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|  | **Rec** | **Y1** | **Y2** | **Y3** | **Y4** | **Y5** | **Y6** | **Reading Non-Negotiables (Minimum end of year expectations)** |
| **Decoding/**  **Phonics** | Secure with year group phonic expectations.  Read some common irregular words.  Use phonic knowledge to decide regular words & read aloud accurately. | Secure with year group phonic expectations. | Secure with year group phonic expectations. |  |  |  |  |
| **Patterns and Rhymes** | Identify rhymes and alliteration.  Join in with rhyming patterns. | Identify which words appear again and again.  Recognise & join in with predictable phrases. | Recognise simple recurring literary language. |  |  |  |  |
| **Comprehension and Understanding** | Read & understand simple sentences.  Demonstrate understanding when talking with others about what they have read. | Relate reading to own experiences.  Re-read if reading does not make sense.  Re-tell with considerable accuracy.  Discuss significance of title & events. | Read ahead to help with fluency & expression.  Comment on plot, setting & characters in familiar & unfamiliar stories.  Recount main themes & events.  Comment on structure of the text. | Comment on the way characters relate to one another.  Know which words are essential in a sentence to retain meaning. | Give a personal point of view on a text.  Re-explain a text with confidence. | Summarise main points of an argument or discussion within their reading & make up own mind about issue/s.  Compare between two texts.  Appreciate that people use bias in persuasive writing.  Appreciate how two people may have a different view on the same event. | Refer to text to support opinions and predictions.  Give a view about choice of vocabulary, structure, etc.  Distinguish between fact & opinion. |
| **Prediction, inference & deduction** | Make basic predictions. | Make predictions on basis of what has been read.  Make inferences on basis of what is being said & done. |  | Draw inferences such as inferring characters’ feelings, thoughts & motives from their actions. | Justify inferences with evidence, predicting what might happen from details stated or implied. | Draw inferences and justify with evidence from the text. |  |
| **Intonation and Expression**  **©** Focus Education UK Ltd. 2014 |  | Read aloud with pace & expression, i.e. pause at full stop, raise voice for question. | Use commas, question marks & exclamation marks to vary expression.  Read aloud with expression & intonation. | Recognise how commas are used to give more meaning. | Use appropriate voices for characters within a story. | Vary voice for direct or indirect speech. | Appreciate how a set of sentences has been arranged to create maximum effect. |
| **Punctuation, grammatical features and the writer’s craft** | Identify start and end of a sentence. | Recognise:   * capital letters * full stops * question marks * exclamation marks * ellipsis   Know why the writer has used the above punctuation in a text. | Recognise:   * commas in lists * apostrophe of omission & possession (singular noun)   Identify past/present tense and why the writer has used a tense. | Recognise:   * inverted commas   Recognise:   * plurals * pronouns and how used * collective nouns * adverbs   Explain the difference that the precise choice of adjectives and verbs make. | Recognise:   * apostrophe of possession (plural)   Identify how sentence type can be changed by altering word order, tenses, adding/deleting words or amending punctuation.  Explain why a writer has used different sentence types or a particular word order and the effect it has created. | Recognise:   * clauses within sentences   Explain how and why a writer has used clauses to add information to a sentence. | Recognise:   * complex sentences with more than one subordinate clause * phrases which add detail to sentences   Explain how a writer has used sentences to create particular effects. |
| **Research** |  | Know difference between fiction and non-fiction texts. | Use content and index to locate information. |  | Skim & scan to locate information and/or answer a question. | Use more than one source when carrying out research.  Create a set of notes to summarise what has been read. | Skim and scan to aide note-taking. |