



	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Decoding/Fluency	Join in with well-known repeated phrases in stories which are read to them. Decode and blend CVC words and some CVCC words.	Children read confidently by decoding using the sounds they have been taught so far. They have a growing number of words they can read automatically (100 HFW).	Children can read confidently, maintaining pace and fluency. Children develop expression when reading aloud, particularly where characters are speaking in a story.	Fluency is developed in choral reading in Whole Class reading and echo reading in small groups where needed.	Children can read silently and aloud, reading fluently enough to gain the meaning from the text, re-reading where necessary. Children can use expression confidently when reading aloud.	Children can read silently. They recognise words automatically and group words quickly to help them gain meaning from what they read. Fluent readers read aloud effortlessly and with expression. Their reading sounds natural.	
Clarifying/vocabulary	Children use talking about the books to clarify their thinking ideas and feelings and linking to own experiences.	Children discuss new word meanings and link them to words they already know.	Children begin to find the meaning of new words using the context of the sentence. They use pictures to help support this skill.	Children begin to find the meaning of new words using substitution within a sentence.	Children begin to find the meaning of new words using the context of the sentence. They also link new words to words they already know.	Children 'read around the word' and explore its meaning in the broader context of a section or paragraph.	Children 'read around the word' and independently explore its meaning in the broader context of a section or paragraph.
Retrieval	Children can answer simple recall questions about stories without pictures or prompts.	Children can answer questions about what has just happened in a story.	Children can explain their understanding of independent reading by answering simple questions about what they have just read.	Children begin to learn the skill of 'skim and scan' to retrieve details. Children begin to use quotations from the text.	Children confidently skim and scan texts to record details, using relevant quotes to support their answers to questions.	Children confidently skim and scan, and use the skill of reading before and after to retrieve information. They use evidence from across larger sections of text.	Children confidently skim and scan, and use the skill of reading before and after to retrieve information. They use evidence from across whole chapters or text.
Prediction	Children can make suggestions about what might happen	Children make simple predictions based on the story and on their	Children make predictions using their own knowledge as well	Children use prior knowledge to make predictions and	Children use relevant prior knowledge as well as details from	Predictions are supported by relevant evidence from the	Predictions are supported by relevant evidence from the



	next or how a story might end based on events so far. Innovate stories through role-play.	own life experience. They can begin to explain these ideas verbally or through pictures. Adults can scribe answers.	as what has happened so far to make logical predictions and give explanations to them.	justify them. They are taught the skill of using details from the text to form further predictions.	the text to form predictions and to justify them. Children are taught to monitor these predictions and compare them with the text as they read on.	text. Children confirm and modify predictions as they read on.	text. Children confirm and modify predictions in light of new information from the text.
Inference	Children can infer meaning about characters' feelings using pictures and they can verbally link these to their own experiences.	Children make inferences about characters' feelings using what they say and so to infer basic points with direct reference to the pictures and the words in the text.	Children make inferences about characters' feelings and action using what they say and do and so, to infer basic points and begin, with support to pick up on more subtle references.	Children can infer characters' feelings, thoughts and motives from their stated actions. They begin to justify them by referencing a specific point in the text.	Children can infer characters' feelings, thoughts and motives from their states actions. They will consolidate the skill of justifying them using a specific reference point in the text.	Children can infer characters' feelings, thoughts and motives, giving one or two pieces of evidence to support the point they are making. They begin to draw evidence from more than one place across the text.	Children can infer characters' feelings, thoughts and motives, giving more than one piece of evidence to support each point made. They can draw evidence from different places across the text.
Explain	Children can give a simple verbal explanation on thoughts about the text.	Children can give a simple verbal explanation on thoughts and opinions about the text.	Children can give a simple verbal and written explanation on thoughts, opinions and preferences about the text.	Children can begin to explain how content is related to thoughts, opinions and preferences about the text. Children can begin to explain how meaning is enhanced through the choice of language and punctuation.	Children can explain how content is related to thoughts, opinions and preferences about the text. Children can explain the themes that has developed in a small piece of text. Children can explain how meaning is enhanced through the choice of	Children can explain how content is related to thoughts, opinions and preferences about the text and contributes to the meaning as a whole. Children can explain the themes and patterns that has developed across the text. Children can	Children can explain how content is related to thoughts, opinions and preferences about the text and contributes to the meaning as a whole. Children can explain the themes and patterns that has developed across the text. Children can



					language and punctuation.	explain how meaning is enhanced through the choice of language and punctuation.	explain how meaning is enhanced through the choice of language and punctuation.
Summarising	Children recall and order key events from the text. They use a story line or narrative in role-play.	Children can retell and order events from the text. They begin to discuss how events are linked.	Children retell and order events from the text. They begin to discuss how events are linked. Children are able to focus on all aspects of the story.	Children begin to distinguish between the important and less important information in a text. They are able to give a brief verbal summary. Teachers begin to model how to record summary writing.	Children use the skills they developed in year 3 and are able to write a brief summary of main points, identifying and using important information.	Children begin to make connections between information across the text and include this information in their written statements.	Children summarise information from across a text and link information by analysing and evaluating ideas between sections of the text.
Questioning	With support, children can generate simple questions using who, what, when, how and why.	Children can generate literal recall questions. They are taught how to ask questions before, during and after reading.	Children generate literal recall questions of their own which go with the text they are reading before, during and after. Children can use their own questions words to begin to be able to change questions as they progress through the text.	Children generate a variety of questions — recall and inferential to help them to understand the text further.	Children generate a variety of questions — recall and inferential and questions about the deeper meaning of the text to help them understand further.	Children actively generate a variety of questions to focus the reading and adjust questions in light of evidence from the text. Adults model the use of critical thinking skills that take the discussions deeper and beyond the text.	Children actively generate a variety of questions to focus the reading and adjust questions in light of evidence from the text. They ask their own critical thinking questions that take the discussions beyond the text.