

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<b>Decoding/ Phonics</b>	Secure with year group phonic expectations. Read some common irregular words. Use phonic knowledge to decide regular words & read aloud accurately.	Secure with year group phonic expectations.	Secure with year group phonic expectations.				
<b>Patterns and Rhymes</b>	Identify rhymes and alliteration. Join in with rhyming patterns.	Identify which words appear again and again.  Recognise & join in with predictable phrases.	Recognise simple recurring literary language.				
<b>Comprehension and Understanding</b>	Read & understand simple sentences.  Demonstrate understanding when talking with others about what they have read.	Relate reading to own experiences.  Re-read if reading does not make sense.  Re-tell with considerable accuracy.  Discuss significance of title & events.	Read ahead to help with fluency & expression.  Comment on plot, setting & characters in familiar & unfamiliar stories.  Recount main themes & events.  Comment on structure of the text.	Comment on the way characters relate to one another.  Know which words are essential in a sentence to retain meaning.	Give a personal point of view on a text.  Re-explain a text with confidence.	Summarise main points of an argument or discussion within their reading & make up own mind about issue/s.  Compare between two texts.  Appreciate that people use bias in persuasive writing.  Appreciate how two people may have a different view on the same event.	Refer to text to support opinions and predictions.  Give a view about choice of vocabulary, structure, etc.  Distinguish between fact & opinion.
<b>Prediction, inference &amp; deduction</b>	Make basic predictions.	Make predictions on basis of what has been read.  Make inferences on basis of what is being said & done.		Draw inferences such as inferring characters' feelings, thoughts & motives from their actions.	Justify inferences with evidence, predicting what might happen from details stated or implied.	Draw inferences and justify with evidence from the text.	
<b>Intonation and Expression</b>		Read aloud with pace & expression, i.e. pause at full stop, raise voice for question.	Use commas, question marks & exclamation marks to vary expression.  Read aloud with expression & intonation.	Recognise how commas are used to give more meaning.	Use appropriate voices for characters within a story.	Vary voice for direct or indirect speech.	Appreciate how a set of sentences has been arranged to create maximum effect.
<b>Punctuation, grammatical features and the writer's craft</b>	Identify start and end of a sentence.	Recognise: o capital letters o full stops o question marks o exclamation marks o ellipsis  Know why the writer has used the above punctuation in a text.	Recognise: o commas in lists o apostrophe of omission & possession (singular noun)  Identify past/present tense and why the writer has used a tense.	Recognise: o inverted commas  Recognise: o plurals o pronouns and how used o collective nouns o adverbs  Explain the difference that the precise choice of adjectives and verbs make.	Recognise: o apostrophe of possession (plural)  Identify how sentence type can be changed by altering word order, tenses, adding/deleting words or amending punctuation.  Explain why a writer has used different sentence types or a particular word order and the effect it has created.	Recognise: o clauses within sentences  Explain how and why a writer has used clauses to add information to a sentence.	Recognise: o complex sentences with more than one subordinate clause o phrases which add detail to sentences  Explain how a writer has used sentences to create particular effects.
<b>Research</b>		Know difference between fiction and non-fiction texts.	Use content and index to locate information.		Skim & scan to locate information and/or answer a question.	Use more than one source when carrying out research.  Create a set of notes to summarise what has been read.	Skim and scan to aide note-taking.