Cockfield Primary School
Care, believe, achieve together!

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
VOCABULARY CD: 1a, 2a	Children use vocabulary from stories in their own conversation and explanations. Join in and continue with predictable words, phrases and refrains. *(ELG: LAU) Make comments about what they have heard and ask questions to clarify their understanding;* *(ELG: Comprehension) Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.*	Discuss new word meanings – making links to words already known (huge means big). Able to find new words within a short text.	Find and explain the meaning of new words, using a knowledge of similar words, prefixes and suffixes and the wider text content. Can comment on language choice for words chosen by the authors E.g wiggly worm is a good word choice because worms wiggle around. Able to identify and discuss the effect of alliteration. *Identify the meaning of vocabulary in context (1a)*	Can attempt to explore the meanings of new ambitious vocabulary read in context by using knowledge of etymology (origin), morphology (the root word) or the context of the word (sentence, paragraph, text themes). This is progressive via the texts chosen and vocabulary choices afforded.			
				Able to demonstrate a knowledge of vocabulary by substituting vocabulary effectively.	Can identify the effects of different words and phrases to create different images and atmosphere. E.g. powerful verbs, descriptive adjectives, adverbs. Identify words and phrases that the author has chosen and discuss why they have been chosen to add to the meaning and effect of the text.	Can recognise writer intention by the words the author uses (sarcasm, mockery, irony).	Can recognise writer intention by the words the author uses (sarcasm, mockery, irony), considering the impact on the reader. *Give / explain the meaning of words in context (2a)*
RETRIEVAL CD:1b, 2b	Can answer simple questions about a text orally and possibly in shared reading *(ELG: LAU) 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;*	Read a sentence and understand its meaning. Can answer simple questions in relation to a direct retrieval question. Distinguishes between fiction and non-fiction and can find simple information from a range of books.	Recall specific simple information (e.g. names of characters or places – find and copy a word or phrase). Find information in non-fiction books using features (e.g. contents, index, and sections of the book). *Retrieve and explain relevant details from fiction and non-fiction to demonstrate understanding of character, events and information (1b)* Questions will range from those requiring only simple retrieval in concrete tasks with little or no inference to those requiring some inference in more abstract tasks.	Can skim (general 'feel of text') and scan (for specific words) short texts to identify key words / purpose of the text. Begins to text mark. Can confidently use knowledge of the alphabet to locate information (dictionary / index).	Use features and structure of a non- fiction text (contents, index, s-heading, captions, text boxes) effectively to find and record information. Effectively use the precise wording from the text (quote) to answer retrieval questions and support discussions. Can distinguish between fact and opinion.	Use features and structure of across a range of non-fiction text (contents, index, s-heading, captions, text boxes) effectively to find and record information. Use text marking effectively to organise response. Can locate and retrieve relevant information from different points in a text, identifying key details, in order to provide answers which, include quotes and references from the text. Can distinguish between fact and opinion, with evidence from the text.	Can decide on the quality and usefulness of a text when researching and justify decisions to others. Retrieve, record, synthesise and skilfully present relevant information from research, including leaflets, programmes, IT texts and reviews. *Retrieve and record information / identify key details from fiction and non-fiction (2b)*

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
SEQUENCE & SUMMARISE CD: 1c, 1c	Recognise the beginning, middle and end of stories. E.g put pictures in order. *(ELG: Comprehension) Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;*	Can retell known stories, including significant events / main ideas in sequence.	Identify events and how they fit together, using time marker words. E.g. then, before, next, earlier. What was the next thing to happen after the character ate breakfast. Can summarise a story – giving the main points in sequence. *Identify sequences of events in a range of straightforward texts (1c)*	Identify the events that are presented in more detail and those that are 'skimmed over'. Can summarise the main points in a text, in both fiction and non-fiction examples.	Recognise the sequence in a story – and identify, the introduction, build up, climax or conflict and resolution. Look for information in the text – and decide what is important and how it is connected. (Omit any unnecessary or unconnected information).	Understand the sequence of events and be able to discuss how they are related. E.g. put these events in order, 1-4 – and discuss how they are related. Summarise a text within a given word count, linking the main ideas and points. E.g. which sentence best summarise Which sentence could you leave out?	Be able to identify a time sequence in complex texts with time shifts (e.g. flashbacks, fast forward etc). Can summarise information across a range of texts. *Summarise main ideas from more than one paragraph (2c)*
INFER CD: 1d, 2d	Be able to link a story to their own lives 'That happened to me!' Use illustrations to support talk about how a character is feeling. *(ELG: Speaking) Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;*	Draw on their own experiences and background information to answer simple inference questions. E.g. 'how do you think the character is feeling?'. Use words and phrases such as 'I think… because'. (E.g. the children were scared of the dragon, because they ran away.	Make an inference about a character or incident from a single point of reference (what they say and do, referring to own experiences). E.g. 'The little boy had sweets in his pocket and that is why he felt hungry'. How does the way the character said that, let us know how he was feeling? *Make simple and general inferences based on the text (1d)* Questions will range from those requiring only simple retrieval in concrete tasks with little or no inference to those requiring some inference in more abstract tasks.	Gather information from more than one point across the text to draw together an inferential opinion about a character or event. E.g. Why do you think King Midas's daughter was called Marigold? What different emotions might the gladiator have felt, and how do you know?	Make an accurate inference regarding feelings, thoughts and motives and justify with evidence from the text. E.g. what clues in the text tell us that he was scared? Explain the canoe that they were using was ramshackled'? Why is space tourism impossible for most people?	Make an accurate inference regarding feelings, thoughts and motives and justify with evidence from more than one point in the text. E.g. what clues in the text tell us that he was scared? Explain the canoe that they were using was ramshackled'? Why is space tourism impossible for most people? (WITH MORE THAN ONE EXAMPLE)	Make inferences about authorial intent, themes, characters and aspects of plot, using appropriate evidence from the text. What impressions do you get from the character at this point? Give two pieces of evidence to support you answer. How is the theme of colour used to convey emotions across the text? *Make inferences from the text / explain and justify inferences with evidence from the text (2d)*

Cockfield Primary School
Care, believe, achieve together!

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
PREDICT CD 1e, 2e	Can make simple predictions, for example, what the book might be about from the title, what they think will happen next and how the story might end. *(ELG: Comprehension) Anticipate – where appropriate – key events in stories;*	Predict what might happen next, based on the text so far.	Make predictions about a text using a range of clues. E.g. experience of books by the same author, experience of the same text type (e.g. repetitive story, or the blurb. *Make simple and general predictions based on the text (1e)*	Make predictions from what is stated, implied and wider experience. E.g. How do you think the character may feel when he returned to the homestead, looking a mess (how do you feel when looking a mess, think about the weather and relationships with other characters).	Make predictions from what is stated, implied and growing experience of books and themes. E.g. weak over strong, wise over foolish.	Modify predictions in light of new information, giving reasoned evidence from a point in the text to support the change.	Use evidence from different parts of the text to justify both initial and revised predictions. E.g. Do you think Susie will change her behaviour in the future on the way home? Explain your choice fully, using evidence from the text. *Predict what might happen from details stated and implied (2e)*
CONTENT & STRUCTURE CD: 2f	Identify the beginning and end of stories E.g. knowing once upon a time is an opener, and happily ever after is an ending	Recognise a range of patterns in texts, including poems E.g. story conventions – openings, rhyme, themes in traditional tales Recognise how written language is structured differently in stories, poems and non-fiction,	Recognise the features of a range of taught non-fiction texts E.g. non-chronological report, letter, recount Recognise that narrative is generally organised in paragraphs Recognise the effect of basic punctuation E.g. use of exclamation mark, question for the reader *No KS1 Content Domain*	Understand the purpose of a paragraph and chapter in the organisation of a narrative. Identify themes and conventions within texts E.g. diary entry is written in the first person, the purpose of different parts of non-fiction texts (subheadings, captions, numbering) and different forms of poetry. Bold, italics, rhetorical questions	Compare the structure of different stories to discover how they differ in pace, build up, sequence, complication and resolution	Understand that a narrative often has an underlying theme and can use evidence to suggest what this may be. Can recognise some features of fiction genres E.g. science fiction, adventure, mystery	Can explain how the structural choices support the writer's theme or purpose (e.g. in fiction, decisions about plot structure, character development, or flashbacks/forwards. In non-fiction, looking at how a writer organises information so that the reader can compare and contrast ideas (e.g. first and last paragraph linkage) Able to identify and discuss the effectiveness of cohesive device used across a text (e.g. a word or grammatical structure that signals a link between ideas within and across clauses, sentences and paragraphs). *Identify / explain how information / narrative content is related and contributes to meaning as a whole (2f)*

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
LANGUAGE TO ENHANCE MEANING CD: 2G	Can identify whether a word is a simple noun or 'another kind of word'.	Identify simple descriptive language linked to colour, size and simple emotions.	Identify vocabulary to interest the reader, through creating characters that show what they are like, do and say, as well as their appearance. Identify vocabulary that shows that the way characters speak, reflects their personality E.g. the verbs used for dialogue shows how the character is feeling. Identify simple noun phrases in reading E.g. The hungry caterpillar. My friendly cat *No KS1 Content Domain*	Identify language and techniques that the author has used to create tension or urgency (e.g. short sentences) Identify viewpoint of a text, for example narration is sympathetic or disapproving of the main character Identify vocabulary that shows that the way characters speak, reflects their personality – and provide evidence from the text to support this E.g. the verbs used for dialogue shows how the character is feeling.	Children able to identify a range of simple and complex sentences – and the impact that they have on the reader E.g. to show a rambling thought, a snap decision Children can identify adverbs to identify time, place and manner	Knows the difference between literal and figurative language (similes, metaphor) and can discuss the effects on imagery time, place and manner).	Discuss and evaluate how authors use language (including figurative language) considering the impact on the reader. *Identify / explain how meaning is enhanced through choice of words and phrases (2g)*
COMPARISON CD: 2h	Able to say if a story reminds them of any other that they may have read.	Make connections between text and text type E.g. this is like a traditional story because there is an evil witch	*Able to draw similarities and difference between characters / texts* *E.g. which three characters have black hair / which character does not. 'This book just has information about robins, this one has information about all birds'.* *No KS1 Content Domain*	*Recognise different characters reactions to the same event*	Recognise characters' similarities and differences in relation to an event or at different times E.g. how did the character change over time?	Using the text as evidence, give similarities and differences between given aspects.	Using the text as evidence, give similarities and differences between given aspects – and represent the information in different ways (tables, Venn diagram, lists etc) *Make comparisons within the text (2h)*

This document does not constitute the entire reading curriculum. Children's decoding and fluency progression is an additional strand to the teaching of reading, which is tied to the school's phonics teaching approach and early reading strategy.