple questions in a	details stated and implied	in different ways	context	in a wide range or books					
	-ly, -er, -ing, -sion, -tion, -cian, -sian, -	text	Make predictions about characters'	Explain how structure and		Recognise that authors make					
	ssion, -sure, -ture, super-, anti-, auto-)	Retrieve and record information	actions and look for evidence of	presentation can contribute to	Use dictionaries to check the	decisions about how the plot will					
	Read further common exception words, noting unusual	from non-fiction	change as a result of events	the meaning	meanings of words they have read	develop and use different techniques to provoke readers' reactions					
	correspondences between	Answer literal retrieval questions and	Identify settings and predict events	Identify the features of some non-		A Later of the second of the s					
	spelling and sound and where these occur in the word	locate the information in the text	that are likely to happen	fiction text types	Discuss words and phrases that capture the reader's interest and	Notice the difference between 1 st and 3 rd person accounts					
	Danid a manual of tanks a consistent and	Locate information using skimming	 Identify themes and conventions in a range of books 	Identify and discuss the use of contents and index pages to locate	imagination	Explain why one story / text is					
	Read a range of texts accurately and at a speed that is sufficient to focus	Use a contents page and an index	in a range or books	information in non-fiction texts	Discuss the effect of key words or	preferred to another by identifying					
	on understanding what is read rather	page to locate information	Draw inferences such as		phrases used to build mood or tension	specific elements that are liked and					
	than on decoding individual words		inferring characters' feelings	Begin to understand the purpose of	·	disliked					
	, and the second		and thoughts from their actions	the paragraph and how they help to	Comment on the overall effect of the	Diameter similarities between the					
		 Identify main ideas within a text or within a paragraph and 	and begin to justify inferences with evidence	group information	text	Discuss similarities between the same author's books					
	Read longer words with support and test out different pronunciations	summarise these	with evidence	Identify how language can	In poetry, discuss the choice of words	Same aution's books					
	Decode most new words outside the		Discuss the actions and relationships	contribute to the meaning of a	and their impact in poems, noticing	Discuss how we know a text is set in					
	spoken vocabulary		of the main characters and justify views using evidence from the text	text	how the poet creates sound effects using rhyme or alliteration	a different time					
	Key reading skills:			Discuss why the author has chosen a							
	Check that text makes sense		Discuss the relationship between	range of vocabulary to describe a							
	when reading independently		characters based on dialogue	character or a setting							
	Ask questions to improve understanding of a text		Use clues from action, dialogue and description to establish meaning	Recognise some different forms of poetry (e.g. free verse,							
	Read aloud books with an increasing fluency and accuracy		description to establish meaning	narrative poetry)							
	Re-read books to build up fluency			I I I I I I I I I I I I I I I I I I I							
	and confidence in word reading										
	Show understanding of texts read										
	aloud or performed through										
	intonation										
	Begin to be aware of direct speech										
	and how this might affect expression when reading aloud										
	Poetry and plays:										
	Prepare poems and play scripts to read aloud and to perform, showing understanding through										
	intonation, tone, volume and action										

Develop positive attitudes to reading and understanding of what is read by reading for pleasure and for a range of purposes Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books / textbooks, including fairy stories, myths and legends and retelling some of these orally Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context Participate in discussion about what is being shared in reading and that which is read, taking turns and listening to what others say Retrieval and summarise (2b and 2c) Developing reading: Use knowledge of root words, prefixes and suffixes to read aloud and to understand the meanings of new words met (e.gor, -ous, -ation, disr, misr, in, im-, ir-, ir-, ir-, res, 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 Key reading skills: Developing reading: Understand, describe, select or retrieve information, events or ideas from texts: Obscupe information registers and suffixes to read aloud and to understand the meanings of new words met (e.gor, -ous, -ation, disr, misr-, in, im-, ir-, ii., 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 Read a range of texts with consistent accuracy, fluency and confidence Key reading skills: Develop positive attitudes to reading and understanding and understanding and understanding and explain the meaning of words in context Deficit what might happen from details are used to build an impression of an unfamiliar place Ask questions and find the answer in a locate information from the text Discuss understanding and expla	Voor	Reading - Word reading	Reading - comprehension									
Structure and legends and relating some of these orally and experience books, facebooks, including lary stories, myths and legends and relating some of these orally and experience books. Acceptable in contents Participate in discussion about what is being direct in reading and that which is vessel, table transmission and acceptable in the standard and orally and assumants of the standard and orally and assumants or an additional to understand the meaning of new words are additional to standard and sound and to understand the meaning of new words are additional to standard and the understand the meaning of new words are experienced by the experience of the standard and additional to standard and the understand the meaning of new words are experienced by the experience of the standard and sta	Year	Reading - Word reading	_ '									
Developing reading Ask questions and first the reading and the reading of the reading	4											
Participate in discussions about what is being shared in reading and that which is rest, take turns and listening to ward and summarize the analysis of root words, perfuse and sufficience root words, perfuses and sufficience root and such as a supposition of the section of the such as a sufficience root and such as a sufficience root and such as a supposition of the such such as a supposition of the such such as a supposition and such as a supposition of the such such as a such as			· ·			yths and legends and retelling some of these	orally					
Retrieval and summarise (2b and 22) (2c) (2d and 2a) Developing residing) - Use introvedage of next words, residues and suffices to need aloud and to understand and where an record information from non-fellors (and the proposal and correspondences between spelling and sound and where a personnel accuracy, Proposal accuracy, Propo			Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context									
Developing residing - Use invoviledge of rex words, expected of retrieve information, events or ideas from the test of the standard of understand the meanings of new words met (e.g., or, o.g., stien, disp, mis., in, mir., r., in, r.e., b., stien) - Ask questions and find the amount of the standard of understand the meanings of new words to questions in a test of the meaning of new words in objective and implied and sound and where these cours in the word. - Ask questions are find the amount of the standard of the contribution of the standard of the contribution of the standard of the contribution of the standard			 Participate in discussion about what is b 	eing shared in reading and that which is reac	l, taking turns and listening to what others s	ay						
Developing mediang			Retrieval and summarise	Inference and prediction	Structure and organisation	Language choice	Make comparisons and identify					
Developing readings - Use knowledge of rot words, plant and to understand the meanings of new words met [c, co., co., s., s., d., s., m., m., m., m., m., m., m., m., m., m			(2b and 2c)	(2d and 2e)	(2f)		viewpoints (2h)					
- Use knowledge of root words, performs and sufficient or add adoubt and to understand the designation of the consistence of the consistence of the consistence of the consistence of the word of the consistence of the word of the consistence of the words, noting unusual correspondences between the base occur in the word. - Road truther common exception words, noting unusual correspondences between the base occur in the word. - Road around the consistence of the words of the consistence of the words of the words of the consistence of th		Developing reading:	Understand, describe, select or	Deduce, infer or interpret information,		Comment on author's use of	Begin to relate texts to social,					
Predict wat night happen from manings of new words met (e.g., or., or., or., or., or.) in,				events or ideas from texts:	and organisation of texts:	vocabulary:	historical and cultural traditions:					
aloud and to understand the meanings of new words met (e.gor, -ous, -ston, dis, -mix, im, -ir, -ir, -yyyimer) • Road further common acception specified and sound and where these occur in the word • Read a range of texts with consistent accuracy, fluency and confidence • Corposition accuracy, fluency an			from texts:									
meanings of new words met (c ₂ , c ₂ , c ₃ , c ₃ , tile, d ₅ , r ₄ , r ₅ , r ₆		• • • • • • • • • • • • • • • • • • • •	• Ask questions and find the				a Identify themes and conventions					
- or, ous, "atten, dis, mis," n, m, r, f, f, e, re, sub, misro" - Read further common exception words, noting unusual correspondences between these occur in the word of Read a range of least with consistent accuracy, fluency and confidence - Read a range of least with consistent accuracy, fluency and confidence - Read a range of least with consistent accuracy, fluency and confidence - Read a range of least with consistent accuracy, fluency and confidence - Rey reading skills: - Check that text makes sense when reading independently - Ask questions to improve understanding of a text obtained an easternable speaking page as a reasonable speaking page as each operation of punctuation including direct speece and use appropriate information and expression - Recognise the furnitions of flower in a paragraph and summarise these - Identify main ideas with in a feet or within a paragraph and summarise these - Identify now structure and presentation of a unfamiliar place of text with a reasonable speaking page and early in the control of the structure of the proposition of the structure and proposition of an unfamiliar place of text read confidence - Show understanding of texts read aloud or performed through a paragraph and summarise these - Identify main ideas with in a paragraph and summarise these - Identify main ideas around a theme and action - Identify now structure and greentation of a unfamiliar place of the conventions of different underso different vitres and portions of words they are defined to the setting in letters and presentation of the text (midx, contents, flower) the setting in letters and presentation of the setting in letters and presentation of the setting in letters and promote the setting in letters and prom				details stated and implied	III dillerent ways							
Read further common exception words, noting unusual correspondences between spelling and sound and where spelling and sound and spelling and spell			·	Discuss the way that descriptive	Identify how structure and		uuo .ugo o. booko					
words, noting musual correspondences between spelling and sound and where these occur in the word Read a range of texts with consistent accuracy, the word Read a range of texts with consistent accuracy, the word Correct search of the			from non-fiction				Identify a writer's viewpoint					
correspondences between spelling and sound and where these occur in the word Read a range of texts with consistent accuracy, fluency and confidence Check that text makes sense when reading independently Ask questions to improve understanding of a text Read aloud a wider range of books and aloud a				•	meaning	,						
spelling and sound and where these occur in the word Read a range of texts with consistent accuracy, fluency and confidence Key reading skills: O beek that text makes sense where reading integrations to improve understanding of a text Read aloud a wider range of books and potry with accuracy and at a reasonable speaking pace Show understanding of texts read aloud a wider range of books and potry with accuracy and at a reasonable speaking pace Show understanding of texts read aloud a wider trange of books and potry with accuracy and at a reasonable speaking pace Show understanding of texts read aloud a wider trange of books and potry with accuracy and at a reasonable speaking pace Show understanding of a least Postry and plays: Prostry and plays:			Extract information from the text	piace	Pacagnica the conventions of	read						
these occur in the word Read a range of texts with consistent accuracy, fluency and confidence Rey reading skills: Check that text makes sense when reading independently Ask questions to improve understanding of a text Read about a wider range and some pace Show understanding of a text Read about a wider trange and some pace Show understanding of rexts read aloud performed through intonation, tone, volume and action Poetry and plays: Prepare poems and play scripts to read aloud and to perform Vary volume, pace and use appropriate expending intonation, tone, volume and action Vary volume, pace and use appropriate expending intonation, tone, volume and action Vary volume, pace and use appropriate expending pression when performing Use actions, sound effects, musical patterns and images to enhance a defending a manufacture single behave in such a setting Decide on a question that needs and scanning and scanning behave in such a setting Decide on a question that needs answerin a confidence Lidentify themes and conventions in a wide range of books answering and locate the answer in a non-fiction book Poetry and plays: Prepare poems and play scripts to read aloud and to perform when through intonation, tone, volume and action Vary volume, pace and use appropriate ephace in a contraction of the present in a confidence The preparation of texts read The preparation of			Locate information using skimming	Make predictions about how		Discuss words and phrases that						
Read a range of texts with consistent accuracy, fluency and confidence Reading skills: 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 pace Show understanding through intonation, tone, volume and action Poetry and plays: Prepare poems and play scripts to read aloud and to perform, showing understanding through undersident and expression Vary volume, pace and use appropriate expression when performing Use actions, sound effects, musical patterns and images to enhance a patterns and indicate the answer in a non-fliciton testincts and entires in non-fliciton testincts and entires and potents of the information from the text (index, contents, headings					diary written in the first person, the							
Ask questions to improve understanding of a text Read adoud a wider ranged posses and poerty with accuracy and at a reasonable speaking pace Show understanding of texts read aloud a wide part through intonation, tone, volume and action Poetry and plays: Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action Vary volume, pace and use appropriate expression when performing Use actions, sound effects, musical patterns and makes to enhance a load to patterns and images to enhance a patterns and images to enhance a load to patterns and images to enhance a pattern			_	setting		imagination						
Key reading skills: Chock that text makes sense when reading independently as & questions to improve understanding of a text Read aloud a wider range of books and poperty with accuracy and at a reasonable speaking pace show understanding of a text Chock that text makes sense when reading independently as & questions to improve understanding of a text Read aloud a wider range of books and poperty with accuracy and at a reasonable speaking pace show understanding of a text and aloud or performed through intonation, tone, volume and action Recognise the functions of punctuation including direct speech and use appropriate intonation and expression Poetry and plays: Prepare poems and play scripts to read aloud and to perform, showing understanding through understanding through intonation, tone, volume and action Vary volume, pace and use appropriate expression when performing Use actions, sound effects, musical patterns and images to enhance a				Liberto di Concessione della constanta	features in non-fiction texts							
Key reading skills: Check that text makes sense when reading independently Ask questions to limprove understanding of a text Read aloud a wider range of books and poetry with a courtery and at a ressonable speaking sace. Show understanding of text read aloud or performed through information including direct speech and use appropriate expression when ead loud performing. Poetry and plays: Prepare poems and play scripts to read aloud and to perform, showing understanding of tread aloud and top erforming. Use non-fiction features to find information from the text (index, contents, headings and sub-headings, illustrations) understand how paragraphs can organise ideas around a theme and contribute to the marrial expressive language to build a fuller picture of a character points of view (implicit and explicit) identify the use of descriptive and expressive language to build a fuller picture of a character. Discuss the way that characters prespond in a dilemma and make deductions about their motives and feelings Poetry and plays: Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action Vary volume, pace and use appropriate expression when performing Use actions, sound effects, musical patterns and images to enhance a patterns and index (index, contents, headings, illustrations) indentities from the text (index, contents, headings and sub-headings, illustrations) understanding direct speech and expressive indescriptive and especific patterns and justify inferences with different chara		confidence			Identify and discuss the use of non-		devises a solution.					
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Vasi	Reading - word reading	Reading - comprehension									
Year	Reading - word reading	· ·									
5			reading frequently for pleasure and for a range								
		Continue to read and discuss an increasing	ly wide range of fiction, poetry, plays, non-fict	tion and reference books or textbooks							
		 Increase familiarity with a wide range of b 	ooks, including myths, legends and traditional	stories, modern fiction, fiction from our literal	y heritage and books from other cultures and	traditions					
		Participate in discussions about books tha	t 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 w	hat has been read, including through presenta	tions and debates, maintain a focus on the top	ic and using notes where necessary						
		Retrieval and summarise Inference and prediction Structure and organisation Language choice and authorial intent Make comparisons and identify									
		(2b and 2c)	(2d and 2e)	(2f)	(2a and 2g)	viewpoints (2h)					
	Developing reading:	Understand, describe, select or retrieve	Deduce, infer or interpret information,	Identify and comment on the structure	Explain and comment on writers' use of	Relate texts to their social, cultural and					
		information, events or ideas from texts:	events or ideas from texts:	and organisation of texts:	language:	historical traditions:					
	 Apply growing knowledge of root words, prefixes and 	la and finting actains around and	Distinguish between statements of	Bood harder that are atmost and in	Diagona our devetes discussed	Mala annuaria ana mistria and					
	suffixes to understand the	 In non-fiction, retrieve, record and present information 	 Distinguish between statements of fact and opinion 	Read books that are structured in different ways	Discuss understanding and explore the meaning of words in	Make comparisons within and across texts					
	meaning of new words (see	Ask questions and find the answers	ract and opinion	different ways	context	Provide reasoned justifications for					
	appendix 1 of National	to questions in a text	 Draw inferences such as inferring 	Identify how structure and		their views					
	Curriculum)		characters' feelings, thoughts and	presentation contribute to		Recommend books they have read					
	Check that the books make sense to them, drawing on	Extract increasingly complex information from the text	motives from their actions and justify inferences with evidence	meaning	Identify and comment on writers'	to their peers, giving reasons for their choices					
	contextual evidence	inioniauon nom uie text	justiny interences with evidence	Identify and discuss the structural	purposes and viewpoints and the overall	their Choices					
	Ask questions to improve	Plan what information needs to be	Identify evidence of characters	devices the author has used to organise	effect of the text:	Identify and explain the key features of					
	understanding of a text	found with guidance	changing in a story and discuss	the text.		a range of appropriate texts					
	Read a range of age	Make simple notes	possible reasons	ldestife have lawners and there	Identify and discuss themes and	Identify and available above to an ad-					
	appropriate texts fluently	Make simple notes	Discuss what a character's actions and	Identify how language contributes to meaning	conventions in and across a wide range of writing	Identify and explain characters and their profiles across a range of texts					
	Poetry and plays:	Apply information retrieval skills across	words imply about their character	to incuming	Discuss and evaluate how authors	their profites across a range of texts					
	Prepare poems and plays to	the curriculum	. ,	Identify vocabulary chosen to convey	use language, including figurative	Identify and discuss themes within and					
	read aloud and to perform,	O manager discount of the control of	Recognise that characters may have	different messages, moods, feelings and	language, considering the impact	across texts (social, cultural and					
	showing understanding through intonation, tone and	 Summarise the main ideas drawn from more than one paragraph, 	different perspectives on events in stories	attitudes	on the reader	historical)					
	volume so that the meaning	identify key details that support	Stories	Pupils should be taught the technical							
	is clear to an audience	main ideas	Make predictions based on details	and other terms needed for discussing	Identify the writer's main purpose						
	 Learn a wider range of 		stated and implied	what they hear and read, such as	through a general overview						
	poetry by heart	Use the skills of skimming and scanning to identify key ideas	Make predictions for how a character	metaphor, simile, analogy, imagery, style and effect	Identify common elements of an author's						
	Read poems with imagery,	scarring to identity key ideas	might change during a story and	Style and effect	style and discuss how the style of one						
	similes and narrative poems		change predictions as events happen	Describe and compare the styles of	author differs from another						
	·			individual writers and poets, providing							
	Vary pitch, pace, volume,		Refer to the text to support predictions	evidence	Identify and comment upon an author's or poet's viewpoint in the text and						
	expression and use pauses to		and opinions	Comment and compare the language	respond to this e.g. re-tell from a						
	create impact			choices the author has made to convey	different viewpoint						
	Use dramatic interpretation			information over a range of non-fiction	·						
	when performing			texts.	Comment on the use of similes and						
					expressive language to create images, sound effects and atmosphere						
					count offolio and autoophicie						
					Comment on the overall impact of poetry						
					or prose with reference to features e.g.						
					development of themes, technical terns						
					Justify preferences for an author, poet or						
					a type of text						
					•						

Year	Reading - word reading	Reading - comprehension									
6		Maintain positive attitudes to reading by	reading frequently for pleasure and for a range	of purposes							
		Continue to read and discuss an increasing	gly wide range of fiction, poetry, plays, non-fic	tion and reference books or textbooks							
		Increase familiarity with a wide range of b	pooks, including myths, legends and traditional	stories, modern fiction, fiction from our litera	ry heritage and books from other cultures and	traditions					
		Participate in discussions about books that	t 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 Inference and prediction Structure and organisation Language choice and authorial intent Make comparisons									
		(2b and 2c)	(2d and 2e)	(2f)	(2a and 2g)	viewpoints (2h)					
	Developing reading:	Understand, describe, select or retrieve information, events or ideas from texts:	Deduce, infer or interpret information, events or ideas from texts:	Identify and comment on the structure and organisation of texts:	Explain and comment on writers' use of language:	Relate texts to their social, cultural and historical traditions:					
	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 Poetry and plays: 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 Read poems with similes, metaphors, analogy, imagery, style and effect and collections of poetry with a theme Vary pitch, pace, volume, rhythm and expression in relation to the poem's meaning and form Use dramatic interpretations and ICT to enhance the presentation	 In non-fiction, retrieve, record and present information Ask questions and find the answers to questions in a text Extract complex information from the text Use quotations to illustrate ideas Plan and decide independently what information needs to be searched for Make appropriate notes from research, using a variety of sources Apply information retrieval skills across the curriculum Identify key details that support main ideas and use them to summarise content drawn from more than one paragraph Use the skills of skimming, scanning, text-marking and note taking to identify key ideas 	• Make predictions based on details stated and implied Predict using more complex narratives e.g. narratives with flashback, narratives with flashback, narrative with two parallel threads in it Refer to the text to support predictions and opinions • 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 Identify characteristics of stock characters in a variety genres Identify evidence of characters that challenge stereotypes and surprise the reader Recognise that authors can use dialogue at certain points in a story to explain plot, show character and relationships, convey mood or create humour Make inferences about the perspective of the author from what is written and implied	Read books that are structured in different ways Explain how structure and presentation contribute to meaning Comment on the structural choices the author has made when organising the text Explain how the structural choices support the writer's theme and purpose Explain how language contributes to meaning Analyse how the author has chosen a range of vocabulary to convey different messages, moods, feelings and attitudes Describe and evaluate the styles of individual writers and poets, providing evidence and justifying interpretations Compare, contrast and explore the styles of writers and poets, providing evidence and explanations Identify and discuss irony and its effect Comment and compare the language choices the author has made to convey information over a range of non-fiction texts.	Discuss understanding and explore the meaning of words in context Identify and comment on writers' purposes and viewpoints and the overall effect of the text: 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 Identify how style is influenced by the intended audience Identify common elements of an author's style and make comparisons between books 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 Interpret poems, explaining how the poet creates shades of meaning; justify own views and explain underlying themes 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	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 Compare and contrast the key features of a range of appropriate texts Compare and contrast characters across a range of appropriate texts Compare and contrast themes and conventions across a range of appropriate texts (social, cultural and historical)					
					character takes over the storytelling Declare and justify personal preferences for writers and types of text						

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	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			standards)				
Summer Term							

Year 5	Working below Y5national 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							or genies
Spring Term							
Summer Term							