



Reading Progression

EYFS – Y6



READING : MASTERY in Reception

	ESSENTIAL	ADVANCE	MASTER
WORD READING	<ul style="list-style-type: none"> Understand the five key concepts about print: <ul style="list-style-type: none"> - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing (Dev Mat 3&4 YO – Literacy) <ul style="list-style-type: none"> Develop their phonological awareness, so that they can: <ul style="list-style-type: none"> - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother (Dev Mat 3&4 YO – Literacy) Read individual letters by saying the sounds for them. (Dev Mat Rec – Literacy) Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. (Dev Mat Rec – Literacy) Read some letter groups that each represent one sound and say sounds for them. (Dev Mat Rec – Literacy) Read a few common exception words matched to the school's phonic programme. (Dev Mat Rec – Literacy) Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. (Dev Mat Rec – Literacy) Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. (Dev Mat Rec – Literacy) 	<ul style="list-style-type: none"> Say a sound for each letter in the alphabet and at least 10 digraphs (ELG – Word Reading) Read words consistent with their phonic knowledge by sound-blending (ELG – Word Reading) Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. (ELG – Word Reading) 	
RETRIEVAL Finding and understanding facts Finding and understanding clues	<ul style="list-style-type: none"> Enjoy listening to longer stories and can remember much of what happens. (Dev Mat 3&4 YO – C&L) Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" (Dev Mat 3&4 YO – C&L) Know many rhymes, be able to talk about familiar books, and be able to tell a long story. (Dev Mat 3&4 YO – C&L) Engage in extended conversations about stories, learning new vocabulary. (Dev Mat 3&4 YO – Literacy) 	<ul style="list-style-type: none"> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary (ELG – Comprehension) Anticipate – where appropriate – key events in stories (ELG – Comprehension) Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. (ELG – Comprehension) Make comments about what they have heard and ask questions to clarify their understanding (ELG – L,A & U) Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. (ELG – L,A & U) Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary (ELG – Speaking) 	
INTERPRETATION Organisation Context	<ul style="list-style-type: none"> Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" (Dev Mat 3&4 YO – C&L) Know many rhymes, be able to talk about familiar books, and be able to tell a long story. (Dev Mat 3&4 YO – C&L) Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. (Dev Mat 3&4 YO – C&L) Engage in extended conversations about stories, learning new vocabulary. (Dev Mat 3&4 YO – Literacy) 	<ul style="list-style-type: none"> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions (ELG – L,A & U) Make comments about what they have heard and ask questions to clarify their understanding (ELG – L,A & U) Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. (ELG – L,A & U) Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary (ELG – Speaking) Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate (ELG – Speaking) Understand the past through settings, characters and events encountered in books read in class and storytelling (ELG – Past and Present) 	
CHOICE Writer's choice Reader's opinions	<ul style="list-style-type: none"> Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" (Dev Mat 3&4 YO – C&L) Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. (Dev Mat 3&4 YO – C&L) Engage in extended conversations about stories, learning new vocabulary. (Dev Mat 3&4 YO – Literacy) 	<ul style="list-style-type: none"> Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. (ELG – Comprehension) Make comments about what they have heard and ask questions to clarify their understanding (ELG – L,A & U) Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. (ELG – L,A & U) Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary (ELG – Speaking) Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate (ELG – Speaking) Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher (ELG – Speaking) 	
Oral retelling and performance	<ul style="list-style-type: none"> Know many rhymes, be able to talk about familiar books, and be able to tell a long story. (Dev Mat 3&4 YO – C&L) 	<ul style="list-style-type: none"> Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher (ELG – Speaking) Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. (ELG – Word Reading) Make use of props and materials when role playing characters in narratives and stories (ELG – Creating With Materials) Invent, adapt and recount narratives and stories with peers and their teacher (ELG – Being Imaginative and Expressive) Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music (ELG – Being Imaginative and Expressive) 	

READING : MASTERY in Y1

	ESSENTIAL	ADVANCE	MASTER
WORD READING	<ul style="list-style-type: none"> Apply phonic knowledge and skills as the route to decode words: Respond speedily, matching all 40+ graphemes to their phonemes (Phase 3); where applicable, alternative sounds for graphemes (Phase 5). Read common words using phonic knowledge accurately, blending sounds in unfamiliar words based on known GPCs. Read phonically decodable texts with confidence and accuracy. Read common exception words ('tricky words'). Read words containing taught GPCs and s, es, ing, ed, er, est endings. Read words of more than one syllable which contain taught GPCs. Read words with contractions (e.g. I'm, we'll); understand apostrophe represents omitted letter(s). Recognise and use the repetition of words and rhymes to aid reading. Re-read to build up fluency. Read accurately and confidently words of 2 or more syllables. Read a number of signs and labels in the environment drawing from phonic knowledge when doing so. 		
RETRIEVAL Finding and understanding facts Finding and understanding clues	<ul style="list-style-type: none"> Understand both the books (and other texts) they can already read accurately and fluently and those they listen to. Use prior knowledge to understand texts. Explain what they understand about a text. 	<ul style="list-style-type: none"> Discuss and clarify word definitions, linking new meanings to known vocabulary. Make predictions based on the events in the text. 	<ul style="list-style-type: none"> Check that the text makes sense to them as they read and correct miscues, re-reading if necessary. Talk about the title and the events. Re-tell main events. Begin to draw inferences from the text and / or the illustrations.
INTERPRETATION Organisation Context	<ul style="list-style-type: none"> Listen to and discuss a range of texts – narrative, non-fiction and poems – at a level beyond that at which they can read independently. Be very familiar with some key stories, including traditional and fairy tales. Experience poems and rhymes 	<ul style="list-style-type: none"> Understands the difference between fiction and non-fiction. Understand and talk about the main characteristics of the key stories known. Use context and vocabulary provided to understand texts. 	<ul style="list-style-type: none"> Link what they read or hear read to their own experiences to support inference and empathy, for example.
CHOICE Writer's choice Reader's opinions	<ul style="list-style-type: none"> Develop pleasure in reading, motivation to read, vocabulary and understanding. Listen to others' ideas about a text. 	<ul style="list-style-type: none"> Identify narrative language. (added by MR from 'retell key stories orally using narrative language) Say what they like or dislike about a text. 	<ul style="list-style-type: none"> Talk about their responses in a group.
Oral retelling and performance	<ul style="list-style-type: none"> Begins to use punctuation to vary pace and expression when reading aloud e.g. pauses at full stops, asks questions with different intonation. Learn some poems and rhymes by heart. Retell key stories orally using narrative language. 		
EXCEEDING STATEMENTS	FINDING AND UNDERSTANDING FACTS		WRITER'S CHOICE:
	Re-read a passage if unhappy with own comprehension. Aware of mistakes made because reading does not make sense. Use illustrations as an important feature in aiding reading		Aware of which styles of language are traditionally used in particular genres of writing.
	FINDING AND UNDERSTANDING CLUES:		READER'S OPINIONS:
Can predict what happens next in familiar stories.		Tell someone about likes and dislikes related to story they have read or a story they have had read to them. Talk about favourite authors or genre of books.	
ORGANISATION:		CONTEXT:	
Growing awareness of how non-fiction texts are organised.		Happy to read aloud in front of others.	

READING : MASTERY in Y2

	ESSENTIAL	ADVANCE	MASTER
WORD READING	<ul style="list-style-type: none"> Apply phonic knowledge and skills to decode words (Phase 6): <ul style="list-style-type: none"> Read accurately by blending the sounds in words that contain the graphemes taught. Recognise and read alternative sounds for graphemes. Read accurately words of two or more syllables that contain the same GPCs as above. 		
RETRIEVAL Finding and understanding facts Finding and understanding clues	<ul style="list-style-type: none"> Answer and ask appropriate questions about events and characters. Explain and discuss understanding of books, poems and other material, both those read aloud and those read independently. 		
	<ul style="list-style-type: none"> Recounts main themes and events by showing understanding of the main points of the text. Draw simple inferences from illustrations and text on the basis of events, character's actions, speech. 	<ul style="list-style-type: none"> Read for meaning, checking that the text makes sense and correcting inaccurate reading. Locate information using contents and index. Make predictions on the basis of what has been read so far. 	<ul style="list-style-type: none"> Discuss and clarify word definitions, linking new meanings to known vocabulary. Answer questions and ask appropriate questions about inferred events and characters
INTERPRETATION Organisation Context	<ul style="list-style-type: none"> Listen and respond to (by discussing and expressing views) a wide range of poetry (including contemporary and classic), stories and non-fiction at a level beyond that at which they can read independently. Become increasingly familiar with a wider range of stories, fairy stories and traditional tales. 		
	<ul style="list-style-type: none"> Be aware that non-fiction books (and other texts) are structured in different ways. 	<ul style="list-style-type: none"> Discuss the sequence of events in books (and other texts) and how items of information are related. 	<ul style="list-style-type: none"> Use prior knowledge and context and vocabulary explored to understand texts.
CHOICE Writer's choice Reader's opinions	<ul style="list-style-type: none"> Answer and ask appropriate questions about writer's choice. Develop pleasure in reading, motivation to read, vocabulary and understanding. Discuss books, poems and other works that are read aloud and independently, expressing opinions and listening to others' opinions e.g. plot, settings, characters. 		
	<ul style="list-style-type: none"> Talk about favourite words and phrases. Talk about and give an opinion on the above range of texts 	<ul style="list-style-type: none"> Make links between spellings, punctuation and grammar that has been taught. 	<ul style="list-style-type: none"> Know and recognise simple recurring literary language in stories and poetry.
Oral retelling and performance	<ul style="list-style-type: none"> Retell orally key stories (a range, including fairy stories and traditional tales) using narrative language. Use punctuation to vary pace and expression when reading aloud e.g. pauses at full stops, asks questions with different intonation. Increase repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear. 		
EXCEEDING STATEMENTS	FINDING AND UNDERSTANDING FACTS Extract information from non-fiction texts, appropriately using contents, index, chapters, headings and glossary. Self-correct, look backwards and forwards in the text and search for meaning.		WRITER'S CHOICE: Know how suspense and humour is built up in a story, including the development of the plot. Explain why they like particular words and phrases.
	FINDING AND UNDERSTANDING CLUES: Make sensible predictions about what is likely to happen in the story and to different characters. Comment on the way characters relate to one another. Identify and comment on main characters in stories and the way they relate to one another.		ORAL RETELLING AND PERFORMANCE: Show understanding of the main points of the text and able to retell main points within the story. Enhance meaning through expression and intonation
	ORGANISATION: Begin to justify the organisation and presentation of different texts.		CONTEXT: Recognise similarities in the plot or characters within different stories.

READING : MASTERY in Y3

	ESSENTIAL	ADVANCE	MASTER
WORD READING	<ul style="list-style-type: none"> Apply phonic knowledge and skills to read unfamiliar words. Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words. Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words. 		
RETRIEVAL Finding and understanding facts Finding and understanding clues	<ul style="list-style-type: none"> Understand what they read in books (and other texts) they can read independently. Explain and discuss understanding of books, poems and other material, both those read aloud and those read independently. 		
	<ul style="list-style-type: none"> Check the text is meaningful. Use dictionaries to check the meaning of unfamiliar words. Know which words are essential to retain meaning in order to begin to summarise. 	<ul style="list-style-type: none"> Retrieve and record information from non-fiction. Explain the meaning of words in context. Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, beginning to justify these inferences with evidence e.g. how characters relate to each other. Predict what might happen from details stated and implied. 	<ul style="list-style-type: none"> Ask questions to improve understanding of a text.
INTERPRETATION Organisation Context	<ul style="list-style-type: none"> Experience and discuss a range of fiction, poetry, plays, non-fiction and reference books or textbooks. Know a wider range of stories, including fairy stories and legends. Begin to recognise some different forms of poetry – list poems, shape poems, free verse etc. 		
	<ul style="list-style-type: none"> Identify the main idea of a text. Identify how structure and presentation contribute to the meaning of texts. 	<ul style="list-style-type: none"> Begin to recognise some of the literary conventions in text types covered. Begin to understand that narrative books are structured in different ways. For example, quest stories and stories with dilemmas. Begin to recognise themes in text types covered. 	<ul style="list-style-type: none"> Know that non-fiction books (and other texts) are structured in different ways and be able to use them effectively.
CHOICE Writer's choice Reader's opinions	<ul style="list-style-type: none"> Discuss books, poems and other works that are read aloud and independently, taking turns and listening to others' opinions. Develop pleasure in reading, motivation to read, vocabulary and understanding. Discuss responses to text. 		
	<ul style="list-style-type: none"> Choose books (and other texts) for specific purposes. Make links between spellings, punctuation and grammar that has been taught. 	<ul style="list-style-type: none"> Discuss and record words and phrases that writers use to engage and impact on the reader e.g. what choice of verb has been used? 	<ul style="list-style-type: none"> Begin to realise that literary conventions in text types can influence a writer's choice / style. Begin to express opinions about how narrative books can be structured. For example, quest stories and stories with dilemmas.
Oral retelling and performance	<ul style="list-style-type: none"> Orally re-tell some known stories. Prepare poems and scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. Read aloud with intonation, tone, volume to show awareness of characters' speech and punctuation. 		
EXCEEDING STATEMENTS	<ul style="list-style-type: none"> FINDING AND UNDERSTANDING FACTS Use the features of non-fiction texts to locate information. Use text marking to identify key information. 	<ul style="list-style-type: none"> WRITER'S CHOICE: Evaluate how effectively specific text types have been written. Show awareness of writers' use of figurative language and how it is used to create effects. For example – simile and metaphor. 	
	<ul style="list-style-type: none"> FINDING AND UNDERSTANDING CLUES: Use clues from action, dialogue and description to establish meaning. Infer reasons for actions and events based on evidence from the text. Make plausible predictions and justify them by referring to the text. Deduce from the evidence in the text what characters are like. 	<ul style="list-style-type: none"> READER'S OPINIONS: Relate events and characters' feelings to their own reading and personal experiences. 	
	ORGANISATION: Understand how paragraphs are used to organise and build up ideas.	CONTEXT: Investigate what is known about an historical setting and events and how they affect a text.	

READING : MASTERY in Y4

	ESSENTIAL	ADVANCE	MASTER
WORD READING	Apply phonic knowledge and skills to read unfamiliar words. Apply knowledge of root words, prefixes and suffixes (see National Curriculum, Appendix 1, Y3,4 list) to read aloud and to understand the meaning of unfamiliar words. Apply knowledge of morphology and etymology to read and understand words. Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words. Read longer texts, using independent strategies to ensure full understanding.		
RETRIEVAL Finding and understanding facts Finding and understanding clues	Explain the meaning of words in context (e.g. 'My heart raced'). Retrieve and record information from non-fiction by beginning to skim and scan. Check the text is meaningful, discussing understanding and explaining the meaning of words in context. Use dictionaries to check the meaning of unfamiliar words.	Predict what might happen from details stated and implied (deduced information). Infer meanings and justify them with evidence from the text e.g. inferring characters' feelings, thoughts, motives from their actions. Identify overview of the theme of a text.	Ask questions to improve understanding of a text. Identify and summarise main ideas of a text (more than one paragraph).
INTERPRETATION Organisation Context	Identify some text type organisational features e.g. narrative, explanation, persuasion. Experience and discuss a range of fiction, poetry, plays, non-fiction and reference / textbooks. Know a wider range of stories, including fairy stories, traditional tales and myths. Recognise some different forms of poetry – list poems, free verse, rhyming verse, etc.		
	Identify some text type language features e.g. narrative, explanation, persuasion. Begin to understand simple themes in books (and other texts). Make connections with prior knowledge and experience.	Know and recognise some of the literary conventions in text types covered. Know and recognise themes in text types covered. Understand and explain that narrative books are structured in different ways e.g. historical stories and fantasy stories. Make connections between other similar texts.	Know non-fiction books (and other texts) are structured in different ways and be able to use them effectively. Explain why text types are organised in a certain way. Know which books (and other texts) to select for specific purposes, especially in relation to science, history and geography learning.
CHOICE Writer's choice Reader's opinions	Discuss books, poems and other works that are read aloud and independently, taking turns and listening to others' opinions and reasons for opinions. Develop pleasure in reading, motivation to read, vocabulary and understanding.		
	Express a personal point of view about a text. Raise queries about texts. Discuss and record words and phrases that writers use to engage and impact on the reader.	Explain ideas and opinions, giving reasons. Listen to others' ideas and opinions about a text. Identify how the writer has used precise word choices for effect to impact on the reader.	Begin to build on others' ideas and opinions about a text in discussion. Show understanding that literary conventions in text types can influence a writer's choice / style. Identify how a sentence type can be changed by altering word order, tense, punctuation or by adding / deleting words.
Oral retelling and performance	Orally re-tell some known stories. Prepare poems and scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. Read aloud with intonation, tone, volume to show awareness of characters' speech, punctuation and some grammatical features (e.g. an embedded subordinate clause). Show awareness of the listener through the use of pauses, giving emphasis and keeping an appropriate pace so as to entertain and maintain interest.		
EXCEEDING STATEMENTS	FINDING AND UNDERSTANDING FACTS Use scanning and text marking to find and identify key information.	WRITER'S CHOICE: Recognise how the meaning of sentences is created by word order and punctuation. Identify how a writer uses language and punctuation to convey character. Find and talk about how a writer uses vocabulary and grammatical features to create effects.	
	FINDING AND UNDERSTANDING CLUES: Use inference and deduction to work out the characteristics of different people from a story. Understand the bias in persuasive writing, including articles and advertisements. Make relevant points to compare and contrast characters, finding evidence in the text.	READER'S OPINIONS: Give an opinion, find evidence in the text to justify it. Point, evidence and attempt at explanation. (PEE) Adapt own opinion in the light of further reading or others' ideas.	
	ORGANISATION: Make connections between other similar texts, prior knowledge and experience.	CONTEXT: Compare the language in older texts with modern Standard English. Compare fictional accounts in historical novels with the factual account. Identify formal and informal language. Talk widely about different writers, giving some information about their backgrounds and the type of literature they produce.	

READING : MASTERY in Y5

ESSENTIAL

ADVANCE

MASTER

WORD READING

- Apply phonic knowledge and skills to read unfamiliar words.
 - Apply knowledge of root words, prefixes and suffixes (see National Curriculum, Appendix 1, Y5,6 list) to read aloud (attempting pronunciation) and to understand the meaning of unfamiliar words.
 - Attempt pronunciation of unfamiliar words, drawing on prior knowledge of similar looking words.
- Apply knowledge of morphology and etymology to read and understand words.
- Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

RETRIEVAL

Finding and understanding facts
Finding and understanding clues

Understand books (and other texts) read independently.

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| <ul style="list-style-type: none"> ○ Check that the book is meaningful and discuss what has been understood. ○ Read and re-reread ahead to check for meaning. ○ Retrieve, record and present information from more than one source of non-fiction eg carrying out research. ○ Make notes from text marking. | <ul style="list-style-type: none"> ○ Distinguish between statements of fact and opinion. ○ Identify significant ideas, events and characters and discuss their significance. ○ Summarise the main ideas drawn from a text (more than one paragraph), identifying key details that support the main ideas. | <ul style="list-style-type: none"> ○ Use meaning-seeking strategies to explore the meaning of idiomatic and figurative language. ○ Use scanning and text marking to find and identify key information. ○ Summarise key information from different texts. |
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INTERPRETATION

Organisation
Context

- Draw inferences e.g. inferring characters' feelings, thoughts and motives from their actions.
- Justify inferences with evidence from the text.
- Identify and comment on how language, structure and presentation contribute to the meaning of a text.

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| <ul style="list-style-type: none"> ○ Make predictions from details stated and implied information. ○ Read books (and other texts) that are structured in different ways. ○ Read non-fiction texts and identify purpose and structures and grammatical features and evaluate how effective they are. | <ul style="list-style-type: none"> ○ Raise queries about texts. ○ Use knowledge of structure of text type to find key information. | <ul style="list-style-type: none"> ○ Ask questions to extend understanding. ○ Infer meaning using evidence from the text, wider reading and personal experience. ○ Empathise with different characters. ○ Know the features of different narrative text types. For example – adventure, fantasy, myths. ○ Know how the way a text is organised supports the purpose of the writing. |
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CHOICE

Writer's choice
Reader's opinions

- Identify how language, structure and presentation contribute to the meaning of a text
- Identify and comment on a writer's use of language for effect eg similes and personification.
- Maintain positive attitudes to reading and understanding of what they read.
- Participate in discussions about books (and other texts) that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.
- Read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books.
- Read and discuss a range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions.
- Read for a range of purposes.

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| <ul style="list-style-type: none"> • Listen to others' ideas and opinions about a text. • Present a personal point of view based on what has been read. • Identify and discuss themes and conventions in and across a wide range of writing. • Compare different versions of texts. • Make comparisons between books. | <ul style="list-style-type: none"> • Identify how language, structure and presentation contribute to the meaning of a text. • Identify formal and informal language. • Explain a personal point of view giving reasons. • Recommend books (and other texts) to peers, giving reasons for their choices. • Make connections between reading and prior knowledge and experience; explain the links. • Explore the meaning of words in context. | <ul style="list-style-type: none"> • Identify and comment on the grammatical features used by writer (rhetorical questions, varied sentence lengths and starters). • Build on others' ideas and opinions about a text in discussion. • Present and explain the author's viewpoint in a text. • Express opinions about a text using evidence from the text giving reasons and explanations. Point, evidence, explain PEE. |
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		<ul style="list-style-type: none"> • Raise queries about texts. • Make connections between reading and prior knowledge and experience; explain the links. 	<ul style="list-style-type: none"> • Identify and explain the effect of the context on a text. For example, historical or geographical. • Adapt own opinion in the light of further reading. • Compare text by the same writer and texts by different writers on the same topic.
Oral retelling and performance	<ul style="list-style-type: none"> • Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action. • Learn poems by heart e.g. narrative verse, sonnet. • Present an oral overview or summary of a text. • 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. <p>EXCEEDING: Prepare poems and plays to read aloud and to perform, using body language, tone, pitch and volume to engage the audience.</p>		
EXCEEDING STATEMENTS	<p>FINDING AND UNDERSTANDING FACTS</p> <p>Use scanning and text marking to find and identify key information. Summarise key information from different texts.</p>	<p>WRITER'S CHOICE:</p> <p>Explain how a writer's use of language and the grammatical features have been used to create effects and impact on the reader. Explain how punctuation marks the grammatical boundaries of sentences and gives meaning. Identify formal and informal language.</p>	
	<p>FINDING AND UNDERSTANDING CLUES:</p> <p>Infer meaning using evidence from the text, wider reading and personal experience. Empathise with different characters points of views.</p>	<p>READER'S OPINIONS:</p> <p>Express opinions about a text, using evidence from the text, giving reasons and explanations. Adapt own opinion in the light of further reading or other's ideas.</p>	
	<p>ORGANISATION:</p> <p>Know the features of different narrative text types. For example-adventure, fanatasy, myths. Know how the way a text is organised supports the purpose of the writing.</p>	<p>CONTEXT:</p> <p>Identify formal and informal language. Compare texts by the same writer. Compare texts by different writers on the same topic.</p>	

READING : MASTERY in Y6

	ESSENTIAL	ADVANCE	MASTER
WORD READING	<ul style="list-style-type: none"> Apply phonic knowledge and skills to read unfamiliar words. Apply knowledge of root words, prefixes and suffixes (see National Curriculum, Appendix 1, Y5,6 list) to read aloud (attempting pronunciation) and to understand the meaning of unfamiliar words. Use combined knowledge of phonemes and word derivations to pronounce words correctly. (e.g. arachnophobia, audience) Read fluently, using punctuation to inform meaning. Apply knowledge of morphology and etymology to read and understand words. Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. 		
RETRIEVAL Finding and understanding facts Finding and understanding clues	<ul style="list-style-type: none"> Understand books (and other texts) read independently. 		
	<ul style="list-style-type: none"> Check that the book is meaningful and discuss what has been understood. Explain the main purpose of a text and summarise it. Retrieve relevant information by skimming and scanning, taking notes / highlighting to record key points. 	<ul style="list-style-type: none"> Summarise the main ideas drawn from a text (more than one paragraph), identifying key details that support the main ideas. Distinguish between statements of fact and opinion. 	<ul style="list-style-type: none"> Explore the meaning of unfamiliar words and idiomatic and figurative language, e.g. by using meaning-seeking strategies. Collate and organise information / points / evidence appropriately
INTERPRETATION Organisation Context	<ul style="list-style-type: none"> Draw inferences e.g. inferring characters' feelings, thoughts and motives from their actions. Develop explanations to justify inferences. Identify, comment (with consideration of impact) and back up views on how language, structure and presentation contribute to the meaning and effectiveness of a text (e.g. is it clear, attractive, easy to fact-find). 		
	<ul style="list-style-type: none"> Predict what might happen from details stated and implied from across a text. Read books (and other texts) that are structured in different ways. 	<ul style="list-style-type: none"> Raise queries about texts. Identify and discuss the conventions of different text types. 	<ul style="list-style-type: none"> Ask questions to extend understanding. Recognise texts that contain features from more than one text type.
CHOICE Writer's choice Reader's opinions	<ul style="list-style-type: none"> Identify how language, structure and presentation contribute to the meaning of a text Maintain positive attitudes to reading and understanding of what they read. Participate in discussions about books (and other texts) that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously. Read and discuss a range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions. Compare and contrast books (and other texts): within and across texts (including by different authors who may have different views and comparison of different versions) 		
	<ul style="list-style-type: none"> Identify and discuss the conventions of different text types. Listen to others' ideas and opinions about a text. Present a personal point of view based on what has been read. Become familiar with a range of books, including modern fiction, poetry, plays. Raise queries about texts. Read non-fiction texts to support other curriculum areas. 	<ul style="list-style-type: none"> Explain and comment on explicit and implicit points of view. Identify, comment (with consideration of impact) and back up views on writer's choice of language. Provide reasoned justifications for their views. Present a counter-argument in response to others' points of view. Recommend books (and other texts) to peers, giving reasons for their choices. Express/explain a personal point of view about a text, giving reasons linked to evidence from texts. Read for a range of purposes. Make connections between reading and prior knowledge and experience; explain the links. 	<ul style="list-style-type: none"> Identify, comment (with consideration of impact) and back up views on writer's craft, including figurative language, grammatical features, text structure e.g. the use of short sentences to build tension. Build on others' ideas and opinions about a text in discussion. Present and explain the author's viewpoint in a text. Identify and discuss themes and conventions in and across a wide range of writing and longer texts. Identify and explain the effect of the context on a text. For example, historical or geographical. Ask questions to extend understanding.
Oral retelling and performance	<ul style="list-style-type: none"> Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action. Learn poems by heart e.g. narrative verse, sonnet. Present an oral overview or summary of a text. 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. <p>EXCEEDING: Prepare poems and plays to read aloud and to perform, using body language, tone, pitch and volume to engage the audience.</p>		

EXCEEDING STATEMENTS

<p>FINDING AND UNDERSTANDING FACTS</p> <p>Use a combination of skimming, scanning and text marking to find and collate information.</p> <p>Re-present collated information.</p> <p>Explain the main purpose of a text and summarise it succinctly.</p> <p>Explain the key features, themes and characters across a text.</p>	<p>WRITER'S CHOICE:</p> <p>Compare and contrast the language used in two different texts.</p> <p>Identify the grammatical features/techniques used to create mood, atmosphere, key messages, attitudes.</p> <p>Evaluate the impact of the grammatical features/techniques used to create mood, atmosphere, key messages, attitudes.</p> <p>Identify how writers manipulate grammatical features for effect.</p> <p>Analyse why writers make specific vocabulary choices.</p>
<p>FINDING AND UNDERSTANDING CLUES:</p> <p>Draw inferences from subtle clues across a complete text.</p> <p>Explain how and why a text has impact on a reader.</p> <p>Identify how characters change during the events of a longer novel.</p> <p>Comment on the development of themes in longer novels.</p> <p>Explain the key features, themes and characters across a text.</p>	<p>READER'S OPINIONS:</p> <p>Give a personal response to a range of literature and non-fiction texts, stating preferences and justifying them.</p> <p>Explain the author's viewpoint in a text and present an alternative point of view.</p> <p>Explain an opinion, referring to the text to justify it; Point, Evidence and Explanation (PEE).</p> <p>Present a counter-argument in response to others' points of view using evidence from the text and explanation – PEE.</p>
<p>ORGANISATION:</p> <p>Explain the structural devices used to organise a text.</p> <p>Comment on the structural devices used to organise the text.</p> <p>Read several texts on the same topic to find and compare information.</p> <p>Compare and contrast characters, themes and structure in texts by the same and different writers.</p>	<p>CONTEXT:</p> <p>Compare and contrast the styles of different writers with evidence and explanation.</p> <p>Evaluate the styles of different writers with evidence and explanation.</p> <p>Compare and contrast characters, themes and structure in texts by the same and different writers.</p> <p>Recognise the impact of the social, historical, cultural on the themes in a text.</p>