

West Winch Primary School Reading Curriculum Map			
RECEPTION			
Reception Comprehension		Reception Word Reading	
ELG Knowledge	- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. - Anticipate (where appropriate) key events in stories. - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.	ELG Knowledge	- Say a sound for each letter in the alphabet and at least 10 digraphs. - Read words consistent with their phonic knowledge by sound-blending. - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
YEAR 1			
Year 1 Reading Targets		Year 1 Reading Domains	
SPOKEN WORD Knowledge	- listen and respond appropriately to others - ask relevant questions - use strategies to build my vocabulary - select and use appropriate registers for communication - stay on topic in a conversation and respond to comments - speculate, imagine and explore ideas - speak audibly and fluently with an increasing command of standard English	1A: Draw on knowledge of vocabulary to understand texts	- Discussing word meanings, linking new meanings to those already known. - Understand some familiar and less familiar words and phrases in a shared story.
DECODING Knowledge	- read the common exception words noting unusual correspondences - read words containing taught GPCs and endings (-s, -es, -ing, -ed, -er, -est) - use phonic knowledge to blend sounds together in unfamiliar words containing taught GPCs - achieve the expected score on the phonics screening check in June - use picture clues to help in reading simple texts	1B: Identify and explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information	- Understand the events of a shared story. - Identify and link two significant events in a shared story.

	• respond speedily with the correct sound to graphemes for all phonemes • suggest alternative sounds for graphemes where applicable • read contractions and understand the use of the apostrophe • read multi-syllable words containing taught GPCs • read books which contain known GPCs		
COMPREHENSION Knowledge	• recognise the difference between fiction and non-fiction • answer straightforward questions about a story • identify the main events or key points in a text • draw on what they already know or on information provided by their teacher • check that the text makes sense as they read and correct mistakes • discuss the significance of the title and events of a story	1C: Identify and explain the sequence of events in texts	• Recall familiar stories from a shared story in the correct order. • Retell the key points of a shared story.
RANGE & EXPERIENCE Knowledge	• listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently • appreciate rhymes and poems and recite some by heart • be familiar with key stories, fairy stories and traditional tales • recognise and join in with predictable phrases • reread books which help with their confidence and fluency • read books from the turquoise book band or above (Band 7)	1D: Make inferences from texts	• Discussing the significance of the title and events. • Making inferences on the basis of what is being said and done by a character. • Drawing on what they already know or on background information and vocabulary provided by the teacher.
DETECTIVE SKILLS Knowledge	• recognise why a character is feeling a certain way • make simple predictions about the characters in a story • express opinions about the main events and characters in a story	1E: Predict what might happen from the information you have	• Make a plausible prediction about what might happen on the basis of what has been read so far.
RESPONSE Knowledge...	• participate in discussions about what is read to them, taking turns and listening to what others say • link what they read or hear to their own experiences, with encouragement • explain clearly what their understanding is of what has	1F: Identify/explain how information/narrative content is	• With some prompting, recalls some interesting words/phrases from the book/story, stating their reason/s why.

	been read to them	related and contributes to meanings.	
LANGUAGE APPRECIATION Knowledge	• discuss what new words mean, linking new meanings to those already known • recognise repetition of language in their reading • recognise obvious story language – once upon a time etc.	1G: Identify/explain how meaning is enhanced through choice of words and phrases	• With some prompting, recalls some interesting words/phrases from the book/story, stating their reason/s why.
		1H: Make comparisons within the text	•
		Fluency	• Apply phonic knowledge to decode words. • Speedily read all 40+ letters/groups for 40+ phonemes. • Read accurately by blending taught GPC. • Read common exception words. • Read common suffixes (-s, -es, -ing, -ed, -er, -est, etc.). • Read multisyllable words containing taught GPCs. • Read contractions and understand apostrophe represents the omitted letter. • Read aloud phonically-decodable texts. • Read aloud accurately books that match their phonic knowledge and books which require them to use other reading strategies. • Read these texts to build fluency and confidence. • Checking that the text makes sense to them as they read and correcting inaccurate reading.
		Being a Reader	• Listening to and discussing a wide range of poems, stories and nonfiction at a level beyond that at which they can read independently. • Being encouraged to link what they read or hear read to their own experiences. • Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.

			• Recognising and joining in with predictable phrases. • Offer an opinion on what is read to them and listen to the opinions of others. • Join in with stories being read aloud.
		Poetry & Performance	• Learning to appreciate rhymes and poems, and to recite some by heart. • Retell a story using prompts.

YEAR 2

Year 2 Reading: Working towards the expected standard...

The pupil can:

- read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes*
- read accurately some words of two or more syllables that contain the same grapheme-phoneme correspondences (GPCs)*
- read many common exception words*.

In a book closely matched to the GPCs as above, the pupil can:

- read aloud many words quickly and accurately without overt sounding and blending
- sound out many unfamiliar words accurately.

In discussion with the teacher, the pupil can:

- answer questions and make inferences on the basis of what is being said and done in a familiar book that is read to them.

Teachers should refer to the spelling appendix (Y1 and Y2) of the national curriculum programmes of study for items marked * to exemplify the words that pupils should be able to read as well as spell.

Year 2 Reading: Working at greater depth within the expected standard...

The pupil can, in a book they are reading independently:

- make inferences on the basis of what is said and done
- predict what might happen on the basis of what has been read so far
- make links between the book they are reading and other books they have read.

Year 2 Reading Targets		Year 2 Reading Domains	
SPOKEN WORD Knowledge	- articulate and justify answers, arguments and opinions - give well structured descriptions, narratives for different purposes - consider and evaluate different viewpoints - participate in discussions, presentations, performances, role play, improvisations and debates - gain, maintain and monitor the interest of the listener(s)	1A: Draw on knowledge of vocabulary to understand texts	- Discussing and clarifying the meanings of words, linking new meanings to known vocabulary. Discussing their favourite words and phrases. - Find a word in a sentence or page that has the same meaning as a given word or phrase. - Draw on knowledge of vocabulary to understand texts.
DECODING Knowledge	- read familiar words quickly, without needing to sound them out (at over 90 words per minute) - read words containing common suffixes - use their phonic knowledge to blend sounds together, including alternative graphemes - read most words which contain common suffixes and alternative graphemes - read the common exception words and can see the unusual correspondences - self-correct when they have read a sentence incorrectly (and know it doesn't make sense) - confidently sound out unfamiliar words when they read aloud - read fluently and make sure it makes sense!	1B: Identify and explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information	- Retrieve and record information from fiction and non-fiction. - Understand simple cause and effect in texts, with a clearly stated link. - Identify/explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information
COMPREHENSION Knowledge	- re-tell a story, referring to the most of the key events and characters - find the answers to questions and make some inferences, based on what is being said and done - decide how useful a non-fiction text is for the purpose - discuss the sequence of events in books and how items of information are related	1C: Identify and explain the sequence of events in texts	- Discussing the sequence of events in books and how items of information are related. - Retell the key events from their own story in the correct sequence. - Identify and explain the sequence of events in texts.
RANGE & EXPERIENCE Knowledge	- demonstrate familiarity with a wide range of stories, fairy stories and traditional tales. - demonstrate awareness that books are set in different times and places - relate what they read to their own experiences and using background knowledge they have already learnt - listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read	1D: Make inferences from texts	- Making inferences about a character's actions based on specific events. - Answering and asking questions. - Drawing on what they already know or on background information and vocabulary provided by the teacher. - Make inferences from the text.

	independently - start looking at non-fiction books that are structured in different ways - continue to build up a repertoire of poems learnt by heart		
DETECTIVE SKILLS Knowledge	- make predictions based on the reading of other books by the author - predict what happens next in the story, based on what they have read so far. - make predictions based on their own experiences - make simple inferences about thoughts and feelings of characters and reasons for their actions - recognise key themes and ideas within a text	1E: Predict what might happen from the information you have	- Make a sensible prediction of what might happen next based on what is stated. - Justify the prediction, when prompted, based on what has already happened in the story.
RESPONSE Knowledge	- make choices about which texts to read, based on prior reading experience - understand why a writer has written a text – e.g. ‘she wants you to know how to make a kite’ - participate in discussion about books, poems and other works that are read to them and those that they can read for themselves - answer and ask questions about a text	1F: Identify/explain how information/narrative content is related and contributes to meanings.	
LANGUAGE APPRECIATION Knowledge	- discuss and clarify the meaning of words, linking new meanings to known vocabulary - discuss their favourite words and phrases - identify how vocabulary choice affects meaning – e.g. ‘crept lets you know that he is trying to be quiet’ - identify and comment on vocabulary and literary features in stories and poetry – e.g. ‘all fairy tales start with Once upon a Time...’	1G: Identify/explain how meaning is enhanced through choice of words and phrases	- Explain why a character thinks, feels or behaves in a specific way. - Identifies specific words or phrases (e.g. alliteration) that they find interesting, explaining their opinions for their choice/s.
		1H: Make comparisons within the text	
		Fluency	- Secure phonic decoding until reading is fluent. - Read accurately by blending, including alternative sounds for graphemes.

			• Read multisyllable words containing these graphemes. • Read words containing common suffixes. • Read exception words, noting unusual correspondences. • Read most words quickly & accurately without overt sounding and blending. • Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately and automatically. • Checking that the text makes sense to them as they read and correcting inaccurate reading.
		Being a Reader	• Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently. • Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales. • Recognising simple recurring literary language in stories and poetry. • Being introduced to non-fiction books that are structured in different ways. • Offer opinions and preferences about books.
		Poetry & Performance	• Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear. • Retell a story using words and phrases from the text.
YEAR 3			
Year 3 Reading Targets		Year 3 Reading Domains	
SPOKEN WORD Knowledge	• I can listen and respond appropriately to adults and their peers • I can ask relevant questions to extend my understanding and knowledge • I can use relevant strategies to build my vocabulary	2A: Give/explain meaning of words	• Discussing words and phrases that capture the reader’s imagination. • Use dictionaries to check the meaning of words that they have read. • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of

	• I can speak audibly and fluently with an increasing command of Standard English • I can participate in discussions, presentations, performances, role play, improvisations and debates • I can select and use appropriate registers for effective communication • I can use spoken language to explore ideas and explain my thinking		words in context. • Reading books that are structured in different ways and reading for a range of purposes. • Listening to and discussing a wide range of poetry (<i>audience, purpose, similes, onomatopoeia, repetition, alliteration, verses</i>), non-fiction (<i>audience, purpose, organisation</i>) and reference books or textbooks
DECODING Knowledge	• I can read out loud confidently, understanding how to use a range of punctuation • I can use knowledge of root words, suffixes and prefixes to read and understand new words • I can use the context of the sentence to help me read unfamiliar words • I am beginning to use a dictionary to check the meaning of words I have read	2B: Retrieve & record information and identify key details from fiction & non-fiction	• Retrieve and record information from a range of non-fiction. • Identifying themes and conventions in a wide range of books. • (plot, characters, setting, organisation) • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. • Reading books that are structured in different ways and reading for a range of purposes. • Listen to and discuss a wide range of non-fiction.
COMPREHENSION Knowledge	• I can use alphabetically ordered texts to find information • I can identify the features of different text types • I can use a range of organisational features to locate information such as labels, diagrams and charts	2C: Summarise ideas from more than one paragraph	• Identify the main ideas drawn from more than one paragraph and summarising these. • Listen to and discuss a wide range of texts.
RANGE & EXPERIENCE Knowledge	• I can read books that are structured in different ways and read for a range of purposes • I can start to make connections between books by the same author or theme • I can start to recognise some features of the text that relate to the historical setting or its social or cultural background • I can retell some of the stories that I am familiar with orally, including fairy stories and myths and legends • I listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books • I can recognise different forms of poetry	2D: Make inferences from the text/explain & justify inferences with evidence from the text	• Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.

DETECTIVE SKILLS Knowledge	• I can justify inferences with evidence from the text • I can justify predictions with evidence from the text • I can empathise with a character	2E: Predict what might happen from details stated & implied	• Predicting what might happen from details stated and implied (<i>giving reasons using evidence from the text</i>).
RESPONSE Knowledge	• I understand what the writer might be thinking • I can begin to identify and comment on different points of view in the text • I can evaluate specific texts with references to text types • I can prepare poems and plays to read aloud and perform, showing understanding • I can ask questions to improve my understanding of a text	2F: Identify/explain how information/narrative content is related and contributes to meanings as a whole	• Identifying themes and conventions in a wide range of books. • (plot, characters, setting, organisation) • Reading books that are structured in different ways and reading for a range of purposes. • Listening to and discussing a wide range of poetry, non-fiction and reference books or textbooks
LANGUAGE APPRECIATION Knowledge	• I can discuss words and phrases that capture the reader's interest and imagination • I can comment on the choice of language to create moods and build tension	2G: Identify/explain how meaning is enhanced through choice of words and phrases	• Discussing words and phrases that capture the reader's imagination.
		2H: Make comparisons within texts	• Reading books that are structured in different ways and reading for a range of purposes. • Listening to and discussing a wide range of poetry, non-fiction and reference books or textbooks.
		Fluency	• To read fluently, decoding longer words with support, testing out different pronunciations. • To apply their growing knowledge of root words and prefixes, including -in, -im, -il, -ir, -dis, mis, un, re, sub, inter, super, anti and auto (as listed in English appendix 1*). • To read aloud and to understand the meaning of new words they meet. • To apply their growing knowledge of root words and suffixes/word endings including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion, and -cian (as listed in English

			appendix 1) to read aloud and to understand the meaning of new words they meet. • To read most year ¾ exception words (as listed in Appendix 1) noting the unusual correspondences between spelling and sound and where these occur in the word. • Read with awareness of audience (e.g. changes in intonation and pace).
		Being a Reader	• Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally. • Identify and remember common structural and language conventions in different text types • Read for a range of purposes. • Recommend a book and explain why.
		Poetry & Performance	• Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. • Recognising some different forms of poetry.
YEAR 4			
Year 4 Reading Targets		Year 4 Reading Domains	
SPOKEN WORD Knowledge	• articulate and justify answers, arguments and opinions • maintain attention and participate actively in collaborative conversations • consider and evaluate different viewpoints, attending to and building on the contributions of others • gain the attention of the listener(s) • use spoken language to develop understanding through exploring their ideas	2A: Give/explain meaning of words	• Discussing words and phrases that capture the reader’s imagination. • Use dictionaries to check the meaning of words that they have read. • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. • Reading books that are structured in different ways and reading for a range of purposes. • Listening to and discussing a wide range of poetry (<i>audience, purpose, similes, onomatopoeia, repetition, alliteration, verses</i>), non-fiction (<i>audience, purpose, organisation</i>) and reference books or textbooks
DECODING Knowledge	• recognise and understand an even greater variety of suffixes and prefixes	2B: Retrieve & record	• Retrieve and record information from a range of non-fiction.

	• read, on sight, all the words from the Year 3 & 4 spelling list • recognise where words are an exception to the rule, and notice unusual correspondences between spelling and sound and where these occur in the word • use the first 2/3 letters of a word to check the spelling and meaning in a dictionary	information and identify key details from fiction & non-fiction	• Identifying themes and conventions in a wide range of books. • (plot, characters, setting, organisation) • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. • Reading books that are structured in different ways and reading for a range of purposes. • Listen to and discuss a wide range of non-fiction.
COMPREHENSION Knowledge	• locate information using skimming, scanning and text marking • identify features of different fiction genres • compare, contrast and evaluate different non-fiction texts	2C: Summarise ideas from more than one paragraph	• Identify the main ideas drawn from more than one paragraph and summarising these. • Listen to and discuss a wide range of texts.
RANGE & EXPERIENCE Knowledge	• read books that are structured in different ways and read for a range of purposes • make connections between books by the same author or theme • make simple comments on how the reader's or writer's context makes a difference to the social, cultural or historical setting • recognise some different forms of poetry • retell some of the stories that I am familiar with orally, including fairy stories and myths and legends • listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books	2D: Make inferences from the text/explain & justify inferences with evidence from the text	• Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
DETECTIVE SKILLS Knowledge	• pull clues from action, dialogue and description to infer meaning • make predictions with evidence from the text and with knowledge of wider reading • identify how language, structure and presentation contribute to meaning	2E: Predict what might happen from details stated & implied	• Predicting what might happen from details stated and implied (<i>giving reasons using evidence from the text</i>).
RESPONSE Knowledge	• identify themes and conventions in a wide range of books • identify main ideas drawn from more than one paragraph and can summarise these • understand how the author wants the reader to respond • prepare poems and plays to read aloud and perform,	2F: Identify/explain how information/narrative content is	• Identifying themes and conventions in a wide range of books. • (plot, characters, setting, organisation) • Reading books that are structured in different ways and reading for a range of purposes. • Listening to and discussing a wide range of poetry, non-

	showing understanding ask questions to improve their understanding of a text	related and contributes to meanings as a whole	fiction and reference books or textbooks
LANGUAGE APPRECIATION Knowledge	- understand how suspense is built up in a story, including the development of the plot - recognise the use and effect of patterned language in text - find and comment on examples of how authors express different moods, feelings and attitudes	2G: Identify/explain how meaning is enhanced through choice of words and phrases	Discussing words and phrases that capture the reader's imagination.
		2H: Make comparisons within texts	- Reading books that are structured in different ways and reading for a range of purposes. - Listening to and discussing a wide range of poetry, non-fiction and reference books or textbooks.
		Fluency	- To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill. - To apply their knowledge of root words, prefixes and suffixes/word endings (including all listed in English appendix 1) to read aloud fluently. - To understand the meaning of new words using contextual cues. - To read all year ¾ exception words (as listed in English appendix 1) discussing the unusual correspondence between spelling and sound and where these occur in the word. - When reading out loud selects a range of appropriate techniques (intonation, tone, volume, action) to show awareness of the audience.
		Being a Reader	- Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally. - Read for a range of purposes. - Identify and remember common structural and language conventions in different text types. - Recommend a book and explain why.

		Poetry & Performance	- Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. - Recognising some different forms of poetry.
YEAR 5			
Year 5 Reading Targets		Year 5 Reading Domains	
SPOKEN WORD Knowledge	- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings - take part in collaborative conversations, able to stay on topic and initiate and respond to the comments made - gain and maintain the interest of the listener(s) - use spoken language to develop understanding through imagining, exploring and hypothesising ideas - perform own compositions	2A: Give/explain meaning of words	- Using dictionaries independently to check the meaning of words that they have read, checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. - Use text before and after an unknown word to make a sensible guess.
DECODING Knowledge	- apply knowledge of root words, prefixes and suffixes to read aloud and understand the meaning of new words - respond to more sophisticated punctuation including colons - maintain fluency and accuracy when reading complex sentences, with subordinate clauses - work out the pronunciation of homophones, using the context of the sentence - use the first 3 or 4 letters of a word to check the spelling and meaning of the word in a dictionary	2B: Retrieve & record information and identify key details from fiction & non-fiction	- Distinguish between statements of fact and opinion. - Retrieve, record and present information from fiction and nonfiction, identifying key ideas. - Select and sort information from a range of sources and record this.
COMPREHENSION Knowledge	- summarise the main ideas drawn from more than one paragraph - discuss complex narrative plots - distinguish between statements of fact and opinion	2C: Summarise ideas from more than one paragraph	Summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas.
RANGE & EXPERIENCE Knowledge	- compare the openings of a particular novel with the beginnings of other novels read recently - understand that texts reflect the time and culture in which they were written	2D: Make inferences from the text/explain &	- Drawing detailed inferences such as inferring characters' feelings, thoughts and motives from their actions. - Justifying inferences with more than one piece of

	- participate in discussions about books, building on own and others' ideas and challenging views courteously - recite a range of poetry by heart, showing an understanding through intonation, tone and volume	justify inferences with evidence from the text	evidence. Asking questions to improve their understanding of a text.
DETECTIVE SKILLS Knowledge	- draw information from different parts of the text to infer meaning - discuss moods, feelings and attitudes using inference - recognise different points of view - predict what might happen from details stated and implied - give reasoned justifications for their views	2E: Predict what might happen from details stated & implied	Make a more detailed prediction, drawing on stated and implied details from the text to justify this.
RESPONSE Knowledge	- talk about themes in a story and recognise thematic links with other texts - talk about the author's techniques for describing character, settings and actions - recognise ways in which writers present issues and points of view in fiction and non-fiction texts - recommend books that they have read, giving reasons for their choices - ask questions to improve their understanding	2F: Identify/explain how information/narrative content is related and contributes to meanings as a whole	- Identifying and compare how language, structure and presentation contribute to meaning across books and poetry. - Identify and discuss themes and conventions in and across a wide range of writing. - Discuss features relating to organisation at sentence and text level. - Give explanation as to why the author might have chosen this structure, commenting on effectiveness.
LANGUAGE APPRECIATION Knowledge	- identify and describe the styles of individual writers and poets - identify and comment on expressive, figurative and descriptive language to create effect in poetry and prose - use language features of a range of non-fiction text-types to support understanding	2G: Identify/explain how meaning is enhanced through choice of words and phrases	Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
		2H: Make comparisons within texts	Compare how a common theme is presented in a range of texts.
		Fluency	- Use an understanding of morphology and etymology to aid them in reading unfamiliar words. - When reading out loud, adapt intonation, tone and volume to suit the purpose and audience.

			• To read Year 5/6 exception words.
		Being a Reader	• Read and discuss a range of fiction, poetry, plays, non-fiction, reference and text books. • Increasing their 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. • Read for a range of purposes. • Know a range of children’s authors and poets. • Learn poems by heart. • Recommend a book and explain why. • Use pertinent and technically specific vocabulary when talking about books. • Discuss a text confidently with others, responding to their ideas and challenging their views courteously.
		Poetry & Performance	• Learning a wider range of poetry by heart preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.

YEAR 6

Year 6 Reading: Working towards the expected standard...

The pupil can write for a range of purposes and audiences:

- using paragraphs to organise ideas
- describing settings and characters
- using some cohesive devices within and across sentences and paragraphs
- using different verb forms mostly accurately
- using co-ordinating and subordinating conjunctions
- using capital letters, full stops, question marks, exclamation marks, commas for lists and apostrophes for contraction mostly correctly
- spelling most words correctly (Years 3 and 4)
- spelling some words correctly (Years 5 and 6)
- producing legible joined handwriting.

Year 6 Reading: Working at greater depth within the expected standard...

The pupil can write for a range of purposes and audiences:

- managing shifts between levels of formality through selecting vocabulary precisely and by manipulating grammatical structures
- selecting verb forms for meaning and effect
- using the full range of punctuation taught at key stage 2, including colon and semi-colons to mark the boundary between independent clauses, mostly correctly.

Year 6 Reading Targets		Year 6 Reading Domains	
SPOKEN WORD Knowledge	• use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas • gain, maintain and monitor the interest of the listener(s) • perform their own compositions • present or debate on topics they have read about, using notes if needed.	2A: Give/explain meaning of words	• Using dictionaries independently to check the meaning of words that they have read. • Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. • Give alternative words with a similar meaning. • Give/explain the meaning of words in context.
DECODING Knowledge	• cope with different features of language in poems and prose e.g. dialect • cope with different features of language such as abbreviations, colloquialisms and specialist vocabulary • use connectives as signposts to indicate a change of tone • use the words and word parts that they can read and understand already to think about what new words mean and sound like • use the first 3-4 letters of a word to check the spelling and meaning of these in a dictionary • work out the meaning of words by using the context	2B: Retrieve & record information and identify key details from fiction & non-fiction	• Distinguish between statements of fact and opinion • Retrieve, record and present key information from fiction and nonfiction for a clear purpose. Select information independently from more than one source and summarise. • Retrieve and record key information/key details from fiction and non-fiction.
COMPREHENSION Knowledge	• summarise the main ideas drawn from more than one paragraph, identifying key details and using quotations which support the main ideas • recognise that texts contain features of more than one text type (e.g. persuasive letter) • prepare for factual research, considering what is known already • retrieve, record and present information from non-fiction texts	2C: Summarise ideas from more than one paragraph	• Summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas. • Summarise main themes and ideas explored across a whole text, identifying key details to support this. • Summarise main ideas from more than one paragraph.

RANGE & EXPERIENCE Knowledge	• read age appropriate books with confidence and fluency (including whole novels) • begin to evaluate texts by comparing how different sources treat the same information • understand that texts reflect the time and culture in which they were written • identify different character types across a range of texts • identify themes across a range of texts (social, cultural and historical) • read aloud or recite a range of poetry by heart, showing an understanding through intonation, tone and volume	2D: Make inferences from the text/explain & justify inferences with evidence from the text	• Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions. • Justifying inferences with multiple, specific, pieces of evidence or implied detail. • Give opposing inferences, backing up both with evidence. • Asking questions to improve their understanding of a text. • Make inference from the text. • Explain and justify inference using evidence from the text.
DETECTIVE SKILLS Knowledge	• identify and comment on explicit and implicit points of view • justify why they think inferences and predictions are correct (point, evidence, explain) • use detailed knowledge of text types to make a reasoned prediction about what might happen from details stated and implied • give reasoned justifications for their views	2E: Predict what might happen from details stated & implied	• Predict what might happen from details based on the character or setting, giving justifications by identifying specific supporting evidence from the text. • Predict what might happen from details stated and implied.
RESPONSE Knowledge	• respond critically to issues raised in stories, locating evidence in the text, and explore alternative courses of action and evaluate the author's solution • comment critically on the overall impact of poetry or prose, with reference to the text • identify and describe the key characteristics about a writer's or poet's style • identify and discuss themes and conventions within and across a wide range of writing • recommend books that they have read, giving reasons for their choices • discuss their understanding of what they have read, drawing inferences and justifying these with evidence through formal presentations and debates • ask questions to improve their understanding	2F: Identify/explain how information/narrative content is related and contributes to meanings as a whole	• Evaluate a range of features relating to organisation at sentence or text level, explaining how they contribute to the effects achieved. • Explore in some detail about how structural choices support the writer's purpose or theme.
LANGUAGE APPRECIATION Knowledge	• know how style and vocabulary are linked to the purpose of the text • compare and contrast the styles of individual writers and	2G: Identify/explain how meaning is	• Discuss and evaluate how authors use common types of literary language or subject specific language, considering the impact upon the reader.

	poets providing examples • evaluate, comment on and explain how authors use language, including figurative language – and consider the impact on the reader	enhanced through choice of words and phrases	• Identify/explain how meaning is enhanced through choice of words/phrases.
		2H: Make comparisons within texts	• Compare themes and topics in stories of the same genre. • Compare information, ideas, values and attitudes across texts. • Identify/explain how information/narrative content (language/structure/presentation) is related and contributes to the meaning as a whole. • Make comparisons within and across texts.
		Fluency	• Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet. • Read all year 5 and 6 words. • To read a wider range of challenging texts that are above chronological age with fluency and understanding, decoding any unfamiliar words with speed and skill and recognising their meaning through contextual cues.
		Being a Reader	• Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. • Reading books that are structured in different ways and reading for a range of purposes • Reading for pleasure by increasing their 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. • Discuss and compare a range of children's authors and poets. • Use pertinent and technically specific vocabulary when talking about books. • Recommend a book and explain why.

		Poetry & Performance	• Confidently performing texts (including poems off by heart) using a wide range of devices to engage the audience and for effect. • Learning a wider range of poetry by heart preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.
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