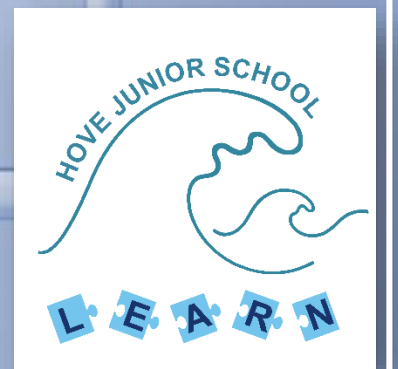


# Reading Progression Ladder

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	Year R (Comprehension (C), Word Reading (W))		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Nursery	Reception						
	<p><b>By the end of Reception, children will:</b></p> <ul style="list-style-type: none"> <li>Say a sound for each letter in the alphabet and at least 10 digraphs (ELG)</li> <li>Read words consistent with their phonic knowledge by sound-blending (ELG)</li> <li>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words (ELG)</li> </ul>		<p><b>By the end of Year 2, children will:</b></p> <ul style="list-style-type: none"> <li>Read words accurately without overt segmenting and blending.                             <ul style="list-style-type: none"> <li>Read fluently.</li> </ul> </li> <li>Apply their phonics knowledge.</li> </ul>		<p><b>By the end of Year 4, children:</b></p> <ul style="list-style-type: none"> <li>Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology)                             <ul style="list-style-type: none"> <li>Identify unfamiliar words</li> </ul> </li> </ul>		<p><b>By the end of Year 6, children:</b></p> <ul style="list-style-type: none"> <li>Find and understand key words in context                             <ul style="list-style-type: none"> <li>Ask relevant questions</li> </ul> </li> <li>Have an interest in words and growing their vocabulary</li> </ul>	
	Understand that print has meaning <b>Aut 1 &amp; 2</b>	Read individual letters by saying the sounds for them <b>Aut 2, Spr 1</b>	Apply phonic knowledge and skills as the route to decode words	Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent	Apply their phonics knowledge.  Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology) to reading aloud	Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology)	Continue to apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology)	Be able to understand and identify key words in context.
	Develop their phonological awareness, so that they can: <ul style="list-style-type: none"> <li>spot and suggest rhymes</li> <li>count or clap syllables in a word</li> <li>recognise words with the same initial sound, such as money and mother</li> </ul> <b>Aut 1,2 Spr 1</b>	Blend sounds into words, so that they can read short words made up of known letter-sound correspondences <b>Aut 2 – Spr 2</b>	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 the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes	Understand the meaning of new words they meet read further exception words	Recognise unfamiliar words and seek to understand the meaning of new words that they meet	Recognise and begin to ask questions around unfamiliar words and seek to understand the meaning	Ask questions to develop understanding
		Can read some letter groups that each represent one sound and say the sounds for them <b>Spr 1 &amp; 2</b>	Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught	Read accurately words of two or more syllables that contain the same graphemes as above	Read accurately words with an increasing <a href="#">number</a> of syllables	Note the unusual correspondences between spelling and sound, and where these occur in the word	Use inference skills to read for meaning when encountering unfamiliar words	Use inference skills and knowledge of word origins to read for meaning when encountering unfamiliar words
		Can read a few common exception words matched to the school's phonic programme <b>Aut 2 – Sum 2</b>	Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word	Read most common exception words, noting unusual correspondences between spelling and sound and where these occur in the word	Show understanding of words through tone, volume and action	Develop understanding of words through intonation, tone, volume and action	Show understanding through intonation, tone and volume so that the meaning is clear to an audience	Apply understanding through intonation, tone and volume so that the meaning is clear to an audience
		Can read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words <b>Aut 2 – Sum 2</b>	Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings	Read words containing common suffixes	Read words by applying their growing knowledge of root words, prefixes and suffixes (morphology and etymology) to reading aloud	Checking that a word makes sense to them, discussing their understanding and explaining the meaning of words in context.	Continue to explore the meaning of challenging words in context by asking questions exploring synonyms, definitions and by using them in a sentence.	Use dictionaries to check the meaning of words that they have read
	<ul style="list-style-type: none"> <li>count or clap syllables in a word</li> </ul>	<i>Begin to read words with two syllables</i>	Read other words of more than one syllable that contain taught GPCs	Read words accurately and fluently without overt sounding and blending, e.g., at over 90 words per minute from age-appropriate texts*  Read most words quickly and accurately, without overt sounding and	Read words accurately without overt segmenting and blending.	Read unfamiliar words with increasing fluently, using learned strategies	Explore challenging words, drawing on learned strategies to support unfamiliar words	Identify and discuss challenging words in a range of texts, drawing on learned strategies to gain meaning from unfamiliar words

Word Reading

				blending, when they have been frequently encountered  Sound out most unfamiliar words accurately, without undue hesitation.				
	<i>Begin to read aloud phrases and sentences that are consistent with their developing phonic knowledge</i>	<i>Read aloud sentences and books that are consistent with their developing phonic knowledge</i>	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 (orange/turquoise by end of year)	Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation	Developing read aloud skills across a range of genres	Developing read aloud skills across a range of genres, gaining fluency  understand the meaning of new words they meet read further exception words,	Developing read aloud skills across a range of genres, with confidence in using a range of intonation for effect	Understand varied formalities of reading aloud a range of text types
		<i>Re-read these books to build up their fluency and confidence in word reading.</i>	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	Read a wider range of texts with increasing fluency and confidence	Read a wider range of texts with increasing fluency to convey meaning	Read a wider range of texts with increasing fluency	Read a wider range of texts with increasing fluency
		<i>Begin to spot apostrophes in reading books.</i>	Read words with contractions (for example, I'm, I'll, we'll), and understand that the apostrophe represents the omitted letter(s)	<i>Read increasingly complex contractions.</i>	Read increasingly complex words and phrases, linked to grammar teaching	Read increasingly complex sentence structures, linked to grammar teaching	Begin to recognise grammatical conventions relevant to learning so that they can apply them to their writing	Read and identify grammatical structures for reader effect
<b>Vocabulary</b>	Initial, sounds, phonemes, phonics, syllables, letters, digraph, trigraph, blend, segment, sound buttons, phrase, sentences, busy bees, sound mat	Split-digraph, vocabulary, common exception words, high frequency words, spelling patterns, plural, singular, suffixes, prefixes, contractions, alternative	fluency, apostrophes, vowel, long sound, short sound, homophone,	prefix, suffix, vowel, consonant, spelling vocab relevant to year group poetry, plays, perform, intonation, volume, action, split-digraph, vocabulary, common exception words, high frequency words, spelling patterns, plural, singular, suffixes, prefixes, contractions, alternative, fluency, apostrophes, vowel, long sound, short sound, homophone	root words, prefix, suffix Spelling vocab relevant to year group poetry, plays, perform, intonation, volume, action, dictionaries, thesauruses, synonyms	root words, prefix, suffix, etymology Spelling vocab relevant to year group poetry, plays, perform, intonation, volume, action, tone, audience, dictionaries, thesauruses, Google translate, synonyms, antonyms intent	root words, prefix, suffix, etymology Spelling vocab relevant to year group poetry, plays, perform, intonation, volume, action, tone, audience, intent, dictionaries, thesauruses, Google translate, synonyms, antonyms	
	<b>By the end of Reception, children will: (Comprehension)</b> • Anticipate, where appropriate, key events in stories		<b>By the end of Year 2:</b> • Make links between the book they are reading and other books they have read, real-life experiences or films they have seen.		<b>By the end of Year 4, children:</b> • Make connections and be able to discuss links between texts		<b>By the end of Year 6, children:</b> • Will understand the purpose of reading a variety of texts and be able to partake in discussions about them, including likes/dislikes	
<b>Pleasure, motivation and understanding</b>	Understand that print can have different purposes <b>Ongoing</b>	Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment  <b>Aut 2 ongoing</b> <i>Children Listen to stories that are re-read by an adult and learn the merit of re-reading a familiar text</i>	Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently	Listen to, discuss and express 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	Increase their familiarity with a wide range of texts, including fairy stories, myths and legends, and non-fiction Develop positive attitudes to reading	Listen to and discuss poems and play scripts to read aloud and to perform	Listen to and discuss the purpose of texts they have read, giving reasons for their choices. Participate in discussions about books, building on their own and others' ideas and challenging views courteously explain and discuss their understanding of what they have read,	Listen to and discuss the purpose of texts they have read, giving reasons for their choices, 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 provide reasoned justifications for their views



							including through formal presentations and debates provide reasoned justifications for their views	
Engage in extended conversations about stories, learning new vocabulary	<p><i>Listen to stories that are re-read by an adult and learn the merit of re-reading a familiar text</i></p> <p><i>Collect and discuss the meaning of unknown words to extend understanding and vocabulary (display)</i></p> <p><i>Aut 1 ongoing</i></p>	Check that the text makes sense to them as they read and correcting inaccurate reading in age appropriate texts	<p>In a familiar book that they can already read accurately and fluently, the pupil can check it makes sense to them</p> <p>Check that the text makes sense to them as they read and correcting inaccurate reading in age-appropriate texts</p>	Participate in discussion about books, poems & other works that are read to them & those that they can read for themselves by 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	Participate in discussion about both books that are read to them and those they can read for themselves by taking turns and listening to what others say	Discuss books that they have read to their peers and give reasons for their choices; participate in discussions about books and vocabulary, building on their own and others' ideas; explain and discuss their understanding of what they have read, through debates and justifications for their views	Read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks, engaging in conversations around content and vocabulary	
	<i>Begin to make links about what they read or hear to their own experiences</i>	Can link what they read or hear to their own experiences	<i>In a book they are reading independently make links between the book they are reading and other books they have read.</i>	Link what they are reading with their world	Make links between the book they are reading and other books they have read, real-life experiences or films they have seen.	Build on connections they make so they can begin to draw on these to enhance a range of reading skills	Further develop how connections can support text analysis at a deeper level	
	<p><i>Listen to stories that are re-read by an adult and learn the merit of re-reading a familiar text</i></p> <p><i>Aut 1 ongoing</i></p>	Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics	Become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales	Retell some of these orally identify themes and conventions in a wide range of books	increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally identify themes and conventions in a wide range of books	Listen to, discuss and express 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	To summarise the main ideas from a wide range of texts, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions identify and discuss themes and conventions in and across a wide range of writing	
<p><i>Learn nursery rhymes off by heart</i></p> <p><i>Aut 1</i></p> <p><i>Learn that a rhyming word is the same sound at the end and be able to say words that rhyme</i></p> <p><i>Aut 1</i></p>	<p><i>Learn some poems and rhymes off by heart</i></p> <p><i>Spr 1 ongoing</i></p>	Learn to appreciate rhymes and poems, and to recite some by heart	Continue to build up a repertoire of poems learnt by heart, appreciate these and recite some, with appropriate intonation to make the meaning clear	Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. Recognise some different forms of poetry	Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. Recognise some different forms of poetry	Learn 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	Learn 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	
	<i>Say if they like or dislike a story and be able to say what it is or why they feel this way.</i>	Choose and talk about a favourite book from a selection.	<i>Explain why a book from a selection is the favourite</i>	Say what they are reading and convey likes/dislikes	Explain why they would recommend a book they have read	Discuss texts they have read with others. Increase 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 so that they can discuss themes and conventions	Ask questions about books others are reading and discuss similarities/differences between texts	
	<i>Aut 1 ongoing</i>						<p><i>Understand the link between reading and writing, link to real-life contexts, and understand why reading for pleasure is important</i></p>	

<b>Vocabulary</b>	Rhyme, alliteration, rhythm, Story, likes, dislikes, characters, prediction, feelings	Poem, poetry, fiction, non-fiction, text, fairy, traditional, tale, recite, Understanding, comparison, author	Connections, similarities, differences, synonyms, theme	Connections, similarities, differences poetry, poems, range, genre, theme, tone, fiction, poems, non-fiction, fact,	Connections, poetry, poems, plays, scripts, range, genre, theme, text, intonation, fiction, poems, non-fiction, fact, comparison, author, range	Connections, poetry, poems, plays, scripts, range, genre, theme, text type, fiction, traditional, tale, narrative, performance, non-fiction, fact, purpose intonation	Connections, context, poetry, poems, plays, scripts, range, genre, theme, text type, analyse, formality, fiction, performance, non-fiction, narrative, non-narrative, fact, purpose	
<b>Retrieval</b>	<b>By the end of Reception, children will: Comprehension:</b>		<b>By the end of Year 2:</b>		<b>By the end of Year 4, children:</b>		<b>By the end of Year 6, children:</b>	
	<ul style="list-style-type: none"> <li>Demonstrate an understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary</li> </ul>		<ul style="list-style-type: none"> <li>Understand the text.</li> <li>Retrieve information.</li> </ul>		<ul style="list-style-type: none"> <li>Retrieve and copy relevant words</li> </ul>		<ul style="list-style-type: none"> <li>Retrieve the most appropriate words and phrases, understand how to use quotes and explain decisions</li> </ul>	
		<i>Answer questions or say what they have remembered (including facts) from age-appropriate texts</i>	Select or retrieve information, events or ideas from age-appropriate texts*	Select or retrieve information, events or ideas from age-appropriate texts*  In a familiar book that they can already read accurately and fluently, the pupil can answer questions on the basis of what is being said and done.	Retrieve and record information from fiction and non-fiction texts	Select or retrieve information, events or ideas from age-appropriate texts* and answer questions on the basis of what is being said and done, and answer questions with increasing accuracy.	To retrieve information about characters, plots and settings by providing reasoned justifications for their views using evidence/quotes from the text.	To accurately retrieve language and information from a text using learnt strategies and with stamina.
			Use quotation and reference to age-appropriate texts	Use quotation and reference to age-appropriate texts	questions, links, reviews, find, record, retrieve	retrieve, find, copy, record, accurate	retrieve, find, copy, plot, setting, character, protagonist, quote	retrieve, find, copy, quote, quotation
	Engage in extended conversations about stories, Aut 1 ongoing	<i>Explain what has happened in the text by answering questions Recall events and retell the story in order sometimes using prompts Aut 1 ongoing</i>	Explain clearly their understanding of what is read to them by answering simple literal retrieval questions about an age-appropriate text	Explain clearly their understanding of what is read to them by answering simple literal retrieval questions about an age-appropriate text	Participate in discussions about books, poems & other works that are read to them & those that they can read for themselves by taking turns and listening to what others say.	Participate in discussions about both books that are read to them and those they can read for themselves by 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.	Participate in discussions about books, building on their own and others' ideas; explaining and discussing their understanding of what they have read, through debates and justifications for their views	Recommend books that they have read to their peers and giving reasons for their choices and participate in discussions about books, building on their own and others' ideas and challenging views, courteously explaining and discussing their understanding of what they have read, including through formal presentations and debates provide reasoned justifications for their views
<b>Vocabulary</b>	Beginning, middle, end, story, retell, <i>what, when, where, what happened, why, who</i> non-fiction, fiction, contents, index,	questions, links, reviews, retrieval,	Comprehension, summary	discuss, take turns, listen, read aloud, explain, retell	discuss, take turns, listen, read aloud, explain, retell, recap, summarise	recommend, explain, discuss, debate, justify, retell, recap, summarise	recommend, explain, discuss, debate, justify, retell, recap, summarise	
<b>Inference &amp; deduction</b>	<b>By the end of Reception, children will:</b>		<b>By the end of Year 2:</b>		<b>By the end of Year 4, children:</b>		<b>By the end of Year 6, children:</b>	
	<ul style="list-style-type: none"> <li>Make predictions on the basis of what has been read so far.</li> <li>Make simple inferences</li> </ul>		<ul style="list-style-type: none"> <li>Make predictions on the basis of what has been read so far.</li> <li>Make simple inferences</li> </ul>		<ul style="list-style-type: none"> <li>Make inferences in a range of texts</li> <li>Make predictions at key points in a text</li> </ul>		<ul style="list-style-type: none"> <li>Draw inferences which they can back up with quoting evidence from a text</li> <li>Make informed predictions based on key evidence and by making connections</li> </ul>	
	<i>Draw on various cues to make sensible inferences and answer questions. Be able to say why they think this related to the text. Aut 2 ongoing</i>	Make inferences on the basis of what is being said and done in age appropriate texts	In a familiar book that they can already read accurately and fluently, the pupil can make some inferences on the basis of what is being said and done.  Make inferences on the basis of what is being said and done in age-appropriate	Make simple inferences based on what is said and done.	Draw inferences such as inferring characters' feelings, thoughts and motives from their actions justify inferences with evidence	Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence from the text. Develop children's impressions of characters based on evidence from the text.	To draw inferences about characters' thoughts, feelings and motives and begin to analyse and compare how they change and develop in a range of contexts. To support this by using evidence from the text.	

				texts (e.g. about thoughts, feelings and reasons for actions.)  In a book they are reading independently make inferences.				Draw on connections with other books they are reading independently to enhance their inferences.
	Draw on various cues to make predictions about what might happen next Aut 1 ongoing	Draw on various cues to make sensible predictions about what might happen next. Be able to say why they think this related to the text. Aut 2 ongoing	After discussion with a teacher, predicting what might happen on the basis of what has been read so far in age-appropriate texts	Predicting what might happen on the basis of what has been read so far in age-appropriate texts (use knowledge of repeated patterns, characters and settings to predict and aid reading)  In a book they are reading independently make a plausible prediction about what might happen on the basis of what has been read so far	Make predictions on the basis of what has been read so far.	Make predictions of what might happen from details in texts or images, and begin in use 'because...' with sentence stems, to support answers	Make predictions about what might happen from details stated and implied, and explain why.	To make reasoned and informed predictions reflecting on what has happened previously from details stated and implied using evidence to support reasoning.
		Answer questions or say what they have remembered	Answer questions about a text	Ask and answer questions	Ask and answer questions	Ask, answer and begin recapping what has been read	Ask, answer, recap and connect	Ask, answer, recap and connect
		Justify their thoughts, ideas, answers and predictions related to their own knowledge and experience (How do you know? Why do you think that? )	Draw on what they already know or on background information and vocabulary provided by the teacher	Draw on what they already know or on background information and vocabulary provided by the teacher	Make simple inferences from background information and vocabulary in texts.	Draw inferences such as inferring characters' feelings, thoughts and motives from their actions justify inferences with evidence	Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence	Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence
		Talk about books they have read and enjoyed and say what they like about them Spr 1	Talk about books they have read and enjoyed and say what they like about them- explain why	Talk about books they have read and enjoyed and say what they like about them- explain in detail why.	Discuss both books that are read to them and those they can read for themselves by taking turns and listening to what others say and explain what they like, don't like and develop questions to find out more.	Participate in discussions about both books that are read to them and those they can read for themselves by taking turns and listening to what others say. Discuss and record what they like and dislike making connections to other texts they have read and posing questions to find out more.	Recommend books that they have read to their peers and give reasons for their choices. Participate in discussions about books, building on their own and others' ideas and challenging views, courteously explaining and discussing their understanding of what they have read, including through formal presentations and debates provide reasoned justifications for their views	Recommend books that they have read to their peers and giving reasons for their choices participate in discussions about books, 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 provide reasoned justifications for their views
<b>Vocabulary</b>	Story, likes, dislikes, characters, prediction, feelings	inference, motivation	appropriate, clues, behaviour,	infer, predict, read between the lines, appropriate, clues,	infer, predict, motives, justify, evidence, appropriate, clues,	Inference, infer, predict, impression, evidence, inferences, motives, justify, appropriate, clues, evidence	Inference, Infer, predict, appropriate, clues, impression, evidence, inferences, motives, justify, quote	
<b>Text structure</b>	<b>By the end of Reception, children will:</b>	<b>By the end of Year 2:</b>		<b>By the end of Year 4, children:</b>		<b>By the end of Year 6, children:</b>		
		<ul style="list-style-type: none"> <li>Understand text structure and organization.</li> </ul>		<ul style="list-style-type: none"> <li>Understand and discuss the structure of a range of text types</li> </ul>		<ul style="list-style-type: none"> <li>Understand and apply a range of text type structures and adapt for choice</li> </ul>		

	Understand that we read English text from left to right and from top to bottom Aut 1	<i>Retell stories in correct order Be able to recall what happens at the beginning, middle and end of a story Aut 2 - ongoing</i>	<i>Discuss the sequence of events in books</i>	Discuss the sequence of events in books and how items of information are related	Discuss the sequence in a range of texts	Identify the sequence in a range of texts and relate to the range of purposes	Discuss the sequence in a range of texts and relate the range of purposes	Read for a range of purposes
	Understand the names of the different parts of a book Aut 1	<i>Recognise how a fiction and a non-fiction text are different and how they are used and read differently Aut 2- ongoing</i>	Recognise some structural features of fiction and non-fiction texts	Are being introduced to non-fiction books that are structured in different ways	Recognise structures and features of a range of text types	Identify structures and features of a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks structured in different ways.	Discuss structures and features of a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks structured in different ways.	Apply structures and features of a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
	Understand page sequencing Aut 2	<i>Learn how to use page numbers and contents page to retrieve information Spr 1</i>	<i>Discuss features of fiction and non-fiction books.</i>	<i>Discuss features of fiction and non-fiction books. Use nonfiction features to quickly find information.</i>	Understand how different text types are organised and sequenced, and features that help them	Use contents and indexes to navigate texts	Explain how contents and indexes help to navigate texts	Make comparisons of how texts are sequenced within and across texts
<b>Vocabulary</b>	Book, word, title, author, illustrator, pictures, sentence, beginning, middle, end, non-fiction, fiction, contents, index, labels, <i>fact</i> ,	Sequencing, blurb, glossary, make it match, heading, subheading, captions, introduction, build-up, problem, dilemma, conclusion,	Paragraph, information, fact, organised, structure	Paragraph, blurb, glossary, heading, subheading, captions, introduction, build-up, problem, dilemma, conclusion,	Paragraph, purpose, structure, text types, index, contents	Formality, purpose, structure, text types, index, contents	Formality, purpose, structure, text types, index, contents, reference	
<b>Language</b>	<b>By the end of Reception, children will:</b> <b>Comprehension</b>		<b>By the end of Year 2:</b>		<b>By the end of Year 4, children:</b>		<b>By the end of Year 6, children:</b>	
	<ul style="list-style-type: none"> <li>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play</li> </ul>		<ul style="list-style-type: none"> <li>Discuss the effects of words and language.</li> </ul>		<ul style="list-style-type: none"> <li>Discuss the effects of words and language in a range of texts</li> </ul>		<ul style="list-style-type: none"> <li>Discuss the effects of words and language in a range of text types and formalities</li> </ul>	
		<i>Collect and discuss the meaning of unknown words from texts to extend understanding and vocabulary (display) Aut 1 ongoing</i>  <i>Talk about books they have read and enjoyed and say what they like about them Spr 1</i>	Discuss word meanings, linking new meanings to those already known	Discuss and clarify the meanings of words, linking new meanings to known vocabulary  Discuss their favourite words and phrases	Discuss words and phrase meanings	Check that a text makes sense to them, discussing their understanding and explaining the meaning of words in context.	Continue to explore the meaning of challenging words in context by asking questions exploring synonyms, definitions and by using them in a sentence.	Discuss authors' grammatical choices for reader effect. Use dictionaries to check the meaning of words that they have read and thesauruses for synonyms
	<i>Recognise and join in with known phrases Aut 1 ongoing</i>	Recognise and joining in with predictable phrases	Recognise simple recurring literary language in stories and poetry	Identify repetition of words and phrases for reader effect	Identify and understand repetition of words and phrases for reader effect	Recognise grammar conventions for reader effect	Discuss grammar conventions for reader effect	
<b>Vocabulary</b>	Words, <i>phrase, understanding, meaning</i>	punctuation, question marks, exclamation marks, simile, nouns, verbs, adjectives, adverbs, conjunctions	possession, parenthesis, brackets, bold, italic, rhetorical questions, metaphor, personification, statement, command, imperative verb, subordinating, co-ordinating, adverbial, noun phrase, clause, synonym, antonym, dictionary	Pronoun, determiner, verb tense, conjunction, synonym, antonym, vocabulary, apostrophes, contraction, possession, statement, question, command, exclamation, adverb, adjective	Figurative language, modal verbs, conjunction, synonym, antonym, vocabulary, fronted adverbial, noun phrases	Noun phrases, verb tenses, expanded noun phrases	Subjunctive, passive and active verbs, progressive,	
<b>Writer's Purpose</b>	<b>By the end of Reception, children will:</b>		<b>By the end of Year 2:</b>		<b>By the end of Year 4, children:</b>		<b>By the end of Year 6, children:</b>	
		<i>Locate the title. Alongside the picture on the front cover predict what the book will be about</i>	Discuss the significance of the title and events	Discuss the significance of the title and events	Discuss the effect of images/pictures and fonts	Identify why images and presentational components contribute to meaning	Identify and discuss how the style of a text contributes to meaning in a range of genres and literary styles.	Analyse and discuss how an author and illustrator create an impression and contribute to meaning



			Recognise some structural features of fiction and non-fiction texts	Are being introduced to non-fiction books that are structured in different ways	Recognise the structural differences between a wider range of text types	Recognise how structure contributes to meaning and is important to the text type	Identify and discuss structure in a wide range of genres and literary styles.	Analyse and discuss how an author's structure contributes to meaning focusing on a range of cross-curricular texts
		<i>Discuss the use of font and page organisation for effect.</i>	<i>Discuss the use of font and page organisation for effect and how this is different in fiction and non-fiction texts.</i>	<i>Discuss in detail the use of font and page organisation for effect and how this is different in fiction and non-fiction texts.</i>	Recognise page organisation and fonts for effect.	Discuss how presentation in a variety of text types contributes to meaning	Identify and discuss how presentation contributes to meaning in a range of genres and literary styles.	Analyse and discuss how an author and illustrator can use presentation for effect in a wide range of text types
		<i>Read and discuss traditional tales</i>	<i>Read and discuss traditional tales and alternatives, retelling them and considering their particular characteristics</i>	Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics	Discuss words that capture the reader's interest and help support meaning.	Discuss words and phrases that capture the reader's interest and imagination	Identify and discuss how language contributes to meaning in a range of genres and literary styles.	Analyse and discuss how an author's language contributes to meaning focusing on a range of sophisticated vocabulary, linking understanding of historic events and geography to themes of a text (Cross-Curricular)
<b>Vocabulary</b>	Front cover, font		Fiction, non-fiction, title, events, blurb	Sequencing, author's intent, cliff-hanger, characteristics	image, picture, font, cover, blurb, word, vocabulary, phrase	words, vocabulary, phrases, reader, language, structure, presentation, meaning, purpose, audience	words, vocabulary, phrases, language, structure, presentation, meaning, genre, style, intent/purpose	vocabulary, phrases, language, structure, presentation, meaning, genre, style, connection, analyse, authorial intent/purpose

