Reading Curriculum Progression

Progression and Sequence in Reading

Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised. The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage

	KS1		KS2			
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
NC Breath of study (books, texts, poems to be studied in reading lessons)	Listen to traditional tales. Listen to a range of texts. Learn some poems by heart. Become familiar with a wide range of texts of different lengths. Discuss books. Build up a repertoire of poems to recite. Use the class and school libraries. Listen to short novels over time.	Listen to traditional tales. Listen to a range of texts. Learn some poems by heart. Become familiar with a wide range of texts of different lengths. Discuss books. Build up a repertoire of poems to recite. Use the class and school libraries. Listen to short novels over time.	Read and listen to a wide range of styles of text, including fairy stories, myths and Legends. Listen to and discuss a wide range of texts. Learn poetry by heart. Increase familiarity with a wide range of books, including myths and legends, traditional stories, modern fiction, classic British fiction and books from other cultures. Take part in conversations about books. Learn a wide range of poetry by heart. Use the school and community libraries. Look at classification systems.	Read and listen to a wide range of styles of text, including fairy stories, myths and legends. Listen to and discuss a wide range of texts. Learn poetry by heart. Increase familiarity with a wide range of books, including myths and legends, traditional stories, modern fiction, classic British fiction and books from other cultures. Take part in conversations about books. Learn a wide range of poetry by heart. Use the school and community libraries. Look at classification systems.	Read and listen to a wide range of styles of text, including fairy stories, myths and legends. Listen to and discuss a wide range of texts. Learn poetry by heart. Increase familiarity with a wide range of books, including myths and legends, traditional stories, modern fiction, classic British fiction and books from other cultures. Take part in conversations about books. Learn a wide range of poetry by heart. Use the school and community libraries. Look at classification systems.	Read and listen to a wide range of styles of text, including fairy stories, myths and legends. Listen to and discuss a wide range of texts. Learn poetry by heart. Increase familiarity with a wide range of books, including myths and legends, traditional stories, modern fiction, classic British fiction and books from other cultures. Take part in conversations about books. Learn a wide range of poetry by heart. Use the school and community libraries. Look at classification systems.

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			Look at books with a different alphabet to English. Read and listen to whole books.	Look at books with a different alphabet to English. Read and listen to whole books.	Look at books with a different alphabet to English. Read and listen to whole books.	Look at books with a different alphabet to English. Read and listen to whole books.
NC statutory standards - Word reading	Apply phonic knowledge and skills as the route to decode words Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings Read other words of more than one syllable that contain taught GPCs Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s) Read aloud accurately books that are consistent with their developing	Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes Read accurately words of two or more syllables that contain the same graphemes as above. Read words containing common suffixes. Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered. Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.	Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet. Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.	Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet. Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.	Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.	Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.

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	phonic knowledge and that do not require them to use other strategies to work out words Re-read these books to build up their fluency and confidence in word reading	Re-read these books to build up their fluency and confidence in word reading.				
NC statutory standards - Comprehension	Develop pleasure in reading, motivation to read, vocabulary and understanding by: ● listening to and discussing a wide range of poems, stories and non-fiction 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 ● learning to appreciate rhymes and poems, and to recite some by heart ● discussing word meanings, linking new meanings to those already known Understand both the books they can already read accurately and fluently and those they listen to by:	Develop pleasure in reading, motivation to read, vocabulary and understanding by: ● 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 ● discussing the sequence of events in books and how items of information are related ● becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales ● being introduced to non-fiction books that are structured in different ways ● recognising simple recurring literary language in stories and poetry ● discussing and clarifying the meanings of words, linking new meanings to known vocabulary ● discussing their favourite words and phrases ● continuing to build up a repertoire of poems	Pupils should be taught to develop positive attitudes to reading and understanding of what they read by: ● listening to and discussing a 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 ● using dictionaries to check the meaning of words that they have read ● increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally ● identifying themes and conventions in a wide range of books ● preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action ● discussing words and phrases that capture the reader's interest and imagination	Pupils should be taught to develop positive attitudes to reading and understanding of what they read by: ● listening to and discussing a 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 ● using dictionaries to check the meaning of words that they have read ● increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally ● identifying themes and conventions in a wide range of books ● preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action ● discussing words and phrases that capture	Pupils should be taught to maintain positive attitudes to reading and understanding of what they read by: ● 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 ● 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 ● recommending books that they have read to their peers, giving reasons for their choices ● identifying and discussing themes and conventions in and across a wide range of writing ● making comparisons within and across books	Pupils should be taught to: maintain positive attitudes to reading and understanding of what they read by: ● 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 ● 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 ● recommending books that they have read to their peers, giving reasons for their choices ● identifying and discussing themes and conventions in and across a wide range of writing ● making comparisons within and across books

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	• drawing on what they already know or on background information and vocabulary provided by the teacher • checking that the text makes sense to them as they read and correcting inaccurate reading • discussing the significance of the title and events • making inferences on the basis of what is being said and done • predicting what might happen on the basis of what has been read so far • participate in discussion about what is read to them, taking turns and listening to what others say • explain clearly their understanding of what is read to them	learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear Understand both the books that they can already read accurately and fluently and those that they listen to by: • drawing on what they already know or on background information and vocabulary provided by the teacher • checking that the text makes sense to them as they read and correcting inaccurate reading • making inferences on the basis of what is being said and done • answering and asking questions • predicting what might happen on the basis of what has been read so far • participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say • explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.	• recognising some different forms of poetry [for example, free verse, narrative poetry] Understand what they read, in books they can read independently, by: • checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • asking questions to improve their understanding of a text • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • predicting what might happen from details stated and implied • identifying main ideas drawn from more than one paragraph and summarising these • identifying how language, structure, and presentation contribute to meaning • retrieve and record information from non-fiction • participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.	the reader's interest and imagination • recognising some different forms of poetry [for example, free verse, narrative poetry] Understand what they read, in books they can read independently, by: • checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • asking questions to improve their understanding of a text • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • predicting what might happen from details stated and implied • identifying main ideas drawn from more than one paragraph and summarising these • identifying how language, structure, and presentation contribute to meaning • retrieve and record information from non-fiction • participate in discussion about both books that are read to them and those they can	• 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 Understand what they read by: • checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context • asking questions to improve their understanding • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • predicting what might happen from details stated and implied • summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • identifying how language, structure and presentation contribute to meaning • discuss and evaluate how authors use language, including figurative language,	• 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 Understand what they read by: • checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context • asking questions to improve their understanding • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • predicting what might happen from details stated and implied • summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • identifying how language, structure and presentation contribute to meaning • discuss and evaluate how authors use language, including figurative language, considering the impact on the reader

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				• read for themselves, taking turns and listening to what others say.	considering the impact on the reader • distinguish between statements of fact and opinion • retrieve, record and present information from non-fiction • participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously • explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary • provide reasoned justifications for their views.	• distinguish between statements of fact and opinion • retrieve, record and present information from non-fiction • participate in discussions about books that are read to them and those they can read • for themselves, building on their own and others' ideas and challenging views courteously • explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary • provide reasoned justifications for their views.

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Threshold Concepts	**To read words accurately and fluently**: ● Decoding and phonics ● Sight recognition ● Prosody **To find information and understand texts.** ● Words and their meanings ● Types of text ● Characters, ● plots, ● settings ● themes ● Writers' techniques	**To read words accurately and fluently**: ● Decoding and phonics ● Sight recognition ● Prosody **To find information and understand texts.** ● Words and their meanings ● Types of text ● Characters, ● plots, ● settings ● themes ● Writers' techniques	**To read words accurately and fluently**: ● Decoding and phonics ● Sight recognition ● Prosody **To find information and understand texts.** ● Words and their meanings ● Types of text ● Characters, ● plots, ● settings ● themes ● Writers' techniques	**To read words accurately and fluently**: ● Decoding and phonics ● Sight recognition ● Prosody **To find information and understand texts.** ● Words and their meanings ● Types of text ● Characters, ● plots, ● settings ● themes ● Writers' techniques	**To read words accurately and fluently**: ● Decoding and phonics ● Sight recognition ● Prosody **To find information and understand texts.** ● Words and their meanings ● Types of text ● Characters, ● plots, ● settings ● themes ● Writers' techniques	**To read words accurately and fluently**: ● Decoding and phonics ● Sight recognition ● Prosody **To find information and understand texts.** ● Words and their meanings ● Types of text ● Characters, ● plots, ● settings ● themes ● Writers' techniques

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Essential Component Knowledge	**Decoding and phonics** Phase 5 of letters and sounds **Words and their meanings** Understand regular plural noun suffixes –s or –es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun How the prefix un– changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat] **Decoding and phonics** Reading of all words through sounding and blending **Sight recognition** Reading of common exception words **Prosody** Knowledge of rhymes and grammatical structures in rhyming stories Grammatical structures in heard stories: questions, exclamations, **Types of text** Familiarity with traditional tales, key stories and fairy stories Knowledge of fiction and non-fiction	**Decoding and phonics** Sight recognition Phase 5 and 6 of letters and sounds and all common exception words **Words and their meanings** The formation of nouns using suffixes such as –ness, –er and by compounding [for example, whiteboard, superman] Formation of adjectives using suffixes such as –ful, –less and their meaning Use of the suffixes –er, –est in adjectives and the use of –ly to turn adjectives t adverbs in Standard English to turn adjectives into adverbs Common word roots to make meaning of new words **Characters, plots, places and themes** Cause and effect in narrative and simple inference Cause and effect in non-fiction and simple inference **Prosody** A favourite poem learnt by heart The difference between spoken and written language **Types of text** Structural features of non-fiction texts: headings, subheadings, glossaries.	**Words and their meanings** Formation of nouns using a range of prefixes and their meanings [for example super–,anti–, auto–] **Words and their meanings** Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble] **Characters, plots, places and themes** Understanding of a range of themes in stories and novels , good over evil, friendship, loss, overcoming adversity **Types of text** The conventions of different types of writing: letters, diaries, headings, numbers, contents pages, indexes **Writers' techniques** Cause and effect in narrative and non-fiction and using these to infer meanings Understanding of narrative voice (1st and 3rd person) narrative structure and tenses and how they are used. Extend the range of literary features known: simile and metaphor, short impact sentence, ellipses, imagery using the senses, alliteration and onomatopoeia **Types of tex** Extend the range of genres, including historical, science	**Words and their meanings** Formation of nouns using a range of prefixes and their meanings [for example super–,anti–, auto–] **Words and their meanings** Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble] **Characters, plots, places and themes** Understanding of a range of themes in stories and novels , good over evil, friendship, loss, overcoming adversity Extend knowledge of settings and their effect in narratives Extend the range of genres, including historical, science fiction, adventure, and quest. And their key features and effects **Types of text** The conventions of different types of writing: letters, diaries, headings, numbers, contents pages, indexes How to locate information in reference books using indexes The conventions of play scripts and of a range of poems **Writers' techniques**	**Words and their meanings** Knowledge of how converting nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify] and using verb prefixes [for example, dis–, de–, mis–, over– and re–] affects meaning. **Characters, plots, places and themes** Understanding of a range of themes in stories and novels , good over evil, friendship, loss, heroism overcoming adversity, issues and dilemmas Extend knowledge of characterisation in novels and how this achieved **Types of text** Extend the range of genres known , including historical, science fiction, comedy, adventure , quest, mystery, their key features and effects Knowledge of presentational devices of information texts including websites and how to use them to locate and sort information. **Writers' techniques** Understanding of narrative voice and point of view (both of author and fictional	**Words and their meanings** The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter] Characters, plots, places and themes How words are related by meaning as synonyms and antonyms (see Eng NC appendix1) Understanding of a range of themes in stories and novels , good over evil, friendship, loss, heroism overcoming adversity, issues and dilemmas Extend knowledge of characterisation in novels and how this achieved Types of text Extend the range of genres known , including historical, science fiction, adventure , quest., mystery, their key features and effects Knowledge of presentational devices of information texts including websites and how to use them to locate and sort information **Writers' techniques** Understanding of narrative voice and point of view (

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	Retrieving information from information texts Poems and their features, rhyme, rhythm **Characters, plots, settings and themes** Simple narrative features, beginnings, endings, build ups, surprise Knowledge of traditional literary characters, good and evil, magical, mysterious, Funny endings.	Extending knowledge of features of traditional tales, fairy and fantasy stories previously encountered in Y1 Knowledge of a range of fiction genres, adventure, mystery, fantasy, **Characters, plots, places and themes** Knowledge of a range of literary characters, good, evil. wise, foolish, adventurous, funny and why they speak and behave as they do. Knowledge of settings, and how they engage the reader and add to the mood of the story Knowledge of the concept of themes and some simple themes: good over evil, wise over foolish, **Writers' techniques** Knowledge of literary language of character, setting and mood and how these differ in different texts	fiction, adventure , quest, and their key features **Characters, plots, settings and themes** Extend knowledge of a range of literary characters, heroes and heroines, wise and foolish characters, lazy, spoilt, resourceful etc. Extend knowledge of settings and their impact in narratives	Cause and effect in narrative and non-fiction and using these to infer meanings Understanding of narrative voice (1st and 3rd person) and tense and their effect. Extend the range of literary features known: simile and metaphor, personification, short impact sentence, ellipses, imagery using the senses, alliteration and onomatopoeia	character) and the effect of varied tenses in narrative Understand more complex narrative structures, flashbacks, timeslips, dual narrative Understand more complex literary features and their effects: imagery, analogy, simile metaphor, personification, style	both of author and fictional character) and the effect of varied tenses in narrative Understand more complex narrative structures, flashbacks, timeslips, dual narrative Understand more complex literary features and their effects: imagery, analogy, simile metaphor, personification, style
Conceptual Vocabulary (cumulative)	sound , phoneme, digraph, digraph, split diagraph, grapheme punctuation, full stop, question mark, exclamation mark, rhythm	noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb, syllable tense (past, present) apostrophe, comma fiction, non- fiction, character, setting, adventure, mystery, fantasy, glossary, index, narrator, hero, villain	word family, prefix, plot theme, style, narrator , narrative voice, point of view 1st person, 3rd person, simile, metaphor , character, motive, ellipsis, imagery, alliteration, inference, prediction ,deduction onomatopoeia, historical fiction, science fiction, quest, fantasy, hero, heroine, past tense, present	word family, prefix, plot theme, style, narrator , narrative voice, point of view, 1st person, 3rd person, simile, metaphor , personification , character, motive, inference, [prediction, deduction. ellipsis, imagery, alliteration, onomatopoeia, historical fiction, science fiction, quest, fantasy, hero,	Characterisation, theme, narrative structure, imagery, style, analogy, effect, simile, metaphor, personification, literal language, figurative language, flashback, timeslip, tension, suspense, dialogue, viewpoint, mood , feeling, attitude, themes, features, intonation, tone	Characterisation, theme, narrative structure, imagery, style, analogy, effect, simile, metaphor, personification, literal language, figurative language, flashback, timeslip, tension, suspense, dialogue, viewpoint, mood , feeling, attitude, themes, features, intonation, tone

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			tense, dilemma, resolution, cliff-hanger , heading, subheading, glossary, index	heroine, past tense, present tense, dilemma, resolution, cliff-hanger , heading, subheading, effect, stage direction, intonation, tone		
Key Objectives for assessment	Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes. Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught. Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. Read other words of more than one syllable that contain taught GPCs. Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words. Develop pleasure in reading, motivation to read, vocabulary and understanding by listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently. Develop pleasure in reading, motivation to read,	Sound out most unfamiliar words accurately, without undue hesitation. Read accurately most words of two or more syllables. Read most words containing common suffixes. Read most common exception words. Read most words accurately, without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than decoding individual words, e.g. at over 90 words per minute. Re-read books to build up their fluency and confidence in word reading. In a book that they can already read fluently, the pupil can check if it makes sense to them, correcting any inaccurate reading. In a book that they can already read fluently, the pupil can answer questions and make some inferences. In a book that they can already read fluently, the pupil can explain what has	Improving knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet. Beginning to read further exception words, noting the unusual correspondence between spelling and sound, and where these occur in the word. Develop positive attitudes to reading and understanding of what they read by listening to and discussing a range of fiction, poetry, plays, non-fiction and reference books or textbooks. Develop positive attitudes to reading and understanding of what they read by beginning to use dictionaries to check the meaning of words that they have read. Develop positive attitudes to reading and understanding of what they read by identifying themes and conventions in a range of books.	Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet. Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. Develop positive attitudes to reading and understanding of what they read by listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Develop positive attitudes to reading and understanding of what they read by using dictionaries to check the meaning of words that they have read. Develop positive attitudes to reading and understanding of what they read by identifying themes and conventions in a wide range of books.	Apply their initial knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet. Maintain positive attitudes to reading and understanding of what they read by increasing their familiarity with a range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions. Understand what they read by checking that a text makes sense to them, discussing their understanding and exploring the meaning of words in context. Understand what they read by beginning to make simple summaries of the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.	Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet. Maintain positive attitudes to reading and understanding of what they read by continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Maintain positive attitudes to reading and understanding of what they read by reading books that are structured in different ways and reading for a range of purposes. Maintain positive attitudes to reading and understanding of what they read 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

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	vocabulary and understanding by becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. Develop pleasure in reading, motivation to read, vocabulary and understanding by recognising and joining in with predictable phrases. Understand both the books they can already read accurately and fluently and those they listen to by checking that the text makes sense to them as they read and correcting inaccurate reading. Understand both the books they can already read accurately and fluently and those they listen to by discussing the significance of the title and events. Understand both the books they can already read accurately and fluently and those they listen to by predicting what might happen on the basis of what has been read so far.	happened so far in what they have read.	Understand what they read, in books they can read independently, by drawing simple inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. Understand what they read, in books they can read independently, by beginning to predict what might happen from details stated and implied [based on content, simple themes or text types]. Retrieve and record simple information from non-fiction.	Understand what they read, in books they can read independently, by checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. Understand what they read, in books they can read independently, by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. Understand what they read, in books they can read independently, by predicting what might happen from details stated and implied [based on content, simple themes or text types]. Understand what they read, in books they can read independently, by identifying main ideas drawn from more than one paragraph and summarising these. Retrieve and record information from non-fiction.	Beginning to retrieve, record and present information from non-fiction. Begin to participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously. Beginning to provide reasoned justifications for their views.	other cultures and traditions. Maintain positive attitudes to reading and understanding of what they read by making comparisons within and across books. Maintain positive attitudes to reading and understanding of what they read by 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. Understand what they read by checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. Understand what they read by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. Understand what they read by predicting what might happen from details stated and implied [based on more challenging texts, themes,

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						conventions and knowledge about the author or genres]. Understand what they read by summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. Understand what they read by identifying how language, structure and presentation contribute to meaning. Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. Retrieve, record and present information from non-fiction. Provide reasoned justifications for their views.