	Year 1	Year 2	Year 3	Year 4	Year 5	Tear 6
Comprehension	***Developing pleasure in reading and motivation to read*** Listen to and discuss a range of texts at a level beyond that at which they can read independently, including stories, non-fiction and poems. Relate texts to own experiences. Recognise and join in with language patterns and repetition. Use patterns and repetition to support oral retelling, e.g. fairy stories, traditional tales and stories by well-known authors. Orally retell familiar stories in a range of contexts e.g. small world, role play, storytelling. Enjoy and recite rhymes and poems by heart. Make personal reading choices and explain reasons for choices.	***Developing pleasure in reading and motivation to read.*** Listen, discuss and express views about a range of texts at a level beyond that at which they can read independently, including stories, non-fiction, and contemporary and classic poetry. Orally retell a wider range of stories, fairy tales and traditional tales. Sequence and discuss the main events in stories and recounts. Read a range of non-fiction texts which are structured in different ways, including information, explanations, instructions, recounts, reports. Recognise the use of repetitive language within a text or poem (e.g. run, run as fast as you can) and across texts (e.g. long, long	***Developing pleasure in reading and motivation to read*** Listen to and discuss a range of fiction, poetry, plays and non-fiction, e.g. fables, fairy tales, classic poetry, shape poetry, non-chronological reports, explanations. Regularly listen to whole novels read aloud by the teacher. Read a range of non-fiction texts, e.g. information, discussion, explanation, biography and persuasion. Read books and texts for a range of purposes e.g. enjoyment, research, skills development, reference. Recognise some different forms of poetry e.g. narrative, calligrams, shape poems. Sequence and discuss the main events in stories. Orally retell a range of stories, including less	***Developing pleasure in reading and motivation to read*** Listen to, read and discuss a range of fiction, poetry, plays and non-fiction in different forms e.g. fairy tales, folk tales, classic poetry, kennings, advertisements, formal speeches, magazines, electronic texts. Regularly listen to whole novels read aloud by the teacher. Read books and texts, which are structured in different ways, for a range of purposes and respond in a variety of ways. Learn a range of poems by heart and rehearse for performance. Prepare poems and play scripts to read aloud, showing understanding through intonation, tone, volume and action. Orally retell a range of	***Maintaining positive attitudes to reading*** Listen to and discuss a range of fiction, poetry and nonfiction which they might not choose to read themselves. Regularly listen to whole novels read aloud by the teacher from an increasing range of authors. Recommend books to their peers with reasons for choices. Read books and texts that are structured in different ways for a range of purposes. Express preferences about a wider range of books including modern fiction, traditional stories, myths and legends. Learn a wider range of poems by heart. Prepare poems and play scripts to read aloud and perform, showing understanding through intonation, tone, volume and action so the meaning is clear to	***Maintaining positive attitudes to reading*** Listen to, read and discuss an increasingly wide range of fiction, poetry, plays and nonfiction. Regularly listen to novels read aloud by the teacher from an increasing range of authors, which they may not choose themselves. Independently read longer texts with sustained stamina and interest. Recommend books to their peers with detailed reasons for their opinions. Express preferences about a wider range of books including modern fiction, traditional stories, fiction from our literary heritage and books from other cultures. Learn a wider range of poems by heart. Prepare poems and play scripts to read aloud and perform using dramatic effects. Understanding texts they read independently and those which are read to them Explain the meaning of new vocabulary within the context

	Understanding books which they can read themselves and those which are read to them Introduce and discuss key vocabulary, linking meanings of new words to those already known. Activate prior knowledge e.g. what do you know about minibeasts? Check that texts make sense while reading and self-correct. Develop and demonstrate their understanding of characters and events through role play and drama, drawing on language from the text. Give opinions and support with reasons e.g. I like the Little Red Hen because she… Explain clearly their understanding of what is read to them. Demonstrate understanding of texts by answering questions related to who, what, where, when, why, how. Identify and discuss the main events in stories. Identify and discuss the main characters in	ago in a land far away…). Learn and recite a range of poems using appropriate intonation. Make personal reading choices and explain reasons for choices. ***Understanding books which they can read themselves and those which are read to them*** Identify, discuss and collect favourite words and phrases. Introduce and discuss words within the context of a text, linking new meanings to known vocabulary. Use morphology to work out the meaning of unfamiliar words e.g. terror, terrorised. Uses tone and intonation when reading aloud. Activate prior knowledge and raise questions e.g. What do we know? What do we want to know? What have we learned? Check that texts make sense while reading and self-correct. Demonstrate	familiar fairy stories, fables and folk tales e.g. Grimm's Fairy Tales. Identify and discuss themes e.g. good over evil, weak and strong, wise and foolish, mean and generous, rich and poor. Identify and discuss conventions e.g. numbers three and seven in fairy tales, magical sentence repeated several times. Prepare poems and play scripts to read aloud, showing understanding through intonation, tone, volume and action. ***Understanding the text*** Identify, discuss and collect favourite words and phrases which capture the reader's interest and imagination. Explain the meaning of unfamiliar words by using the context. Use dictionaries to check meanings of words they have read. Use intonation, tone and volume when reading aloud.	stories, including less familiar fairy stories, myths and legends. ***Understanding the text*** Identify, discuss and collect effective words and phrases which capture the reader's interest and imagination e.g. metaphors, similes. Explain the meaning of key vocabulary within the context of the text. Use dictionaries to check meanings of words in the texts that they read. Use punctuation to determine intonation and expression when reading aloud to a range of audiences. Make predictions based on information stated and implied. Demonstrate active reading strategies e.g. generating questions, finding answers, refining thinking, modifying questions, constructing images. Justify responses to the text using the PE prompt (Point + Evidence).	an audience ***Understanding texts they read independently and those which are read to them*** Explain the meaning of words within the context of the text. Use punctuation to determine intonation and expression when reading aloud to a range of audiences. Check that the book makes sense to them and demonstrate understanding e.g. through discussion, use of reading journals. Demonstrate active reading strategies e.g. generating questions to refine thinking, noting thoughts in a reading journal. Infer characters' feelings, thoughts and motives from their actions and justify inferences with evidence. Predict what might happen from information stated and implied. Through close reading of the text, re-read and	of the text. Demonstrate active reading strategies e.g. challenging peers with questions, justifying opinions, responding to different viewpoints within a group. Use a reading journal to record on-going reflections and responses to personal reading. Explore texts in groups and deepen comprehension through discussion. Provide reasoned justifications for their views. Justify opinions and elaborate by referring to the text e.g. using the PEE prompt – Point+Evidence+Explanation. Infer characters' feelings, thoughts and motives from their actions, justifying inferences with evidence e.g. Point+Evidence+Explanation Predict what might happen from information stated and implied. Through close reading, reread and read ahead to locate clues to support understanding and justify with evidence from the text. Make comparisons within and across texts e.g. similar events in different books such as being an evacuee in Carrie's War and Goodnight Mr Tom. Compare characters within

	stories. Recall specific information in fiction and non-fiction texts. Locate parts of text that give particular information, e.g. titles, contents page and labelled diagram. Discuss the title and how it relates to the events in the whole story e.g. Peace at Last by Jill Murphy. Make basic inferences about what is being said and done. Make predictions based on what has been read so far. ***Participating in discussion*** Listen to what others say. Take turns.	understanding of fiction and non-fiction texts by asking and answering who, what, where, when, why, how questions. Explain and discuss their understanding, giving opinions and supporting with reasons e.g. Hansel was clever when he put stones in his pocket because… Develop and demonstrate their understanding of characters and events through role play and drama, drawing on language from the text. Make inferences about characters and events using evidence from the text e.g. what is the character thinking, saying and feeling? Make predictions based on what has been read so far. Identify how specific information is organised within a non-fiction text e.g. sub-headings, contents, bullet points, glossary, diagrams. Locate information from nonfiction texts using the contents page,	Take note of punctuation when reading aloud. Discuss their understanding of the text. Raise questions during the reading process to deepen understanding e.g. I wonder why the character… Draw inferences around characters thoughts, feelings and actions, and justify with evidence from the text. Make predictions based on details stated. Justify responses to the text using the PE prompt (Point + Evidence). Discuss the purpose of paragraphs. Identify a key idea in a paragraph. Analyse and evaluate texts looking at language, structure and presentation e.g. persuasive letter, diary and calligram etc. ***Participating in discussion*** Participate in discussion about♣ what is read to them and books they have read	Identify, analyse and discuss themes e.g. safe and dangerous, just and unjust, origins of the earth, its people and animals. Draw inferences around characters' thoughts, feelings, actions and motives, and justify with evidence from the text using point and evidence. Identify main ideas drawn from more than one paragraph and summarise these e.g. character is evil because…1/2/3 reasons, Liverpool Musuem is a worthwhile place to visit because 1/2/3 reasons across a text. Analyse and evaluate texts looking at language, structure and presentation and how these contribute to meaning. Recognise and analyse different forms of poetry e.g. haiku, limericks, kennings	read ahead to locate clues to support understanding. Explore themes within and across texts e.g. loss, heroism, friendship. Make comparisons within a text e.g. characters' viewpoints of same events. Distinguish between statements of fact and opinion within a text. Scan for key words and text mark to locate key information. Summarise main ideas drawn from more than one paragraph and identify key details which support this. Justify opinions and elaborate by referring to the text, e.g. using the PEE prompt - Point + Evidence + Explanation. Analyse the conventions of different types of writing e.g. use of first person in autobiographies and diaries. Identify how language, structure and presentation contribute to meaning e.g. formal letter, informal diary, persuasive speech.	and across texts. Compare texts written in different periods. Recognise themes within and across texts e.g. hope, peace, fortune, survival. Distinguish between statements of fact and opinion across a range of texts e.g. first-hand account of an event compared with a reported example such as Samuel Pepys' diary and a history textbook. Skim for gist. Scan for key information e.g. identify words and frustrated, or find words/phrases which suggest that a theme park is exciting. Use a combination of skimming, scanning and close reading across a text to locate specific detail. Retrieve, record, make notes and present information from non-fiction, including texts used in other subjects. Analyse the conventions of different types of writing e.g. use of dialogue to indicate geographical and/or historical settings for a story. Identify how language, structure and presentation contribute to meaning e.g. persuasive leaflet, balanced argument.

		index, labelled diagrams and charts. ***Participating in discussion*** Participate in discussion about what is read to them, taking turns and listening to what others say. Make contributions in whole class and group discussion. Consider other points of view. Listen and respond to contributions from others.	independently. Develop and agree on rules for effective discussion. Take turns and listen to what others say. Make and respond to contributions in a variety of group situations e.g. whole class, pairs, guided groups, book circles. ***Retrieving and recording information from non-fiction*** Prepare for research by identifying what is already known about the subject and key questions to structure the task. Evaluate how specific information is organised within a non-fiction text e.g. text boxes, contents, bullet points, glossary, diagrams. Quickly appraise a text to evaluate usefulness. Navigate texts in print and on screen. Record information from a range of non-fiction texts	***Participating in discussion*** Participate in discussion about what is read to them and books they have read independently, taking turns and listening to what others say. Develop, agree on and evaluate rules for effective discussion. Make and respond to contributions in a variety of group situations e.g. whole class, independent reading groups, book circles. ***Retrieving and recording information from non-fiction*** Prepare for research by identifying what is already known about the subject and key questions to structure the task. Navigate texts, e.g. using contents and index pages, in order to locate and retrieve information in print and on screen. Record information from a range of non-fiction texts.	***Participating in discussion and debate*** Participate in discussions about books that are read to them and those they can read for themselves, 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. Prepare formal presentations individually or in groups. Use notes to support presentation of information. Respond to questions generated by a presentation. Participate in debates on an issue related to reading (fiction or non-fiction). ***Evaluating the impact of the author's use of language***. Explore, recognise and use the terms metaphor, simile, imagery. Explain the effect on the reader of the	***Participating in discussion and debate*** 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. Prepare formal presentations individually or in groups. Use notes to support presentation of information. Respond to questions generated by a presentation. Participate in debates on issues related to reading (fiction/nonfiction). ***Evaluating the impact of the author's use of language*** Explore, recognise and use the terms personification, analogy, style and effect. Explain the effect on the reader of the author's choice of language and reasons why the author may have selected these words, phrases and techniques.

				Scan for dates, numbers and names. Analyse and evaluate how specific information is organised within a non-fiction text e.g. text boxes, subheadings, contents, bullet points, glossary, diagrams. Explain how paragraphs are used to order or build up ideas, and how they are linked.	authors' choice of language.	