Coates Primary School

Reading Progression Grid: 2026-2027

EYFS & Reception

Subject: Reading	Overview and goals	Knowledge (What is known)	Skills (How)	Concepts
EYFS (Ages 3 & 4)	To understand 5 key things about print.	To know that print has meaning. To know that print can have a range of functions/ purposes. To know that we read English text from left to right and top to bottom. To know the names of the different parts of a book. To know how pages are sequenced.	To be able to recognise a range of different types of print in the environment around them. To be able to open a book from left to right and turn the page. To follow an adult pointing to/ reading the text from left to right and top to bottom across the page. To be aware of the parts of a book eg. cover, page number etc. when shown by an adult. To be able to find short words and long words, point to spaces between words etc.	To understand that print can be used to give information eg. signs for bus stops, danger, menus, logos for shops etc. To understand how to handle a book and move through the pages of a book. To understand books have different features and that text is made up of words.
	To develop their phonological awareness.	To know what a rhyme is.	To be able to spot a rhyme and suggest other rhyming words. To be able to join in with a rhyme in a nursery rhyme or song. To be able to complete a line of a nursery rhyme eg. 'Run, run as fast as you can, you can't catch me I'm the gingerbread ____'.	To understand that when words rhyme, the ending of the words sound the same.

		To know what a syllable is. To know when a word has the same initial sound.	To be able to add initial sounds to words like 'at' to make other rhyming words eg. **h**at, **c**at etc. To be able to count or clap the syllables within a word. To be able to hear or see the same initial sound in words eg. **m**oney, **m**other.	To understand that words have a beat and can be broken down into individual parts. To understand what the different initial sounds are and that they can be used at the start of many different words.
	To exchange in extended conversations about stories, learning new vocabulary.	Children know a variety of different stories. Children know how to talk about a story they have heard. Children know the meaning of different words within a story.	To be able to talk about a story; what has happened, what they liked etc. To be able to use some of the new words they have learnt from the story to talk about it, describe the pictures or within follow-up work.	To understand that stories are different and can be enjoyed. To understand that words within a story might appear in other stories, or also in the world around them.
Reception	To read individual letters by saying the sounds for them.	To know their initial sounds.	To be able to identify initial sounds speedily.	To understand that all letters have a corresponding sound.
	To blend sounds into words, so that they can read short words made up of known letter- sound correspondences.	To know how to blend sounds together.	To be able to work out and blend a word which is sounded out for them eg. h-a-t > hat. To be able to use Fred Talk or Fred in their head to sound out and blend short, unknown words.	To understand that words need to be sounded out from the left to the right in order to be able to blend them to make a word.
	To read some letter groups that each represent one sound and say the sounds for them.	To know that some groups of letters make one sound eg. 'th', 'sh', 'ch' etc.	To be able to recognise key digraphs when shown.	To understand that when some letters appear next to each other, that they make a combined sound

			Children are able to read words with the digraphs in eg. 'that', 'shop', 'chip'.	rather than two/ three individual sounds.
	To read a few common exception words matched to our phonics programme.	To know that some words need to be learnt.	To be able to recognise exception words (such as 'the'). To be able to spot/learn the parts of the word which make them tricky. To be able to read some of the trickier words.	To know that exception words can't be sounded out and need to just be learnt.
	Read simple phrases and sentences made up of words with known letter-sound correspondences.	To know how to sound out and blend words in order to form simple phrases and sentences.	To be able to sound out and blend words, phrases and sentences using the phonemes they have been taught. To be able to read aloud words, phrases and sentences using the exception words they have been taught.	To understand that phrases and sentences are made up of words which can be sounded out and blended.
	Re-read books to build up their confidence in word reading, fluency, their understanding and enjoyment.	To know that books can be re-read.	- To be able to join in with stories they have read or heard before. - To be able to read familiar books more quickly/ fluently as they have read them before. - To be able to answer simple questions to show their understanding of a story.	To understand that re-reading books helps them to become more confident and skilled readers.

Year 1

Subject: Reading	Overview and goals	Knowledge (What is known)	Skills (How)	Concepts
Year 1	Phonics and decoding	To know all 40+ phonemes that have been taught. To know how to sound out and blend words. To know how to read phonically decodable texts. To know what some common suffixes are. To know what a contraction is.	To be able to read speedily, all graphemes for all of the 40+ phonemes. To be able to use their phonic knowledge and skills as the route to decode words. To be able to blend sounds in unfamiliar words using Fred Talk or Fred in their head, using the GPCs that they have been taught. To be able to read multi-syllabic words containing taught GPCs. To be able to read words containing -s, -es, -ing, -ed and -est endings. To be able to read words with contractions, e.g. I'm, I'll and we'll.	To understand that words are made up of different sounds/ phonemes, and that by sounding out and blending words they will be able to read different texts.
	Common Exception words	To know most of the Year 1 common exception words.	To be able to identify the trickier/ unusual parts of common exception words.	To understand that exception words can't be sounded out and need to just be learnt.
	Fluency	To know how to accurately read texts that are consistent with their growing phonic knowledge.	To be able to recognize some words by sight. To be able to reread texts to build up their fluency and help them to develop their confidence in word reading. To be able to use their phonic knowledge to sound out and blend new words efficiently.	To understand that by becoming more fluent, the text will flow and they will therefore have a better understanding of the content.

	Range of reading/ Reading for pleasure.	To know that there are a variety of different types of texts.	To be able to listen to and discuss a wide range of stories, poems, non-fiction texts etc. at a level beyond which they can read independently. To be able to make connections between what they have read with their own experiences.	To understand that you can listen to or read a variety of different types of texts for different reasons. To understand that texts can have similarities and differences to their own lives as well as to other stories they have read.
	Familiarity with texts.	To know the characteristics of different traditional tales and fairy stories. To know that some stories have predictable/ repetitive phrases.	To be able to identify key features of stories such as characters, settings etc. To be able to answer simple questions about what they have read. To be able to join in with predictable/ repetitive stories that are read to them.	To understand that stories often have goodies, baddies, happy endings etc.
	Poetry and performance.	To know some simple poems by heart.	To be able to name a couple of poems and can join in with them/ recite them.	To understand that poems often have rhyming words in them which help them to flow. To understand that poems often tell stories and are retold/ performed aloud.
	Developing vocabulary and word meanings.	To know the meaning of different words.	To be able to discuss the meaning of new words and link them to those already known.	To understand that words learnt through texts can be applied and used within other texts and within their own lives.
	Understanding.	Children know if a text makes sense to them whilst they are reading.	To be able to correct a word/ sentence if it doesn't make sense when they are reading.	To understand that in order to make sense of a text/ understand what is written, they need to

		Children use what they know/ background knowledge, to understand what they are reading.	To be able to discuss a text, making reference to other texts or their own experiences.	decode the words accurately.
	Inference.	To begin to know what 'inference' means.	To be able to look for the clues in the words and pictures to make simple inferences about what has happened.	To understand that the events in a story are linked and that information is provided for the reader by the text and pictures.
	Prediction.	To know what a 'prediction' is.	To be able to make a simple prediction about what they think is going to happen, using information from the text.	To understand that the events in a story are linked and that information is provided for the reader by the text and pictures.
	Discussing reading.	To know how to share their thoughts and opinions.	To be able to participate in discussions about what is read to them or what they have read, and listen to what others say. To be able to explain their understanding or what they have read to others.	To understand that people have different opinions about what they have read or had read to them.

Year 2

Subject: Reading	Overview and goals	Knowledge (What is known)	Skills (How)	Concepts
Year 2	Phonics and decoding	To use phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. **To know what a contraction is.**	To be able to read accurately by blending the sounds in words that contain the graphemes taught so far. To recognise alternative sounds for graphemes. **To be able to read words with contractions, eg. I'm, I'll and we'll.**	To understand that words are made up of different sounds/ phonemes, and that by sounding out and blending words they will be able to read different texts.

		To know what a syllable is. To know a range of suffixes and how to read them.	To be able to read most words of two or more syllables accurately. To be able to read words containing common suffixes.	To understand that words can be broken down into beats/ syllables.
	Common Exception words	To know most Y1 and Y2 common exception words.	To be able to identify the trickier/ unusual parts of common exception words. To be able to read the words on sight.	To understand that exception words can't be sounded out and need to just be learnt.
	Fluency	To know how to read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation. To know how to read punctuation.	To be able to reread the books to build up fluency and confidence in word reading. To be able to read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts. To be able to read aloud showing awareness of punctuation.	To understand that by becoming more fluent, the text will flow and they will therefore have a better understanding of the content. To understand that punctuation has an impact on fluency eg. Pausing at full stops, raising the end of a sentence when reading a question etc.
	Range of reading/ Reading for pleasure.	To know that there are a variety of different types of texts.	To be able to listen to, discuss and express views about a wide range of contemporary and classic, poetry, stories and non-fiction texts at a level beyond that of which they can read independently.	To understand that you can listen to or read a variety of different types of texts for different reasons. To understand that texts can have similarities and differences to their own lives as well as to other stories they have read.

	Familiarity with texts.	To know a wider range of stories, fairy stories and traditional tales. To know phrases and literary language that appear across different traditional tales and fairy stories.	To be able to retell a wider range of stories, fairy stories and traditional stories. To be able to identify and join in with recurring literary language that occurs in stories and poems. To be able to discuss sequences of events in books and say how items of information are related.	To understand that stories often have similar features such as goodies, baddies, happy endings etc. and that they often have repetitive phrases.
	Poetry and performance.	To know a range of poems. To understand what intonation means.	To be able to name and recite some key poems by heart. To be able to use appropriate intonation to read/ perform a poem to make the meaning clear.	To understand that poems often tell stories and are retold/ performed aloud. To understand that by changing the way they read a poem/ the intonation they use, it can have an effect on how a poem sounds.
	Developing vocabulary and word meanings.	To know the meaning of different words. To know that different words can be connected in meaning.	To be able to discuss their favourite words and how they make them feel. To be able to discuss the meaning of new words and link them to those already known.	To understand that words learnt through texts can be applied and used within other texts to support their understanding, and also used within their own lives.
	Understanding.	To draw on what they already know or on background information and vocabulary provided by the teacher.	To be able to discuss the sequence of events in books and how items of information are related. To be able to check that the text makes sense to them as they read and correct inaccurate reading.	To understand that in order to make sense of a text/ understand what is written, they need to decode the words accurately.
	Inference.	To know what 'inference' means.	To be able to make inferences on the basis of what is being said and done.	To understand that not all information is directly given within a text and

			To ask and answer questions.	needs to be found within the text and pictures.
	Prediction.	To know what a 'prediction' is.	To be able to make a simple prediction about what they think is going to happen, using information from the text.	To understand that the events in a story are linked and that information is provided for the reader by the text and pictures.
	Non-fiction	To know what a non-fiction text is.	To begin to identify different features of a non-fiction text.	To understand that a non-fiction text is factual and about real things.
	Discussing reading.	To know how to share their thoughts and opinions about what they have read.	To be able to participate in discussions about books, poems and other texts that are read to them or what they have read, and listen to what others say. To be able to explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.	To understand that people have different opinions about what they have read or had read to them and that they must be respectful towards others.

Year 3

Subject: Reading	Overview and goals	Knowledge (What is known)	Skills (How)	Concepts
Year 3	Phonics and decoding	To know all of the 40+ phonemes taught within KS1. To know what a root word is. To know what a prefix is.	To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words). 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-to begin to read aloud.	To understand that words are made up of different sounds/ phonemes, and that by sounding out and blending words they will be able to read different texts. To understand that prefixes are added to the start of a root word and

		To know what a suffix is.	- To apply their growing knowledge of root words and suffixes/word endings, including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian, to begin to read aloud.	suffixes are added to the end of a root word.
	Common Exception words	To know approximately half of the Year 3/ 4 common exception words.	To be able to identify the trickier/ unusual parts of common exception words. To be able to read approximately half of the words on sight.	To understand that exception words can't be sounded out and need to just be learnt.
	Range of reading/ Reading for pleasure.	To know that there are different types of texts or books and that they can read for a range of different purposes.	To be able to name a variety of different text types and identify them by their features. To begin to develop preferences about the type of books they want to read.	To understand that people have different opinions/ preferences about the books/ genres they want to read.
	Familiarity with texts.	To know that there are a wide range of different types of texts eg. fairy stories, myths and legends. To know that different text types/ genres, have different features. To understand a range of story terminology.	To be able to name a variety of different text types and identify them by their features. To be able to retell some types of texts orally. To be able to use appropriate terminology when discussing texts eg. plot, character and setting.	To understand that stories can be told orally and that they are often passed down from generation to generation.
	Poetry and performance.	To know there are different types of poetry. To know what intonation, tone, volume and action mean.	To be able to prepare and perform poems and play scripts that show some awareness of the audience when reading aloud. To begin to use appropriate intonation and volume when reading aloud. To begin to recognise different forms of poetry (e.g. free verse or narrative poetry).	To understand that poems should be performed and that different effects can be created by how they are read/ performed.

	Developing vocabulary and word meanings.	To know how to use a dictionary to check the meaning of words that have been read.	To be able to check that a text makes sense to them, discussing their understanding and explaining the meaning of words in context. To be able to identify vocabulary that captures the reader's interest.	To understand that words in a dictionary are organised in alphabetical order. To understand that words are chosen to create effect/ have an impact on the reader.
	Understanding.	To know how to check that the text makes sense to them.	To be able to discuss their understanding and explain the meaning of words in context. To be able to ask questions to improve their understanding of a text.	To understand that they can deepen their understanding of what they have read by asking questions and sharing their ideas with others.
	Inference.	To know what inference means. To know how to find information in the text to answer inference questions.	To be able to ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives.	To understand that not all information is directly given within a text and needs to be found within the information provided.
	Prediction.	To know what a prediction is. To know that a prediction needs to be based on information that has been provided.	To be able to justify predictions using evidence from the text.	To understand that predictions need to be based on what has been read so far.
	Authorial intent.	To know why an author might have chosen particular types of words or phrases.	To be able to discuss authors' choice of words and phrases for effect.	To understand that an author's word choice is deliberate.
	Non-fiction	To know what a contents page and a glossary are.	To be able to retrieve and record information from non-fiction texts using contents and glossary to locate it.	To understand that non-fiction texts don't need to be read from start to finish and that there are devices in books to help you locate specific information.
	Discussing reading.	To know how to share their thoughts and feelings about a	To be able to participate in discussion about both books that are read to them and those they	To understand that people have different opinions about what they have

		text and how to listen to other's ideas respectfully.	can read for themselves, taking turns and listening to what others say	read or had read to them and that they must be respectful towards others. To understand that they can learn more about a text by listening to the views or opinions of others.

Year 4

Subject: Reading	Overview and goals	Knowledge (What is known)	Skills (How)	Concepts
Year 4	Phonics and decoding	To know how to read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill. To know what root words, prefixes and suffixes are.	To be able to apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.	To know that prefixes are added to the start of a root word and suffixes are added to the end of a root word.
	Common Exception words	To know most of the Year 3/4 common exception words.	To be able to identify the trickier/ unusual parts of common exception words. To be able to read most of the Year 3/4 words on sight.	To understand that exception words can't be sounded out and need to just be learnt.
	Range of reading/ Reading for pleasure.	To know a wide range of text types and genres and the different features associated with them.	**To be able to discuss and compare texts from a variety of different genres and writers** such as fiction, poetry, plays, non-fiction and reference books or textbooks. To be able to read for a range of purposes.	To understand that people have different opinions/ preferences about the books/ genres they want to read.

	Familiarity with texts.	To know that there are a wide range of different types of texts eg. poetry, plays non-fiction. To know that different text types/ genres, have different features.	To be able to identify themes and conventions in a wide range of books (e.g. triumph of good over evil) and features (e.g. greeting in letters, a diary written in the first person, presentational devices such as numbering and headings). To be able to identify how language, structure and presentation contribute to meaning. To be able to identify main ideas drawn from more than one paragraph and summarise these.	To understand that different text types have particular themes or conventions that will be similar across different books. To understand that a paragraph is a group of sentences about the same idea/ thing. To understand that when you summarise something you bring together the main points/ ideas that have been conveyed.
	Poetry and performance.	To know the features of different types of poetry To know the features of a play script. To know what intonation, tone, volume and action mean.	To be able to recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry). To be able to prepare and perform poems and play scripts with appropriate techniques (intonation, tone, volume and action). To be able to show awareness of the audience when reading aloud.	To understand that poems and play scripts should be performed and that different effects can be created by how they are read/ performed.
	Developing vocabulary and word meanings.	To know how to use dictionaries to check the meaning of words that they have read.	To be able to find words within a dictionary. To be able to discuss vocabulary used to capture readers' interest and imagination.	To understand that words in a dictionary are organised in alphabetical order. To understand that words are chosen to create

				effect/ have an impact on the reader.
	Understanding.	To know how to check that the text makes sense to them.	To be able to check their understanding by explaining what they have read and also the meaning of words in context. To be able to ask questions to improve their understanding of a text.	To understand that they can deepen their understanding of what they have read by asking questions and sharing their ideas with others.
	Inference.	To know what inference means. To know how to find information in the text to answer inference questions.	To be able to draw inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text.	To understand that not all information is directly given within a text and needs to be found within the information provided.
	Prediction.	To know what a prediction is. To know that a prediction needs to be based on information that has been provided.	To be able to justify predictions from details stated and implied.	To understand that predictions need to be based on what has been read so far.
	Authorial intent.	To know why an author might have chosen particular types of words, phrases themes or features.	To be able to discuss authors' choice of words, features phrases etc. To be able to identify how language, structure, and presentation contribute to meaning.	To understand that the decisions an author makes are deliberate.
	Non-fiction	To know how to retrieve and record information from non-fiction texts.	To be able to use all of the organisational devices available within a non-fiction text to retrieve, record and discuss information.	To understand that non-fiction texts don't need to be read from start to finish and that there are devices in the book to help you locate specific information.

	Discussing reading.	To know how to share their thoughts and feelings about a text and how to listen to other's ideas respectfully.	To be able to 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	To understand that people have different opinions about what they have read or had read to them and that they must be respectful towards others. To understand that they can learn more about a text by listening to the views or opinions of others.

Year 5

Subject: Reading	Overview and goals	Knowledge (What is known)	Skills (How)	Concepts
Year 5	Phonics and decoding	To know what root words, prefixes, suffixes, morphology and etymology are.	To be able to read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues. To be able to apply their growing knowledge of root words, prefixes and suffixes/ word endings, including-sion, -tion, -cial, -tial, -ant/-ance/- ancy, -ent/ - ence/-ency, -able/-ably and -ible/ibly, to read aloud fluently.	To understand that a fluent reader is one who can read a text clearly, taking into account words, speed and punctuation. To understand how knowing the meaning of different root words, prefixes and suffixes can help them work out the meaning of new/ unknown words by applying what they know.
	Common Exception words	To know how to read approximately half of the Year 5/6 common exception words.	To be able to identify the trickier/ unusual parts of common exception words. To be able to read approximately half of the Year 5/6 words on sight.	To understand that exception words can't be sounded out and need to just be learnt.

	Range of reading/ Reading for pleasure.	To know what types of texts and genres they enjoy reading.	To be able to recommend texts to peers based on personal choice. To be able to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks To be able to read books that are structured in different ways and read for a range of purposes. To be able to make comparisons within and across books	To understand that people have different opinions/ preferences about the books/ genres they want to read and how to be respectful towards other's opinions.
	Familiarity with texts.	To know the features of a variety of different text types such as; myths, legends, traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.	To be able to read a wide range of genres, identifying the characteristics of text types (such as the use of the first person in writing diaries and autobiographies) and differences between text types. To be able to identify and discuss themes and conventions in and across a wide range of writing. To be able to say what messages a text has about society, culture or traditions from the past.	To understand that different text types/ genres have different features and that within a text type they have similar themes and conventions.
	Poetry and performance.	To know a wider range of poetry. To know how to perform poetry.	To be able to show an awareness of audience when reading out loud using intonation, tone, volume and action. To be able to recite a wider range of poetry.	To understand that poems should be performed and that different effects can be created by how they are read/ performed.
	Developing vocabulary and word meanings.	To know what figurative language is.	To be able to discuss vocabulary used by the author to create effect including figurative language.	To understand that words and ideas can be used to

		To know how language, structure and presentation contribute to meaning.		suggest meaning and create mental images.
	Understanding.	To know how to ask and answer questions using evidence from the text. To know what a paragraph is and what it means to summarise something.	To be able to check that a book makes sense. To be able to ask questions to improve their understanding. To identify main ideas drawn from more than one paragraph and to summarise these.	To understand that they can deepen their understanding of what they have read by asking and answering questions and sharing their ideas with others.
	Inference.	To know that information can be inferred from what is provided within a text,	To be able to draw inferences from characters' feelings, thoughts and motives with supporting evidence.	To understand that not all information is directly given within a text and needs to be interpreted from the information provided.
	Prediction.	To know how to make accurate predictions based on what is stated and implied.	To be able to make predictions based on details stated and implied, justifying them in detail with evidence from the text.	To understand that predictions need to be based on information that has been implied or retrieved already.
	Authorial intent.	To know why an author might have chosen particular features.	To be able to evaluate the use of authors' language, including figurative language, and explain how it has created an impact on the reader.	To understand that the decisions an author makes are deliberate.
	Non-fiction	To know the features of different types of non-fiction texts. To know the difference between fact and opinion.	To be able to use knowledge of texts and organisation devices to retrieve, record and discuss information from non-fiction texts. To be able to distinguish between fact and opinion, finding examples in the text.	To understand that a fact is something that is true/ has been proven. To understand that an opinion is a view or judgement about something. People can have differing opinions.

	Discussing reading.	To know how to share their thoughts and feelings about a text, justifying their ideas and how to listen to other's ideas respectfully.	To be able 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 them. To be able to recommend books to others and explain why.	To understand that it is okay to have different opinions and views but that these must be discussed or challenged in a courteous manner.

Year 6

Subject: Reading	Overview and goals	Knowledge (What is known)	Skills (How)	Concepts
Year 6	Phonics and decoding	To know how to read fluently.	To be able to read fluently with full knowledge of all Y5/ Y6 exception words, root words, prefixes, suffixes/word endings and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.	To understand that a fluent reader is one who can read a text clearly, taking into account words, speed and punctuation. To understand how knowing the meaning of different root words, morphology, etymology, prefixes and suffixes can help them work out the meaning of new/ unknown words by applying what they know.
	Common Exception words	To know how to read most of the Year 5/6 common exception words.	To be able to identify the trickier/ unusual parts of common exception words. To be able to read most of the Year 5/6 words on sight.	To understand that exception words can't be sounded out and need to just be learnt.

	Range of reading/ Reading for pleasure.	To know how to make comparisons within and across books. To know that books are structured in different ways. To know what types of texts and genres they enjoy reading.	To be able to recommend texts to peers based on personal choice. To be able to read books that are structured in different ways and read for a range of purposes. To be able to make comparisons within and across books. To be able to read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres, **including myths, legends,** traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions.	To understand that people have different opinions/ preferences about the books/ genres they want to read and how to be respectful towards other's opinions.
	Familiarity with texts.	To know the features of a variety of different text types such as; **myths, legends, traditional stories, modern fiction,** fiction from our literary heritage, and books from other cultures and traditions.	To be able to compare characters, settings and themes within a text and across more than one text. To be able to recognise more complex themes in what they read (such as loss or heroism). To be able to talk about the historical, social or cultural context of a book and how this can affect its meaning. To also say how this may change over time. **To be able to say what messages a text has about culture or traditions from the past.**	To understand that different text types/ genres have different features and that within a text type they have similar themes and conventions.
	Poetry and performance.	**To know a wider range of poetry.** **To know how to perform poetry using different devices.**	**To be able to recite a wider range of poetry.** To be able to confidently perform texts (including poems learnt by heart), using a wide range of	To understand that poems should be performed and that different effects can be created by how they are read/ performed.

			devices to engage the audience and for effect.	
	Developing vocabulary and word meanings.	To know how language is used to create effect.	To be able to analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology such as metaphor, simile, analogy, imagery, style and effect.	To understand that words and ideas can be used to suggest meaning and create mental images.
	Understanding.	To know how to ask and answer questions using evidence from the text. To know what a paragraph is and what it means to summarise something.	To be able to draw out key information and to summarise the main ideas in a text, identifying key details to support the main ideas.	**To understand that they can deepen their understanding of what they have read by asking and answering questions and sharing their ideas with others.**
	Inference.	To know that information can be inferred from what is provided within a text,	To consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters). To discuss how characters change and develop through texts by drawing inferences based on indirect clues.	**To understand that not all information is directly given within a text and needs to be interpreted from the information provided.**
	Prediction.	To know how to make accurate predictions based on what is stated and implied.	To be able to make predictions based on details stated and implied, justifying them in detail with evidence from the text.	To understand that predictions need to be based on information that has been implied or retrieved already.
	Authorial intent.	To know why an author might have chosen particular words or features. To know what irony, exaggeration and sarcasm are.	To be able to identify and evaluate the effectiveness of an author's choice and use of language, explaining the impact on the reader. To be able to say why an author has used different language	To understand that the decisions an author makes are deliberate.

			features such as irony, exaggeration or sarcasm.	
	Non-fiction	To know the features of different types of non-fiction texts. To know the difference between fact, opinion and bias.	To be able to **use knowledge of texts and organisation devices to** retrieve, record, **discuss** and present information from non - fiction texts. To be able to use non-fiction materials for purposeful information retrieval (e.g. reading science textbooks) and in contexts where pupils are genuinely motivated to find out information (e.g. reading a movie review). To be able to recognise bias, fact and opinion.	To understand that a fact is something that is true/ has been proven. To understand that an opinion is a view or judgement about something. People can have differing opinions. To understand that bias is when a writer is selective in their choice of words, facts, tone etc. in order to convey a particular feeling, attitude or viewpoint.
	Discussing reading.	To know how to share their thoughts and feelings about a text, justifying their ideas and how to listen to other's ideas respectfully. To know that thoughts, feelings and opinions can change based on information that is provided.	To be able to recommend books to others and explain why. To be able to distinguish independently between statements of fact and opinion, providing reasoned justifications for their views.	To understand that it is okay to have different opinions and views but that these must be discussed or challenged in a courteous manner.

			To be able to listen to guidance and feedback on the quality of their explanations and contributions to discussions and to make improvements when participating in discussions. To 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.	