



Year 3

Year 2

Autumn

- Know that the purpose of reading is to make meaning.
- Know that there is a range of decoding strategies.
- Check that text I read makes sense.
- Re-read when I have lost the meaning.
- Self-correct when I have lost the meaning.

Spring

- Use prior knowledge and reading experiences to understand text.
- Use the context to understand texts.
- Ask questions to clarify understanding.
- Find the answers to retrieval questions about stories, poems or non-fiction texts.
- Recognise that a writer can have a message for the reader.
- Make predictions about possible events.

Summer

- Know what the inference "reading between the lines" means. Find inferences about characters' feelings and thoughts.
- Explain inferences about characters' feelings and thoughts.
- Give reasons for characters' actions or behaviour.
- Recognise key ideas in a text. Explain a writer's message.
- Make predictions about how characters might behave.

Year 1

Autumn

- Use picture clues to support understanding.
- Use picture cues to deepen understanding.
- Identify the characters in a story. Recognise a character's feelings.
- Say why a character has a feeling.

Spring

- Use prior knowledge to understand texts. Identify unfamiliar words and ask about meaning.
- Use the context to make informed guesses about the meaning of unfamiliar words.
- Make predictions based on the events in the story.
- Give an opinion about a character.
- Know that stories can have similar characters.
- Discuss the meaning of unfamiliar words with others.

Summer

- Know that stories can have similar patterns of events.
- Make links to other stories.
- Make links with characters in other stories.
- Answer retrieval questions about a book. Use information from the story to support my opinion.
- Understand that a writer can leave gaps for the reader to fill.
- Answer questions which fill the gaps in a story. [Inference]



Reception

Autumn

Follow print in a book using finger to track words from left to right.

Spring

Talk about events within a book they have read and make predictions as to what might happen next.

Summer

Talk about a story they know and recall the characters and main events. Begin to read with fluency and pace, recognising many High Frequency Words and confidently blending unfamiliar words containing Phase 3 digraphs. Recognise own errors when reading and begin to self-correct for sense. Read with some fluency and pace, recognising most High Frequency Words and Tricky Words on sight. Recall a story and its key events to others, answering questions confidently to show understanding.

Rec

Autumn

- Check understanding in any book or text that I read.
- Ask questions to ensure understanding of a text.
- Know that there will be unfamiliar words in a text.
- Know that texts have a main idea. Identify the main idea of a text.
- Know that the organisation and layout of a book helps me to understand it.
- Know how to find key words or information in a non-fiction text.

Spring

- Ask questions to deepen understanding of a text.
- Use the context of unfamiliar words to explain their meaning.
- Give a personal response to a text. Use evidence from the text to support my response.
- Use clues from the text to predict what might happen next.
- Know that the main idea in a narrative may also have a message for the reader.

• Know that the message in a book is called the theme.

• Recognise that books may have similar themes.

• Understand that the organisation and layout may be different according to the purpose of the book.

Summer

- Record key words or information found in a non-fiction text. Check the meaning of any unfamiliar words through questioning, discussion or use of dictionaries.
- Explain my personal response. Listen to others' personal responses to a text.
- Adapt own response in the light of others' responses.
- Know that characters' actions can tell the reader about their thoughts, feelings and motives.
- Infer characters' feelings, thoughts and motives from their actions.
- Give reasons for predicting what might happen next.
- Identify the organisation and layout in books.
- Explain how the organisation and layout helps me to understand it.

Year 2

Year 1



Year 3

Year 4

Reading Accurately (Fluency & Understanding)

Year 5

Autumn

- Identify key information from my text.
- Summarise key information in sentences.
- Find key information from different parts of the text.
- Understand the difference between fact and opinion.
- Find examples of fact and opinion in texts and explain why one is fact and the other opinion.

Spring

- Use skimming and scanning to find the information I need.
- Make notes on the information I need.
- Organise my notes and present information.
- Summarise key information from different parts of the text.
- Present an oral overview or summary of a text.
- Understand that a narrative can be told from different points of view –narrator, character.
- Identify the point of view in a narrative.
- Understand that the writer may have a viewpoint.

Summer

- Explore how events are viewed from another perspective.
- Explain the writer's viewpoint with evidence from the text.
- Identify the writer's viewpoint, for example, how different characters are presented.

Year 4

Autumn

- frequently empathise with a character. Identify the main idea/s of a text.
- Know that the main idea of a text can be summarised in a sentence.
- Know that many books have themes. Discuss the possible theme/s in books. Identify a theme in a book.
- Know that the organisation and layout of books vary according to the purpose of the book.

Spring

- Understand that a reader needs to interact with a text to understand it fully.
- Check understanding in any book or text read.
- Actively seek the meaning of any words or language not understood.
- Ask questions to ensure understanding of a text.
- Check the meaning of any unfamiliar words through questioning, discussion or use of dictionaries.
- Understand that a writer wants the reader to respond in a certain way.
- Explain how the writer made sure of the reader's response, using evidence from the text.
- Compare with others' personal responses to a text.
- Understand why a character acted, responded or felt in a certain way.
- Make predictions based on the text and from knowledge from other books.
- Identify the main idea in paragraphs in a text.
- Summarise the main idea of a text in a sentence.
- Find evidence which shows what the theme is in a book.
- Explain why the evidence shows what the theme is. Use the organisation and layout of a book to find specific information.
- Record key words or information found.

Summer

- Ask questions to deepen understanding of a text –between and beyond the lines.
- Find where the writer has written to make the reader respond in a certain way.
- Adapt my own response in the light of others' responses.
- Understand why a writer wanted the character to respond in a certain way.
- Infer meaning using evidence from events, description and dialogue.
- Make connections with books with similar themes.
- Skim to find specific information on a page or in a paragraph.
- Scan a page or paragraph to find key words or information.



Year 6

Autumn

- Identify key information from a text.
- Summarise key information in sentences.
- Find key information from different parts of the text.
- Summarise key information from different parts of the text.
- Present an oral overview or summary of a text. Understand the difference between fact and opinion.
- Find examples of fact and opinion in texts.
- Explain why one example is fact and another is opinion. Use point, evidence and explanation (PEE) or answer it, prove it, explain it (APE) to respond to questions about texts.

Spring

- Understand that a narrative can be told from different points of view –narrator, character.
- Identify the point of view in a narrative.
- Explore how events are viewed from another perspective.
- Identify the techniques used to create feelings, atmosphere, mood or messages.
- Comment on how the writer's intent affects the reader.

Summer

- Know that points of view can also be implied. Identify implied points of view.
- Explain implied points of view using evidence.
- Understand that the writer may have a viewpoint.
- Identify the writer's viewpoint, for example, how different characters are presented.
- Explain the writer's viewpoint with evidence from the text.
- Explain the effect of the writer's viewpoint on the reader.
- Explain how the techniques used create feelings, atmosphere, mood or messages.

Year 6

