| 3 | Read | Retrieve | Explore and Analyse | Deduce and Infer |
|---|---|---|---|---|
| | End of year expectations | | | |
| | • **Read more exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word**<br>• **Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action** | • **Retrieve and record information from non-fiction and fiction** | • **Use dictionaries to check the meaning of words that they have read**<br>• **Identify how language, structure and presentation contribute to meaning**<br>• **Discuss words and phrases that capture the reader's interest and imagination**<br>• **Recognise some different forms of poetry**<br>• **Identify themes and conventions in a wide range of books** | • **To discuss their understanding and explain the meaning of words in context**<br>• **Draw inferences such as inferring character's feelings, thoughts and motives from their actions, and justifying inferences from evidence**<br>• **Predict what might happen from details stated and implied**<br>• **Identify main themes from more than one paragraph and summarise** |
| | 12-3 Mastering<br>I can read aloud fluently and confidently, taking all appropriate punctuation into account. | 12-3 Mastering<br>I can summarise a text, using direct quotes to support my ideas | 12-3 Mastering<br>I am familiar with different types of text and I can begin to explain the differences between them. | 12-3 Mastering<br>I can sometimes empathise with different characters' point of view in order to explain what characters are thinking/feeling and the way they act |
| 12-2<br>12-1 | • I can read most Year 3/4 HFW, understanding the correspondence between spelling and sound<br>• I can read aloud with intonation and expression, taking in account higher grade higher grade punctuation, including … () – | 12-2<br>12-1 | • I can locate information by skimming(for a general impression and scanning (to locate specific information)<br>• I am able to quote directly from the text to support thoughts and discussions | 12-2<br>12-1 | • Use a dictionary, understanding how to look up words and find out their meanings.<br>• I understand the differences in structure and presentation and can identify language features of some different text types.<br>• I can clarify the meaning of unfamiliar words and/or phrases in context<br>• I recognize different forms of poetry.<br>• I can identify themes and conventions in a wide range of books. | 12-2<br>12-1 | • I can talk about the effects of different words and phrases to create different images and atmosphere (powerful verbs, descriptive adjectives and adverbs)<br>• I can sometimes empathise with different characters' point of view in order to explain what characters are thinking/feeling and the way they act<br>• I can justify and elaborate on opinions and predictions with reference to the text<br>• I can summarise and explain the main points in a text, referring back to the text to support this |
| 11-2 | | 11-2 | | 11-2 | | 11-2 | |
| 11-1 | • I can read some Year 3/4 HFW, understanding the correspondence between spelling and sound<br>• I can read aloud with expression and intonation taking into account . ? , ! " " | 11-1 | • I can use text marking to support retrieval of information or ideas from texts (e.g. highlighting, notes in the margin)<br>• I am able to use an example from the text to support my ideas | 11-1 | • I can comment on author's choice of language to create mood and build tension<br>• I can explain potential meanings of unfamiliar words read in context<br>• I am beginning to identify the differences between a wider range of non-fiction text types (e.g. instructions, explanation, poetry) and fiction texts | 11-1 | • I can clarify the meanings of ambitious and unfamiliar words and/or phrases in context<br>• I can explain how and why main characters act in certain ways in a story, using evidence from the text<br>• When prompted, I can justify and elaborate on opinions and predictions |
| 10-2 | | 10-2 | | 10-2 | | 10-2 | |
| 10-1 | • I can read all Year 1 & 2 HFW<br>• I can read aloud using a range of strategies appropriately, including decoding, to establish meaning | 10-1 | • I can summarise and explain the main points in a text.<br>• I understand that I can refer back to a text I have read to find information | 10-1 | • Begin to use knowledge of alphabet to locate information and meaning (dictionary/index)<br>• I can identify where language is used to create mood, build tension or 'paint a picture'<br>• I can explore the meaning of ambitious or unfamiliar words in context<br>• I can briefly summarise the difference between a fiction and non-fiction text, giving examples | 10-1 | • I can explore potential meaning of ambitious and unfamiliar vocabulary read in context<br>• I can explain how and why main characters act in certain ways in a story<br>• I can predict what might happen in a story<br>• I can explore some straightforward underlying themes and ideas |

- **Continue to develop a positive attitude to reading and understand what is read.**
- **Familiarity with a wide range of books, including fairy tales, myths and legends, and retelling some of these orally.**
- **Listening to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.**
- **Read books that are structured in different ways and reading for a range of purposes.**
- **To check that the text makes sense.**
- **To ask questions to improve understanding.**
- **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.**
- **At this stage teaching comprehension should take precedence over teaching word reading directly. Any word reading should support the development of vocabulary.**