

## **Oriel Square International Mapping (Bug Club Reading Progression Map to Cambridge)**

On average, the Cambridge syllabus meets 95% of the learning objectives in the Bug Club Reading Progression Map (equal weight given to all year groups):

Reception: 90% covered (80% by full matches)  
Year 1: 85% covered (75% by full matches)  
Year 2: 90% covered (75% by full matches)  
Year 2 Plus: 85% covered (75% by full matches)  
Year 3: 95% covered (90% by full matches)  
Year 4: 100% covered (95% by full matches)  
Year 5: 100% covered (95% by full matches)  
Year 6: 100% covered (100% by full matches)  
Year 6 Plus: 95% covered (90% by full matches)  
Word Reading and Fluency: 90% covered (80% by full matches)

All objectives but two are at least partially met, across the whole of the Bug Club Reading Progression Map. The two objectives not met (and therefore the key gaps) are:

- Word Reading and Fluency, Phase 4, Letter Identification – Know the words ‘vowel’ and ‘consonant’, and know there are five vowels in the alphabet and that all other letters are consonants.
- Word Reading and Fluency, Phase 1, Letter/Grapheme and Sound Correspondence – Identify different environmental sounds.

In addition, the following objectives are partially taught in the resource with more than a year’s discrepancy from the stage at which they appear. These are also indicated in the mapping, using red font for those more than a year above and blue font for those more than a year below.

### **Reception:**

- Literal Comprehension, Red A, B – Answer ‘how’ and ‘why’ questions on one point of a picture book they have listened to, where answer is clear in the book. (This is partially fitted by Cambridge objectives from Stage 2.)
- Literal Comprehension, Red B, C – Answer simple literal questions about one point in the text of a book they have read. (This is partially fitted by a Cambridge objective from Stage 2.)
- Information Retrieval, Red A, B – Understand that information can be found in books, computers and other sources. (This is partially fitted by a Cambridge objective from Stage 2.)
- Vocabulary Development, Red A, B – With prompting, sometimes show understanding of some less familiar words and phrases in a story that is read aloud to them. (This is partially fitted by Cambridge objectives from Stage 2.)

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## Reception

### Year 1:

- Accuracy, Blue A, B – Having mis-read a word in print, with support, can recognise sentence does not make sense and can correct it. (This is partially fitted by a Cambridge objective from Stage 3.)
- Accuracy, Green B, C – With prompting as necessary, begin to check text makes sense during reading, and correct inaccurate reading. (This is partially fitted by a Cambridge objective from Stage 3.)
- Range of Texts, Green A, B – Know some key stories, fairy stories and traditional tales, and can identify key characteristics of these stories. (This is partially fitted by a Cambridge objective from Stage 3.)

### Year 3:

- Range of Texts, Brown A – Has read or heard a variety of myths and legends and can explain some of the key features of these. (This is partially fitted by a Cambridge objective from Stage 5.)

### Year 5:

- Prediction, Blue A – Make more detailed predictions drawing on details from the text, with some prompting if necessary. (This is partially fitted by a Cambridge objective from Stage 2.)
- Prediction, Blue A – Predict what might happen to a character using evidence implied by other characters' reactions and viewpoints. (This is partially fitted by a Cambridge objective from Stage 2.)
- Prediction, Blue B – Predict what might happen next in a story, sometimes using complex clues drawing on more than one aspect of the plot or of character. (This is partially fitted by a Cambridge objective from Stage 2.)
- Personal Response and Evaluation of Text, Blue A – With support, review a book they have read, explaining why they would or would not recommend the book to others. (This is partially fitted by a Cambridge objective from Stage 3.)

### Year 6:

- Literal Comprehension, Red B – Track and retell sequence of events in a longer and more complex novel or sequentially organised non-fiction text. (This is partially fitted by a Cambridge objective from Stage 4.)

### Word Reading and Fluency

- Letter/Grapheme and Sound Correspondence, Phase 5 – Identify alternative spellings of the consonant sounds /ch/ and /sh/ and the vowel sounds /e/, /o/ and /u/, where they appear individually and in any position in words, e.g. at the beginning, in the middle and at the end of words. (This is partially fitted by a Cambridge objective from Stage 6.)
- Accuracy and Fluency, Phase 6 – Begin to read silently and independently. (This is partially fitted by a Cambridge objective from Stage 4.)

Reception

Bug Club		Cambridge Primary English Learning Objectives	
Indicative Book Band	Objective	Relevant Cambridge objective <i>Full match</i>	Relevant Cambridge objective <i>Partial match</i>
<b>RECEPTION</b>			
<b>Literal Comprehension (LIT)</b>			
LILAC	<p>Explain in simple terms what is happening in a picture in a familiar story.</p> <p>Example: When asked what is happening in a picture in a story they have listened to, child can respond appropriately, e.g. 'Jack is playing with a ball.'</p>		<ul style="list-style-type: none"> <li>• Stage 1, Reading (Fiction and poetry): Talk about events in a story and make simple inferences about characters and events to show understanding.</li> </ul>
PINK A	<p>Say something about who was in the story, what happened and where it took place.</p> <p>Example: When child has heard Goldilocks story and has followed the pictures, they can explain that Goldilocks was the little girl in the story and that she ate some porridge in a cottage.</p>	<ul style="list-style-type: none"> <li>• Stage 1, Reading (Fiction and poetry): Talk about events in a story and make simple inferences about characters and events to show understanding.</li> </ul>	
PINK B	<p>Say something about a key aspect of a non-fiction book or story.</p> <p>Example: When asked what a book called 'Pets' is about, the child can say that it is about some children and their pets.</p>	<ul style="list-style-type: none"> <li>• Stage 1, Reading (Non-fiction): Read labels, lists and captions to find information.</li> <li>• Stage 1, Reading (Non-fiction): Know the parts of a book, e.g. title page, contents.</li> <li>• Stage 1, Reading (Non-fiction): Show awareness that texts for different purposes look different, e.g. use of photographs, diagrams, etc.</li> </ul>	
RED A, B	<p>Answer 'how' and 'why' questions on one point of a picture book they have listened to, where answer is clear in the book.</p> <p>Example: When child is read Goldilocks aloud, they can answer the question: 'Why did Baby Bear cry?'</p>	<ul style="list-style-type: none"> <li>• Stage 1, Reading (Fiction and poetry): Talk about events in a story and make simple inferences about characters and events to show understanding.</li> <li>• Stage 2, Grammar and punctuation (Reading): Read and respond to question words, e.g. what, where, when, who, why.</li> <li>• Stage 2, Reading (Non-fiction): Find answers to questions by reading a section of text.</li> </ul>	

## Reception

RED B, C	<p>Answer simple literal questions about one point in the text of a book they have read.</p> <p>Example: Child can answer a simple question, e.g. 'What was in the bag?' where answer is clear in the book.</p>	<ul style="list-style-type: none"> <li>Stage 1, Reading (Fiction and poetry): Talk about events in a story and make simple inferences about characters and events to show understanding.</li> </ul>	<ul style="list-style-type: none"> <li>Stage 2, Reading (Non-fiction): Find answers to questions by reading a section of text.</li> </ul>
<b>Literal Comprehension: Sequencing (SEQ)</b>			
LILAC	<p>Sequence two events from a familiar story, using puppets, pictures from book or role-play.</p> <p>Example: In response to the story of Goldilocks, child can show a bear frightening a girl, and a girl running away, using puppets, props or role-play.</p>	<ul style="list-style-type: none"> <li>Stage 1, Reading (Fiction and poetry): Retell stories, with some appropriate use of story language.</li> </ul>	<ul style="list-style-type: none"> <li>Stage 1, Reading (Fiction and poetry): Recognise story elements, e.g. beginning, middle and end.</li> </ul>
PINK A	<p>Sequence three events from a familiar story, using puppets, pictures from the book or role-play.</p> <p>Example: In response to the story of Goldilocks, child can show Goldilocks sleeping, a bear frightening her, and Goldilocks running away using puppets, props or role-play, or by pointing at the pictures.</p>	<ul style="list-style-type: none"> <li>Stage 1, Reading (Fiction and poetry): Retell stories, with some appropriate use of story language.</li> </ul>	<ul style="list-style-type: none"> <li>Stage 1, Reading (Fiction and poetry): Recognise story elements, e.g. beginning, middle and end.</li> </ul>
RED A, B	<p>Usually remember main sequence of events in a story when questioned.</p> <p>Example: Teacher asks child: 'Whose porridge did Goldilocks eat first?' and 'Whose porridge did she eat next?'</p>	<ul style="list-style-type: none"> <li>Stage 1, Reading (Fiction and poetry): Retell stories, with some appropriate use of story language.</li> </ul>	<ul style="list-style-type: none"> <li>Stage 1, Reading (Fiction and poetry): Recognise story elements, e.g. beginning, middle and end.</li> </ul>
RED B, C	<p>With support and when prompted, put some of the main events or ideas in a text in correct sequence.</p> <p>Example: When given three events from a story, the child can normally put them in the correct sequence.</p>	<ul style="list-style-type: none"> <li>Stage 1, Reading (Fiction and poetry): Retell stories, with some appropriate use of story language.</li> </ul>	<ul style="list-style-type: none"> <li>Stage 1, Reading (Fiction and poetry): Recognise story elements, e.g. beginning, middle and end.</li> </ul>
<b>Information Retrieval (IR)</b>			
PINK A	<p>Point to title of book on front cover.</p> <p>Example: Teacher asks: 'Can you point to the name of the book?' and child successfully points to title.</p>	<ul style="list-style-type: none"> <li>Stage 1, Reading (Non-fiction): Know the parts of a book, e.g. title page, contents.</li> </ul>	

## Reception

PINK B	<p>Retrieve information from pictures in a book that has been read to them, in response to a simple question.</p> <p>Example: When prompted, child can say what key characters are doing, using the pictures.</p>	<ul style="list-style-type: none"> <li>• Stage 1, Reading (Non-fiction): Read labels, lists and captions to find information.</li> <li>• Stage 1, Reading (Non-fiction): Show awareness that texts for different purposes look different, e.g. use of photographs, diagrams, etc.</li> </ul>	
RED A, B	<p>Understand that information can be found in books, computers and other sources.</p> <p>Example: Child can answer the question: 'Where can I find out more about owls?'</p>		<ul style="list-style-type: none"> <li>• Stage 2, Reading (Non-fiction): Show awareness that texts for different purposes look different, e.g. use of photographs, diagrams, etc.</li> </ul>
<b>Accuracy (ACC)</b>			
LILAC	<p>Recognise some familiar words in print, e.g. own name or advertising logos.</p> <p>Example: Child can identify own name from a selection of three names.</p>	<ul style="list-style-type: none"> <li>• Stage 1, Reading (Fiction and poetry): Read a range of common words on sight.</li> </ul>	
PINK A	<p>Know that text in English is read top to bottom and left to right.</p> <p>Example: Teacher can observe child eye scanning, or finger pointing, along the text in the right order when reading.</p>	<ul style="list-style-type: none"> <li>• Stage 1, Reading (Fiction and poetry): Know that in English, print is read from left to right and top to bottom.</li> </ul>	
<b>Making Inferences (INF)</b>			
LILAC	<p>Make simple inferences to answer yes/no questions about characters' emotions in a familiar picture book read aloud to them, with prompts.</p> <p>Example: Teacher asks: 'Do you think Goldilocks was scared when she saw the bears?'</p>	<ul style="list-style-type: none"> <li>• Stage 1, Reading (Fiction and poetry): Talk about events in a story and make simple inferences about characters and events to show understanding.</li> </ul>	
PINK A	<p>Make inferences to answer a question about a character's emotions in a familiar picture book read aloud to them, where answer is heavily cued.</p> <p>Example: Child can answer the question: 'Why did the fox want the Gingerbread Man to jump on his nose?'</p>	<ul style="list-style-type: none"> <li>• Stage 1, Reading (Fiction and poetry): Talk about events in a story and make simple inferences about characters and events to show understanding.</li> </ul>	

## Reception

PINK B	<p>Make inferences to answer a simple question related directly to characters' emotions in a familiar picture book read aloud to them, where answer is signposted in book but question is quite open.</p> <p>Example: Child can answer the question: 'How did Cinderella feel when the Fairy Godmother said she could go to the ball after all?'</p>	<ul style="list-style-type: none"> <li>• Stage 1, Reading (Fiction and poetry): Talk about events in a story and make simple inferences about characters and events to show understanding.</li> </ul>	
RED A, B	<p>Make inferences to answer a question beginning 'Why do you think...?' in a picture book that has been read to them, where answer is clearly signposted.</p> <p>Example: Child can answer the question: 'Why do you think the ladder is dangerous?'</p>		<ul style="list-style-type: none"> <li>• Stage 1, Reading (Fiction and poetry): Talk about events in a story and make simple inferences about characters and events to show understanding.</li> </ul>
RED B, C	<p>Make inferences to answer a question beginning 'Why do you think...?' in a book they have read, where answer is clearly signposted.</p> <p>Example: Child can answer the question: 'Why do you think she was crying?'</p>		<ul style="list-style-type: none"> <li>• Stage 1, Reading (Fiction and poetry): Talk about events in a story and make simple inferences about characters and events to show understanding.</li> </ul>
<b>Prediction (PRED)</b>			
LILAC	<p>Make a simple prediction based on the pictures or text of a straightforward story that is read aloud to them.</p> <p>Example: Child can predict that when the elephant jumps into the water, everyone will get splashed.</p>	<ul style="list-style-type: none"> <li>• Stage 1, Reading (Fiction and poetry): Anticipate what happens next in a story.</li> </ul>	
	<p>Complete a repeated refrain in a familiar rhyme, story or poem being read aloud.</p> <p>Example: Child can anticipate what comes next in the phrase: 'Run, run, as fast as you can...' in the story <i>The Gingerbread Man</i>.</p>	<ul style="list-style-type: none"> <li>• Stage 1, Reading (Fiction and poetry): Join in with reading familiar, simple stories and poems. Demonstrate an understanding that one spoken word corresponds with one written word.</li> <li>• Stage 1, Reading (Fiction and poetry): Join in and extend rhymes and refrains, playing with language patterns.</li> </ul>	<ul style="list-style-type: none"> <li>• Stage 1, Reading (Fiction and poetry): Talk about significant aspects of a story's language, e.g. repetitive refrain, rhyme, patterned language.</li> </ul>

## Reception

PINK A	<p>Suggest how an unfamiliar story read aloud to them might end.</p> <p>Example: When listening to a new story that is highly predictable or heavily patterned, child can make a plausible (not necessarily correct) prediction about likely ending.</p>	<ul style="list-style-type: none"> <li>Stage 1, Reading (Fiction and poetry): Anticipate what happens next in a story.</li> </ul>	
RED A, B	<p>Make simple, plausible suggestions about what will happen next in a book they are reading.</p> <p>Example: When reading a book in which lots of animals get on a boat, and when asked to predict what will happen when the cow gets on the boat, child can predict that it will sink.</p>	<ul style="list-style-type: none"> <li>Stage 1, Reading (Fiction and poetry): Anticipate what happens next in a story.</li> </ul>	
<b>Personal Response and Evaluation of Text (PRS)</b>			
LILAC	<p>Express a preference for a book, song or rhyme, from a limited selection.</p> <p>Example: When asked to choose between singing 'Humpty Dumpty' and 'Hickory Dickory Dock', child is able to say which rhyme they would prefer to sing.</p>	<ul style="list-style-type: none"> <li>Stage 1, Reading (Fiction and poetry): Enjoy a range of books, discussing preferences.</li> </ul>	
PINK A	<p>Give a simple opinion on a book they have read, when prompted.</p> <p>Example: Teacher asks: 'Did you like the book?' Child says: 'Yes, it was funny.'</p>	<ul style="list-style-type: none"> <li>Stage 1, Reading (Fiction and poetry): Enjoy a range of books, discussing preferences.</li> </ul>	
RED A, B	<p>When prompted, say whether they liked or disliked a book, and give a simple justification or make a relevant comment.</p> <p>Example: Teacher asks: 'Did you like the book?' Child says: 'Yes, this bit was interesting', or 'Yes. I like pirates.'</p>	<ul style="list-style-type: none"> <li>Stage 1, Reading (Fiction and poetry): Enjoy a range of books, discussing preferences.</li> </ul>	

Reception

Literary Language (LANG)			
PINK A	<p>Recognise repetition of words or phrases in a short passage of text.</p> <p>Example: In <i>The Billy Goats Gruff</i>, child can repeat the phrase 'trip-trap, trip-trap, trip-trap' when asked to say which words are repeated.</p>	<ul style="list-style-type: none"> <li>• Stage 1, Reading (Fiction and poetry): Talk about significant aspects of a story's language, e.g. repetitive refrain, rhyme, patterned language.</li> <li>• Stage 1, Reading (Fiction and poetry): Join in and extend rhymes and refrains, playing with language patterns.</li> </ul>	<ul style="list-style-type: none"> <li>• Stage 1, Reading (Fiction and poetry): Join in with reading familiar, simple stories and poems. Demonstrate an understanding that one spoken word corresponds with one written word.</li> </ul>
RED A, B	<p>Able to identify the repeated sound, having heard a phrase with clear alliteration.</p> <p>Example: Upon hearing the phrase 'two tiny tortoises', child can say that it is the /t/ sound that is repeated.</p>	<ul style="list-style-type: none"> <li>• Stage 1, Phonics, spelling and vocabulary: Hear, read and write initial letter sounds.</li> <li>• Stage 1, Reading (Fiction and poetry): Talk about significant aspects of a story's language, e.g. repetitive refrain, rhyme, patterned language.</li> </ul>	<ul style="list-style-type: none"> <li>• Stage 1, Reading (Fiction and poetry): Join in and extend rhymes and refrains, playing with language patterns.</li> </ul>
Vocabulary Development (VOC)			
LILAC	<p>Show understanding of some words and phrases in a story that is read aloud to them.</p> <p>Example: After reading a story featuring a caterpillar and a butterfly, child can use these words accurately in context or explain them to someone else.</p>	<ul style="list-style-type: none"> <li>• Stage 1, Reading (Fiction and poetry): Join in with reading familiar, simple stories and poems. Demonstrate an understanding that one spoken word corresponds with one written word.</li> <li>• Stage 1, Reading (Fiction and poetry): Talk about significant aspects of a story's language, e.g. repetitive refrain, rhyme, patterned language.</li> </ul>	
PINK B	<p>With prompting, show understanding of many common words and phrases in a story that is read aloud to them.</p> <p>Example: After reading or hearing the story of Goldilocks, child can explain what the phrase 'just right' means.</p>	<ul style="list-style-type: none"> <li>• Stage 1, Reading (Fiction and poetry): Join in with reading familiar, simple stories and poems. Demonstrate an understanding that one spoken word corresponds with one written word.</li> <li>• Stage 1, Reading (Fiction and poetry): Talk about significant aspects of a story's language, e.g. repetitive refrain, rhyme, patterned language.</li> </ul>	
RED A, B	<p>With prompting, sometimes show understanding of some less familiar words and phrases in a story that is read aloud to them.</p> <p>Example: After reading or hearing <i>Cinderella</i> child may, with support, be able to infer and explain what the word 'selfish' means.</p>	<ul style="list-style-type: none"> <li>• Stage 1, Reading (Fiction and poetry): Talk about significant aspects of a story's language, e.g. repetitive refrain, rhyme, patterned language.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Stage 2, Phonics, spelling and vocabulary: Discuss the meaning of unfamiliar words encountered in reading.</b></li> </ul>



Reception

Range of Texts (RGE)			
LILAC	<p>Experience and respond to different types of books, e.g. story books, factual/real-world books, rhyming and non-rhyming stories, realistic and fantasy stories.</p> <p>Example: Child can talk about simple non-fiction books and rhymes, as well as about story books at an appropriate level.</p>	<ul style="list-style-type: none"> <li>• Stage 1, Reading (Fiction and poetry): Enjoy a range of books, discussing preferences.</li> <li>• Stage 1, Reading (Non-fiction): Show awareness that texts for different purposes look different, e.g. use of photographs, diagrams, etc.</li> </ul>	
Text Structure (STRC)			
LILAC	<p>Know that a book has a beginning and an end, and can hold the book the right way up and turn some pages appropriately.</p> <p>Example: When given an unfamiliar book, child can independently hold it the correct way up and turn some pages in the correct order.</p>		<ul style="list-style-type: none"> <li>• Stage 1, Reading (Fiction and poetry): Recognise story elements, e.g. beginning, middle and end.</li> </ul>
	<p>Know that a book has a beginning and end, and can turn accurately to the beginning or end when prompted.</p> <p>Example: When given an unfamiliar book, child can independently find the beginning and the end.</p>		<ul style="list-style-type: none"> <li>• Stage 1, Reading (Fiction and poetry): Recognise story elements, e.g. beginning, middle and end.</li> </ul>
PINK A	<p>Know that a book has a beginning and end and turns most of the pages between them accurately.</p> <p>Example: When given an unfamiliar book, child can independently find the beginning and turn most pages in the correct order to the end.</p>		<ul style="list-style-type: none"> <li>• Stage 1, Reading (Fiction and poetry): Recognise story elements, e.g. beginning, middle and end.</li> </ul>
RED A, B	<p>Know that stories have a beginning, middle and an end.</p> <p>Example: Child can answer the questions: 'What happened at the beginning of the book?' and 'What happened at the end of the book?'</p>	<ul style="list-style-type: none"> <li>• Stage 1, Reading (Fiction and poetry): Recognise story elements, e.g. beginning, middle and end.</li> </ul>	

## Reception

RED B, C	<p>Know that a book has a beginning and end and turns all the pages between them accurately.</p> <p>Example: When given an unfamiliar book, child can independently find the beginning and turn all the pages in the correct order to the end.</p>		<ul style="list-style-type: none"><li>• Stage 1, Reading (Fiction and poetry): Recognise story elements, e.g. beginning, middle and end.</li></ul>
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Bug Club		Cambridge Primary English Learning Objectives	
Indicative Book Band	Objective	Relevant Cambridge objective <i>Full match</i>	Relevant Cambridge objective <i>Partial match</i>
<b>YEAR 1</b>			
<b>Literal Comprehension (LIT)</b>			
YELLOW A, B	<p>Answer questions about information on a selected page.</p> <p>Example: Child can answer questions giving information from text, e.g. 'On page 7, what does it say the T-rex ate?'</p>		<ul style="list-style-type: none"> <li>• Stage 1, Reading (Fiction and poetry): Talk about events in a story and make simple inferences about characters and events to show understanding.</li> <li>• Stage 2, Reading (Non-fiction): Find answers to questions by reading a section of text.</li> </ul>
YELLOW B, C	<p>Answer 'how' and 'why' questions or other straightforward questions based on one point in a text they have read, where answer is clear in the book.</p> <p>Example: Child can answer the question: 'Why did Tom let the spider out of the jar?'</p>	<ul style="list-style-type: none"> <li>• Stage 1, Reading (Fiction and poetry): Talk about events in a story and make simple inferences about characters and events to show understanding.</li> <li>• Stage 2, Grammar and punctuation (Reading): Read and respond to question words, e.g. what, where, when, who, why.</li> <li>• Stage 2, Reading (Non-fiction): Find answers to questions by reading a section of text.</li> </ul>	
BLUE A, B	<p>Identify and links two significant events in a story they have listened to or read.</p> <p>Example: In <i>The Frog Prince</i>, child can answer the question: 'What did the princess have to do to the frog to get her ball back?'</p>		<ul style="list-style-type: none"> <li>• Stage 1, Reading (Fiction and poetry): Talk about events in a story and make simple inferences about characters and events to show understanding.</li> </ul>
BLUE B, C	<p>Find a specific piece of information in answer to a literal question when looking at a double-page spread.</p> <p>Example: Child can answer the question: 'What does Sam say on page 5?'</p>		<ul style="list-style-type: none"> <li>• Stage 1, Reading (Fiction and poetry): Talk about events in a story and make simple inferences about characters and events to show understanding.</li> <li>• Stage 2, Reading (Non-fiction): Find answers to questions by reading a section of text.</li> </ul>

Year 1

GREEN A, B	<p>Find a specific piece of information in answer to a literal question on a double page spread that includes more text or a mixture of different types of information.</p> <p>Example: Child can answer the question 'Where do parrots live', when the text also gives lots of other information about parrots or when it mentions the habitats of several different types of birds.</p>		<ul style="list-style-type: none"> <li>• Stage 1, Reading (Fiction and poetry): Talk about events in a story and make simple inferences about characters and events to show understanding.</li> <li>• Stage 1, Reading (Non-fiction): Read labels, lists and captions to find information.</li> <li>• Stage 1, Reading (Non-fiction): Show awareness that texts for different purposes look different, e.g. use of photographs, diagrams, etc.</li> <li>• Stage 2, Reading (Non-fiction): Find answers to questions by reading a section of text.</li> </ul>
GREEN B, C	<p>Explain their understanding clearly when referring to a book that has been read to them.</p> <p>Example: Child says: 'It was about a dinosaur called Brian and he didn't have any friends, because he kept nearly stepping on them by mistake. Then his friends all got bells so they could let the dinosaur know if they were near his big feet.'</p>		<ul style="list-style-type: none"> <li>• Stage 1, Reading (Fiction and poetry): Talk about events in a story and make simple inferences about characters and events to show understanding.</li> <li>• Stage 1, Reading (Fiction and poetry): Talk about significant aspects of a story's language, e.g. repetitive refrain, rhyme, patterned language.</li> </ul>
<b>Literal Comprehension: Sequencing (SEQ)</b>			
YELLOW A, B	<p>Retell, with prompting, some key points of a simple story in the correct sequence.</p> <p>Example: When prompted by an adult as necessary, child can retell some of the most important points of a story they have read.</p>	<ul style="list-style-type: none"> <li>• Stage 1, Reading (Fiction and poetry): Retell stories, with some appropriate use of story language.</li> </ul>	
GREEN A, B	<p>Retell familiar stories which have been read to them and discussed with them.</p> <p>Example: Child can retell several key events from a familiar story in the correct order.</p>	<ul style="list-style-type: none"> <li>• Stage 1, Reading (Fiction and poetry): Retell stories, with some appropriate use of story language.</li> </ul>	
<b>Information Retrieval (IR)</b>			

Year 1

BLUE A, B	<p>Point to author's name on a book cover where name is easily identifiable, and explain what an author does.</p> <p>Example: Child can point to the author's name on the front cover and, when prompted, can say that the author wrote the book.</p>		<ul style="list-style-type: none"> <li>• Stage 1, Reading (Non-fiction): Know the parts of a book, e.g. title page, contents.</li> <li>• Stage 2, Reading (Non-fiction): Find answers to questions by reading a section of text.</li> </ul>
<b>Accuracy (ACC)</b>			
BLUE A, B	<p>Having mis-read a word in print, with support, can recognise sentence does not make sense and can correct it.</p> <p>Example: Child mis-reads 'The cat saw a bat' as 'The cat was a bat' and, when asked whether it makes sense, recognises it doesn't. When mistake is pointed out, child corrects the word and, with support, can re-read the sentence correctly.</p>		<ul style="list-style-type: none"> <li>• Stage 1, Reading (Fiction and poetry): Use phonic knowledge to read decodable words and to attempt to sound out some elements of unfamiliar words.</li> <li>• Stage 1, Reading (Fiction and poetry): Read aloud from simple books independently.</li> <li>• Stage 2, Grammar and punctuation, Reading: Begin to read with fluency and expression, taking some notice of punctuation, including speech marks.</li> <li>• <b>Stage 3, Phonics, spelling and vocabulary: Infer the meaning of unknown words from the context.</b></li> </ul>
GREEN B, C	<p>With prompting as necessary, begin to check text makes sense during reading, and correct inaccurate reading.</p> <p>Example: Child mis-reads a particular word in a sentence, e.g. mistaking 'then' for 'the', and realises they have got the word wrong (with prompting from teacher if necessary). Child can correct the error after prompting and, with support, can re-read sentence correctly.</p>		<ul style="list-style-type: none"> <li>• Stage 1, Reading (Fiction and poetry): Read aloud from simple books independently.</li> <li>• Stage 2, Grammar and punctuation, Reading: Begin to read with fluency and expression, taking some notice of punctuation, including speech marks.</li> <li>• <b>Stage 3, Phonics, spelling and vocabulary: Infer the meaning of unknown words from the context.</b></li> </ul>
<b>Making Inferences (INF)</b>			
YELLOW A, B	<p>Interpret a character's motivations in a story or make simple inferences in a non-fiction text they have listened to, based on what is said and done.</p> <p>Example: Child realises that the wolf pretended to be Mother Goat because he wanted to eat the kids.</p>	<ul style="list-style-type: none"> <li>• Stage 1, Reading (Fiction and poetry): Talk about events in a story and make simple inferences about characters and events to show understanding.</li> <li>• Stage 2, Reading (Fiction and poetry): Make simple inferences from the words on the page, e.g. about feelings.</li> </ul>	

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YELLOW B, C	<p>Interpret a character's motivations or make simple inferences in a text they have read, based on what is said and done.</p> <p>Example: Teacher asks: 'Why did Emma run away?' and child infers that Emma ran away because she doesn't like bugs (inference based on the text saying, "Yuck, a bug!" said Emma', and the picture showing her running off.)</p>	<ul style="list-style-type: none"> <li>• Stage 1, Reading (Fiction and poetry): Talk about events in a story and make simple inferences about characters and events to show understanding.</li> <li>• Stage 2, Reading (Fiction and poetry): Make simple inferences from the words on the page, e.g. about feelings.</li> </ul>	
BLUE A, B	<p>Link events in a book, in order to answer questions about why or how events take place.</p> <p>Example: Teacher asks: 'Why did the alien call the sheep a thing?' and child answers: 'Because it didn't know what a sheep was, because it had come from space.'</p>	<ul style="list-style-type: none"> <li>• Stage 1, Reading (Fiction and poetry): Talk about events in a story and make simple inferences about characters and events to show understanding.</li> <li>• Stage 2, Reading (Fiction and poetry): Make simple inferences from the words on the page, e.g. about feelings.</li> </ul>	<ul style="list-style-type: none"> <li>• Stage 1, Speaking and listening: Answer questions and explain further when asked.</li> </ul>
BLUE B,C	<p>Link events in a book they have read, in order to answer questions about why or how events take place.</p> <p>Example: Child can answer questions such as: 'How did the fox trick the stork?' and 'Why did he want to trick him?'</p>	<ul style="list-style-type: none"> <li>• Stage 1, Reading (Fiction and poetry): Talk about events in a story and make simple inferences about characters and events to show understanding.</li> <li>• Stage 2, Reading (Fiction and poetry): Make simple inferences from the words on the page, e.g. about feelings.</li> </ul>	<ul style="list-style-type: none"> <li>• Stage 1, Speaking and listening: Answer questions and explain further when asked.</li> </ul>
GREEN A, B	<p>Participate in discussion about books, drawing simple inferences based on things said and done.</p> <p>Example: In a conversation about why the title '<i>Silly Jack</i>' suits the book, child might mention some of the silly things Jack does in the story.</p>	<ul style="list-style-type: none"> <li>• Stage 1, Reading (Fiction and poetry): Talk about events in a story and make simple inferences about characters and events to show understanding.</li> <li>• Stage 2, Reading (Fiction and poetry): Make simple inferences from the words on the page, e.g. about feelings.</li> </ul>	<ul style="list-style-type: none"> <li>• Stage 1, Speaking and listening: Converse audibly with friends, teachers and other adults.</li> <li>• Stage 1, Speaking and listening: Take turns in speaking.</li> <li>• Stage 1, Speaking and listening: Listen to others and respond appropriately.</li> </ul>
GREEN B, C	<p>With prompts, answer questions about books they have listened to drawing on what they already know, or on background information and vocabulary provided by teacher.</p> <p>Example: In a story where the character Silly Jack puts a cat in his pocket, child can say this is a silly thing to do in response to the question: 'What silly thing did Jack do with the cat?'</p>	<ul style="list-style-type: none"> <li>• Stage 1, Reading (Fiction and poetry): Talk about events in a story and make simple inferences about characters and events to show understanding.</li> <li>• Stage 2, Reading (Non-fiction): Find answers to questions by reading a section of text.</li> </ul>	

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Prediction (PRED)			
YELLOW A, B	<p>Use title to make sensible prediction about the content of a book they are going to read.</p> <p>Example: The book is called <i>Bug Boy</i> and child says: 'I think the book is about a boy who likes bugs.'</p>		<ul style="list-style-type: none"> <li>• Stage 1, Reading (Fiction and poetry): Anticipate what happens next in a story.</li> <li>• Stage 2, Reading (Fiction and poetry): Predict story endings.</li> </ul>
BLUE A, B	<p>Explain a prediction about what might happen next in a book based on personal opinions and experience.</p> <p>Example: In a book where children are going to a park, teacher asks: 'What might the children do in the park?' and child replies: 'They might go on the slides, swings and see-saw.'</p>	<ul style="list-style-type: none"> <li>• Stage 1, Reading (Fiction and poetry): Anticipate what happens next in a story.</li> <li>• Stage 1, Reading (Fiction and poetry): Talk about events in a story and make simple inferences about characters and events to show understanding.</li> <li>• Stage 1, Reading (Fiction and poetry): Make links to own experiences.</li> <li>• Stage 2, Reading (Fiction and poetry): Predict story endings.</li> </ul>	
GREEN A, B	<p>Predict what might happen on the basis of what has been read so far.</p> <p>Example: In a story where a dragon eats the first and second knights, child can predict that the third knight is cleverer than the others so he will defeat the dragon.</p>	<ul style="list-style-type: none"> <li>• Stage 1, Reading (Fiction and poetry): Anticipate what happens next in a story.</li> <li>• Stage 2, Reading (Fiction and poetry): Predict story endings.</li> </ul>	
GREEN B, C	<p>Recognise and joins in with predictable phrases in a book they have listened to or read.</p> <p>Example: When listening to a story with a repeated refrain, child can join in with the refrain once they have heard it several times.</p>	<ul style="list-style-type: none"> <li>• Stage 1, Reading (Fiction and poetry): Join in with reading familiar, simple stories and poems. Demonstrate an understanding that one spoken word corresponds with one written word.</li> <li>• Stage 1, Reading (Fiction and poetry): Join in and extend rhymes and refrains, playing with language patterns.</li> </ul>	
Personal Response and Evaluation of Text (PRS)			

Year 1

YELLOW A, B	<p>Choose and locate favourite part of a book.</p> <p>Example: Child can show teacher a picture they find funny.</p>	<ul style="list-style-type: none"> <li>• Stage 1, Reading (Fiction and poetry): Stage 1, Reading (Fiction and poetry): Enjoy a range of books, discussing preferences.</li> <li>• Stage 2, Reading (Fiction and poetry): Talk about what happens at the beginning, in the middle or at the end of a story.</li> <li>• Stage 2, Reading (Fiction and poetry): Begin to develop likes and dislikes in reading.</li> </ul>	
BLUE A, B	<p>Select a favourite book and talk about why book is their favourite giving clear reasons.</p> <p>Example: Child identifies a book as their favourite and gives a reason, e.g. 'This book is about dogs, and I like dogs', or 'This book is funny.'</p>	<ul style="list-style-type: none"> <li>• Stage 1, Reading (Fiction and poetry): Enjoy a range of books, discussing preferences.</li> <li>• Stage 2, Reading (Fiction and poetry): Begin to develop likes and dislikes in reading.</li> </ul>	
GREEN A, B	<p>Select favourite part of a book and talk about why that part is their favourite, giving reasons linked to their own experiences where appropriate.</p> <p>Example: Child says: 'I liked the bit when the man slipped on the banana skin. It was funny.'</p>	<ul style="list-style-type: none"> <li>• Stage 1, Reading (Fiction and poetry): Enjoy a range of books, discussing preferences.</li> <li>• Stage 1, Reading (Fiction and poetry): Make links to own experiences.</li> <li>• Stage 2, Reading (Fiction and poetry): Begin to develop likes and dislikes in reading.</li> </ul>	
GREEN B, C	<p>Participate in discussion about what is read to them, taking turns and listening to what others say.</p> <p>Example: In a group context, child participates in talking about a book, listening to others and offering their views in turn.</p>	<ul style="list-style-type: none"> <li>• Stage 1, Reading (Fiction and poetry): Talk about events in a story and make simple inferences about characters and events to show understanding.</li> <li>• Stage 1, Reading (Fiction and poetry): Talk about significant aspects of a story's language, e.g. repetitive refrain, rhyme, patterned language.</li> <li>• Stage 1, Reading (Fiction and poetry): Enjoy a range of books, discussing preferences.</li> </ul>	<ul style="list-style-type: none"> <li>• Stage 1, Speaking and listening: Converse audibly with friends, teachers and other adults.</li> <li>• Stage 1, Speaking and listening: Take turns in speaking.</li> <li>• Stage 1, Speaking and listening: Listen to others and respond appropriately.</li> </ul>
<b>Performance (PERF)</b>			
BLUE A, B	<p>Recite a very familiar rhyme they have learnt by heart.</p> <p>Example: Child can recite '<i>Humpty Dumpty</i>' or another familiar rhyme.</p>	<ul style="list-style-type: none"> <li>• Stage 1, Reading (Fiction and poetry): Learn and recite simple poems.</li> </ul>	



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GREEN A, B	<p>Recite a simple rhyme or poem they have learnt by heart.</p> <p>Example: Child can recite a short rhyme or simple nursery rhyme from memory, e.g. <i>'Jack and Jill'</i> or <i>'Inky Pinky Ponky'</i>.</p>	<ul style="list-style-type: none"> <li>• Stage 1, Reading (Fiction and poetry): Learn and recite simple poems.</li> </ul>	
<b>Literary Language (LANG)</b>			
BLUE B, C	<p>When prompted, sometimes recall interesting and effective word choices in books they have listened to or read.</p> <p>Example: With prompting, child may recall a phrase such as: 'What a soggy moggy!'</p>	<ul style="list-style-type: none"> <li>• Stage 1, Reading (Fiction and poetry): Talk about significant aspects of a story's language, e.g. repetitive refrain, rhyme, patterned language.</li> <li>• Stage 2, Reading (Fiction and poetry): Comment on some vocabulary choices, e.g. adjectives.</li> </ul>	

Vocabulary Development (VOC)			
YELLOW A, B	<p>With support, begin to show a more independent understanding of some familiar and less familiar words and phrases in a story that is read aloud to them.</p> <p>Example: When asked the meaning of a word that is fairly common but not in child's spoken vocabulary, e.g. 'tub', the child can sometimes work it out from the context.</p>	<ul style="list-style-type: none"> <li>• Stage 1, Reading (Fiction and poetry): Talk about significant aspects of a story's language, e.g. repetitive refrain, rhyme, patterned language.</li> <li>• Stage 2, Phonics, spelling and vocabulary: Build and use collections of interesting and significant words.</li> <li>• Stage 2, Phonics, spelling and vocabulary: Discuss the meaning of unfamiliar words encountered in reading.</li> <li>• Stage 2, Phonics, spelling and vocabulary: Choose interesting words and phrases, e.g. in describing people and places.</li> </ul>	
YELLOW B, C	<p>With prompting, often show understanding of a range of familiar and less familiar words and phrases in a story that is read aloud to them.</p> <p>Example: When asked the meaning of a word, e.g. 'glad', child can often work it out from the context of the story.</p>	<ul style="list-style-type: none"> <li>• Stage 1, Reading (Fiction and poetry): Talk about significant aspects of a story's language, e.g. repetitive refrain, rhyme, patterned language.</li> <li>• Stage 2, Phonics, spelling and vocabulary: Build and use collections of interesting and significant words.</li> <li>• Stage 2, Phonics, spelling and vocabulary: Discuss the meaning of unfamiliar words encountered in reading.</li> <li>• Stage 2, Phonics, spelling and vocabulary: Choose interesting words and phrases, e.g. in describing people and places.</li> </ul>	
BLUE B, C	<p>Sometimes reuse interesting words and phrases from books they have listened to or read, in their own speech or writing.</p> <p>Example: Child may reuse a phrase, e.g. 'soggy moggy', in their own stories or conversations.</p>	<ul style="list-style-type: none"> <li>• Stage 2, Phonics, spelling and vocabulary: Build and use collections of interesting and significant words.</li> <li>• Stage 2, Phonics, spelling and vocabulary: Choose interesting words and phrases, e.g. in describing people and places.</li> </ul>	
GREEN B, C	<p>Discuss word meanings, linking new meanings to those already known.</p> <p>Example: When child comes across the word 'gleaming' they can guess at the meaning (supported by a picture) and, when prompted, can suggest an alternative word that could be used, e.g. 'shiny'.</p>	<ul style="list-style-type: none"> <li>• Stage 2, Phonics, spelling and vocabulary: Discuss the meaning of unfamiliar words encountered in reading.</li> </ul>	<ul style="list-style-type: none"> <li>• Stage 1, Speaking and listening: Converse audibly with friends, teachers and other adults.</li> <li>• Stage 1, Speaking and listening: Take turns in speaking.</li> <li>• Stage 1, Speaking and listening: Listen to others and respond appropriately.</li> </ul>

Range of Texts (RGE)			
YELLOW A, B	<p>Understand that some books are stories and other books contain facts about the world (non-fiction).</p> <p>Example: Child can say whether a book is a story or a non-fiction book of facts.</p>	<ul style="list-style-type: none"> <li>• Stage 1, Reading (Fiction and poetry): Enjoy a range of books, discussing preferences.</li> <li>• Stage 1, Reading (Non-fiction): Show awareness that texts for different purposes look different, e.g. use of photographs, diagrams, etc.</li> <li>• Stage 2, Reading (Non-fiction): Identify general features of known text types.</li> <li>• Stage 2, Reading (Non-fiction): Show some awareness that texts have different purposes.</li> </ul>	
GREEN A, B	<p>Know some key stories, fairy stories and traditional tales, and can identify key characteristics of these stories.</p> <p>Example: Child can link characteristics of fairy stories, e.g. when asked 'How do traditional tales often end?' child answers: 'With them all living happily ever after'.</p>	<ul style="list-style-type: none"> <li>• Stage 1, Reading (Fiction and poetry): Enjoy a range of books, discussing preferences.</li> <li>• Stage 2, Reading (Non-fiction): Identify general features of known text types.</li> <li>• <b>Stage 3, Reading (Fiction and poetry): Identify different types of stories and typical story themes.</b></li> </ul>	
GREEN B, C	<p>Contribute to discussions about poems, stories and non-fiction texts they have listened to or read.</p> <p>Example: When talking about a non-fiction text at an appropriate level, child listens to others and contributes their thoughts in turn, e.g. by linking the topic of the book to their own experiences.</p>	<ul style="list-style-type: none"> <li>• Stage 1, Reading (Fiction and poetry): Talk about events in a story and make simple inferences about characters and events to show understanding.</li> <li>• Stage 1, Reading (Fiction and poetry): Talk about significant aspects of a story's language, e.g. repetitive refrain, rhyme, patterned language.</li> <li>• Stage 1, Reading (Fiction and poetry): Enjoy a range of books, discussing preferences.</li> <li>• Stage 2, Reading (Fiction and poetry): Read poems and comment on words and sounds, rhyme and rhythm.</li> </ul>	<ul style="list-style-type: none"> <li>• Stage 1, Speaking and listening: Converse audibly with friends, teachers and other adults.</li> <li>• Stage 1, Speaking and listening: Take turns in speaking.</li> <li>• Stage 1, Speaking and listening: Listen to others and respond appropriately.</li> </ul>

Text Structure (STRC)			
YELLOW A, B	<p>Demonstrate a structure or pattern when retelling a story to a teacher or peer using familiar phrases.</p> <p>Example: Child can retell a story using a refrain or phrase from the story.</p>	<ul style="list-style-type: none"> <li>• Stage 1, Reading (Fiction and poetry): Recognise story elements, e.g. beginning, middle and end.</li> <li>• Stage 1, Reading (Fiction and poetry): Retell stories, with some appropriate use of story language.</li> <li>• Stage 2, Reading (Fiction and poetry): Identify and describe story settings and characters, recognising that they may be from different times and places.</li> <li>• Stage 2, Reading (Fiction and poetry): Talk about what happens at the beginning, in the middle or at the end of a story.</li> </ul>	
YELLOW B, C	<p>Answer questions using words relating to book structure, such as title, page, line, word, letter, beginning, end, cover.</p> <p>Example: When prompted, child can point to a line, a word and a letter.</p>		<ul style="list-style-type: none"> <li>• Stage 1, Reading (Non-fiction): Know the parts of a book, e.g. title page, contents.</li> <li>• Stage 1, Speaking and listening: Answer questions and explain further when asked.</li> <li>• Stage 2, Reading (Non-fiction): Locate words by initial letter in simple dictionaries, glossaries and indexes.</li> <li>• Stage 2, Reading (Non-fiction): Find answers to questions by reading a section of text.</li> </ul>
GREEN B, C	<p>Talk about the significance of the title and how it relates to events in a book.</p> <p>Example: When asked why a book is called <i>Jack's Journey</i>, child says: 'Jack is the main character and the book is about what happened to him on his way to the seaside.'</p>	<ul style="list-style-type: none"> <li>• Stage 1, Reading (Fiction and poetry): Talk about events in a story and make simple inferences about characters and events to show understanding.</li> <li>• Stage 1, Reading (Non-fiction): Know the parts of a book, e.g. title page, contents.</li> </ul>	<p>Stage 2, Reading (Fiction and poetry): Make simple inferences from the words on the page, e.g. about feelings.</p>

Bug Club		Cambridge Primary English Learning Objectives	
Indicative Book Band	Objective	Relevant Cambridge objective <i>Full match</i>	Relevant Cambridge objective <i>Partial match</i>
<b>YEAR 2</b>			
<b>Literal Comprehension (LIT)</b>			
ORANGE A, B	<p>Demonstrate understanding of simple cause and effect in fiction and non-fiction texts they have read where the link between cause and effect is stated in the text and supported by a picture.</p> <p>Example: Child can explain why polar bears are suited to living in a cold climate, when the text says: 'Polar bears have thick fur which helps to keep them warm.'</p>		<ul style="list-style-type: none"> <li>• Stage 1, Reading (Fiction and poetry): Talk about events in a story and make simple inferences about characters and events to show understanding.</li> <li>• Stage 2, Reading (Fiction and poetry): Talk about what happens at the beginning, in the middle or at the end of a story.</li> <li>• Stage 2, Reading (Fiction and poetry): Make simple inferences from the words on the page, e.g. about feelings.</li> <li>• Stage 3, Reading (Fiction and poetry): Begin to infer meanings beyond the literal, e.g. about motives and character.</li> </ul>
TURQUOISE A	<p>Answer literal or deductive questions about books they have listened to or read, drawing on what they already know, or on background information and vocabulary provided by teacher.</p> <p>Example: In a book about Robin Hood, child can identify that the story is set in the past and can point out some details in the story that are different from the present time.</p>	<ul style="list-style-type: none"> <li>• Stage 1, Reading (Fiction and poetry): Talk about events in a story and make simple inferences about characters and events to show understanding.</li> <li>• Stage 1, Reading (Fiction and poetry): Make links to own experiences.</li> <li>• Stage 2, Phonics, spelling and vocabulary: Build and use collections of interesting and significant words.</li> <li>• Stage 2, Reading (Fiction and poetry): Identify and describe story settings and characters, recognising that they may be from different times and places.</li> <li>• Stage 2, Reading (Non-fiction): Find answers to questions by reading a section of text.</li> <li>• Stage 3, Reading (Fiction and poetry): Begin to infer meanings beyond the literal, e.g. about motives and character.</li> </ul>	

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TURQUOISE B	<p>Participate in discussions about books they have listened to or read, answering literal questions and making reference to significant events and characters.</p> <p>Example: As part of a group discussion, child can name a significant event and explain how one event leads to or affects another, e.g. explaining that the three bears went out, so Goldilocks was able to get into their house.</p>	<ul style="list-style-type: none"> <li>• Stage 1, Reading (Fiction and poetry): Talk about events in a story and make simple inferences about characters and events to show understanding.</li> <li>• Stage 2, Reading (Fiction and poetry): Identify and describe story settings and characters, recognising that they may be from different times and places.</li> <li>• Stage 2, Reading (Non-fiction): Find answers to questions by reading a section of text.</li> </ul>	<ul style="list-style-type: none"> <li>• Stage 2, Speaking and listening: Explain plans and ideas, extending them in the light of discussion.</li> <li>• Stage 2, Speaking and listening: Articulate clearly so that others can hear.</li> <li>• Stage 2, Speaking and listening: Listen carefully and respond appropriately, asking questions of others.</li> </ul>
PURPLE A, B	<p>Answer literal questions about books they have listened to or read, using new vocabulary they have met in the text.</p> <p>Example: In a non-fiction book about how chocolate is made, child can answer questions using words and phrases such as 'cacao tree' or 'chocolate moulds'.</p>	<ul style="list-style-type: none"> <li>• Stage 1, Reading (Fiction and poetry): Talk about events in a story and make simple inferences about characters and events to show understanding.</li> <li>• Stage 2, Phonics, spelling and vocabulary: Build and use collections of interesting and significant words.</li> <li>• Stage 2, Reading (Fiction and poetry): Identify and describe story settings and characters, recognising that they may be from different times and places.</li> <li>• Stage 2, Reading (Non-fiction): Find answers to questions by reading a section of text.</li> </ul>	
GOLD A	<p>Participate in discussions about books they have listened to or read, recalling the story and making reference to significant events and characters.</p> <p>Example: As part of a group discussion, child can recall significant events and explain why they were important in the story, e.g. the ship was burning, so the pirate jumped into the sea and swam to the island, but there was a dragon there.</p>	<ul style="list-style-type: none"> <li>• Stage 1, Reading (Fiction and poetry): Talk about events in a story and make simple inferences about characters and events to show understanding.</li> <li>• Stage 2, Reading (Fiction and poetry): Identify and describe story settings and characters, recognising that they may be from different times and places.</li> <li>• Stage 3, Reading (Fiction and poetry): Begin to infer meanings beyond the literal, e.g. about motives and character.</li> </ul>	<ul style="list-style-type: none"> <li>• Stage 2, Speaking and listening: Explain plans and ideas, extending them in the light of discussion.</li> <li>• Stage 2, Speaking and listening: Articulate clearly so that others can hear.</li> <li>• Stage 2, Speaking and listening: Listen carefully and respond appropriately, asking questions of others.</li> </ul>

Year 2

GOLD B	<p>Ask and answer questions about books they have listened to or read, often making links between one event or piece of information and another, and where necessary drawing on what they already know or on background information and vocabulary provided by the teacher.</p> <p>Example: When reading a story about two friends having an argument, child can ask and answer questions that help them make the connection between one of the character's behaviour towards the other, and what happens next.</p>	<ul style="list-style-type: none"> <li>• Stage 1, Reading (Fiction and poetry): Talk about events in a story and make simple inferences about characters and events to show understanding.</li> <li>• Stage 1, Reading (Fiction and poetry): Make links to own experiences.</li> <li>• Stage 2, Reading (Fiction and poetry): Identify and describe story settings and characters, recognising that they may be from different times and places.</li> <li>• Stage 2, Reading (Fiction and poetry): Talk about what happens at the beginning, in the middle or at the end of a story.</li> <li>• Stage 2, Reading (Non-fiction): Find answers to questions by reading a section of text.</li> <li>• Stage 2, Speaking and listening: Listen carefully and respond appropriately, asking questions of others.</li> <li>• Stage 3, Reading (Fiction and poetry): Begin to infer meanings beyond the literal, e.g. about motives and character.</li> </ul>	
<b>Literal Comprehension: Sequencing (SEQ)</b>			
ORANGE A, B	<p>Refer to the book to retell main points in the correct sequence.</p> <p>Example: With prompting, child can summarise a simple story including main events, problem and resolution (though not necessarily using this terminology).</p>	<ul style="list-style-type: none"> <li>• Stage 1, Reading (Fiction and poetry): Retell stories, with some appropriate use of story language.</li> <li>• Stage 2, Reading (Fiction and poetry): Talk about what happens at the beginning, in the middle or at the end of a story.</li> </ul>	
TURQUOISE A	<p>Retell, without visual prompts, recently read stories in correct sequence, in response to questions and including approximately four events.</p> <p>Example: Child can answer questions such as: 'What happened in the beginning?', 'What did Jack do next?', 'What happened after that?' and 'What happened in the end?'</p>		<ul style="list-style-type: none"> <li>• Stage 1, Reading (Fiction and poetry): Retell stories, with some appropriate use of story language.</li> <li>• Stage 2, Reading (Fiction and poetry): Talk about what happens at the beginning, in the middle or at the end of a story.</li> <li>• Stage 2, Reading (Non-fiction): Find answers to questions by reading a section of text.</li> </ul>

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PURPLE A, B	<p>Retell recently read stories, including main characters and most key events, in correct order with minimal prompting.</p> <p>Example: In Jack and the Beanstalk, child can say that Jack went up a beanstalk, ran back down the beanstalk and then chopped it down. Teacher asks: 'What was at the top of the beanstalk?' and child can answer.</p>	<ul style="list-style-type: none"> <li>• Stage 1, Reading (Fiction and poetry): Retell stories, with some appropriate use of story language.</li> <li>• Stage 2, Reading (Fiction and poetry): Talk about what happens at the beginning, in the middle or at the end of a story.</li> </ul>	
GOLD A	<p>Become increasingly familiar with wider range of stories, fairy stories and traditional tales and can retell these.</p> <p>Example: Child can retell a range of familiar stories, including main characters and key events in the correct order, e.g. child can summarise <i>Cinderella</i>, briefly describing Cinderella's life, how she got to the ball, what happened at the ball and what happened after that.</p>	<ul style="list-style-type: none"> <li>• Stage 1, Reading (Fiction and poetry): Retell stories, with some appropriate use of story language.</li> <li>• Stage 1, Reading (Fiction and poetry): Talk about significant aspects of a story's language, e.g. repetitive refrain, rhyme, patterned language.</li> <li>• Stage 1, Reading (Fiction and poetry): Enjoy a range of books, discussing preferences.</li> <li>• Stage 2, Reading (Fiction and poetry): Talk about what happens at the beginning, in the middle or at the end of a story.</li> <li>• Stage 3, Reading (Fiction and poetry): Identify different types of stories and typical story themes.</li> </ul>	
GOLD B	<p>Demonstrate understanding of simple cause and effect in fiction and non-fiction texts, discussing sequence of events and explaining how items of information are related.</p> <p>Example: When discussing <i>Little Red Riding Hood</i>, child can answer questions such as: 'What was the wolf's plan?' (He would put on Grandma's clothes so that Little Red Riding Hood would think he was Grandma and then he could eat Little Red Riding Hood).</p>		<ul style="list-style-type: none"> <li>• Stage 1, Reading (Fiction and poetry): Talk about events in a story and make simple inferences about characters and events to show understanding.</li> <li>• Stage 2, Reading (Fiction and poetry): Talk about what happens at the beginning, in the middle or at the end of a story.</li> <li>• Stage 2, Reading (Fiction and poetry): Make simple inferences from the words on the page, e.g. about feelings.</li> <li>• Stage 3, Reading (Fiction and poetry): Begin to infer meanings beyond the literal, e.g. about motives and character.</li> </ul>



Information Retrieval (IR)			
GOLD A	<p>With support, find specific information on a page of non-fiction text, often using features such as key words, headings, captions, etc. appropriately.</p> <p>Example: With support, child can answer question such as: 'Can you explain where swallows go in the winter?'</p>	<ul style="list-style-type: none"> <li>• Stage 1, Reading (Non-fiction): Read labels, lists and captions to find information.</li> <li>• Stage 2, Reading (Non-fiction): Find answers to questions by reading a section of text.</li> <li>• Stage 2, Reading (Non-fiction): Find factual information from different formats, e.g. charts, labelled diagrams.</li> <li>• Stage 2, Reading (Non-fiction): Identify general features of known text types.</li> <li>• Stage 2, Reading (Non-fiction): Explore a variety of non-fiction texts on screen.</li> <li>• Stage 3, Reading (Non-fiction): Consider ways that information is set out on page and on screen, e.g. lists, charts, bullet points.</li> <li>• Stage 3, Reading (Non-fiction): Use ICT sources to locate simple information.</li> </ul>	
Accuracy (ACC)			
ORANGE A, B	<p>With support, check the text makes sense as they read and correct inaccurate reading.</p> <p>Example: Child mis-reads 'The cat licked her paw' as 'The cat liked her paw', and, when adult reads the sentence back with the wrong word, child recognises there is a mistake and corrects it.</p>		<ul style="list-style-type: none"> <li>• Stage 2, Phonics, spelling and vocabulary: Discuss the meaning of unfamiliar words encountered in reading.</li> <li>• Stage 2, Reading (Fiction and poetry): Use phonics as the main method of tackling unfamiliar words.</li> <li>• Stage 2, Reading (Fiction and poetry): Read aloud with increased accuracy, fluency and expression.</li> <li>• Stage 3, Reading (Fiction and poetry): Use effective strategies to tackle blending unfamiliar words to read, including sounding out, separating into syllables, using analogy, identifying known suffixes and prefixes, using context.</li> <li>• Stage 3, Phonics, spelling and vocabulary: Infer the meaning of unknown words from the context.</li> </ul>

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<p>TURQUOISE A</p>	<p>With occasional support, check text makes sense as they read, and able to correct mistakes.</p> <p>Example: Child mis-reads 'The dog stared at the moon' as 'The dog starred at the moon', and, when asked to look again at the sentence, recognises it doesn't make sense and then re-reads it correctly.</p>		<ul style="list-style-type: none"> <li>• Stage 2, Phonics, spelling and vocabulary: Discuss the meaning of unfamiliar words encountered in reading.</li> <li>• Stage 2, Reading (Fiction and poetry): Extend the range of common words recognised on sight.</li> <li>• Stage 2, Reading (Fiction and poetry): Use phonics as the main method of tackling unfamiliar words.</li> <li>• Stage 2, Reading (Fiction and poetry): Read aloud with increased accuracy, fluency and expression.</li> <li>• Stage 3, Reading (Fiction and poetry): Use effective strategies to tackle blending unfamiliar words to read, including sounding out, separating into syllables, using analogy, identifying known suffixes and prefixes, using context.</li> <li>• Stage 3, Phonics, spelling and vocabulary: Infer the meaning of unknown words from the context.</li> </ul>
<p>PURPLE A, B</p>	<p>Usually checks for themselves that text makes sense as they read, and correct inaccurate reading.</p> <p>Example: Child mis-reads 'The lion wouldn't stop roaring' as 'The lion would stop roaring', recognises it doesn't make sense and self-corrects, and usually does this unprompted.</p>		<ul style="list-style-type: none"> <li>• Stage 2, Reading (Fiction and poetry): Extend the range of common words recognised on sight.</li> <li>• Stage 2, Reading (Fiction and poetry): Use phonics as the main method of tackling unfamiliar words.</li> <li>• Stage 2, Reading (Fiction and poetry): Read aloud with increased accuracy, fluency and expression.</li> <li>• Stage 3, Reading (Fiction and poetry): Use effective strategies to tackle blending unfamiliar words to read, including sounding out, separating into syllables, using analogy, identifying known suffixes and prefixes, using context.</li> <li>• Stage 3, Phonics, spelling and vocabulary: Infer the meaning of unknown words from the context.</li> </ul>

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GOLD B	<p>Independently check text makes sense as they read, and correct inaccurate reading.</p> <p>Example: Child mis-reads 'The knight ran into the palace' as 'The knight ran into the place', realises it doesn't make sense, and self-corrects without being prompted.</p>		<ul style="list-style-type: none"> <li>• Stage 2, Reading (Fiction and poetry): Extend the range of common words recognised on sight.</li> <li>• Stage 2, Reading (Fiction and poetry): Use phonics as the main method of tackling unfamiliar words.</li> <li>• Stage 2, Reading (Fiction and poetry): Read aloud with increased accuracy, fluency and expression.</li> <li>• Stage 3, Reading (Fiction and poetry): Use effective strategies to tackle blending unfamiliar words to read, including sounding out, separating into syllables, using analogy, identifying known suffixes and prefixes, using context.</li> <li>• Stage 3, Phonics, spelling and vocabulary: Infer the meaning of unknown words from the context.</li> </ul>
<b>Making Inferences (INF)</b>			
ORANGE A, B	<p>Participate in discussions about books they have listened to or read, making inferences about reasons for events.</p> <p>Example: In <i>Little Red Riding Hood</i>, why did the wolf put on Grandma's clothes? Child answers: 'So Little Red Riding Hood would think he was Grandma.'</p>	<ul style="list-style-type: none"> <li>• Stage 1, Reading (Fiction and poetry): Talk about events in a story and make simple inferences about characters and events to show understanding.</li> <li>• Stage 2, Reading (Fiction and poetry): Make simple inferences from the words on the page, e.g. about feelings.</li> <li>• Stage 3, Reading (Fiction and poetry): Begin to infer meanings beyond the literal, e.g. about motives and character.</li> </ul>	<ul style="list-style-type: none"> <li>• Stage 2, Speaking and listening: Explain plans and ideas, extending them in the light of discussion.</li> <li>• Stage 2, Speaking and listening: Articulate clearly so that others can hear.</li> <li>• Stage 2, Speaking and listening: Listen carefully and respond appropriately, asking questions of others.</li> </ul>
TURQUOISE A	<p>Participate in discussions about books they have listened to or read, making inferences about how characters feel.</p> <p>Example: 'In <i>Hansel and Gretel</i>, how did Hansel and Gretel feel when they first saw the gingerbread house?' Child answers: 'They were excited because they were so hungry, and they probably also thought someone kind might live there, who could help them.'</p>	<ul style="list-style-type: none"> <li>• Stage 1, Reading (Fiction and poetry): Talk about events in a story and make simple inferences about characters and events to show understanding.</li> <li>• Stage 2, Reading (Fiction and poetry): Make simple inferences from the words on the page, e.g. about feelings.</li> <li>• Stage 3, Reading (Fiction and poetry): Begin to infer meanings beyond the literal, e.g. about motives and character.</li> </ul>	<ul style="list-style-type: none"> <li>• Stage 2, Speaking and listening: Explain plans and ideas, extending them in the light of discussion.</li> <li>• Stage 2, Speaking and listening: Articulate clearly so that others can hear.</li> <li>• Stage 2, Speaking and listening: Listen carefully and respond appropriately, asking questions of others.</li> </ul>

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TURQUOISE B	<p>Demonstrate understanding of simple cause and effect in fiction and non-fiction texts where the link between cause and effect is strongly implied.</p> <p>Example: 'In <i>The Fox and the Crow</i>, what did the fox do that was clever?' Child answers: 'It was clever of the fox to ask the crow to sing, because he knew that the crow would have to open her mouth and drop the cheese and he could eat it.'</p>		<ul style="list-style-type: none"> <li>• Stage 1, Reading (Fiction and poetry): Talk about events in a story and make simple inferences about characters and events to show understanding.</li> <li>• Stage 2, Reading (Fiction and poetry): Make simple inferences from the words on the page, e.g. about feelings.</li> <li>• Stage 3, Reading (Fiction and poetry): Begin to infer meanings beyond the literal, e.g. about motives and character.</li> </ul>
PURPLE A, B	<p>Participate in discussions about books they have listened or read, making simple inferences on the basis of what characters do.</p> <p>Example: 'In <i>Robin Hood</i>, why did Robin Hood steal from rich people and give to poor people?' Child answers: 'The poor people were starving and Robin Hood wanted to help them.'</p>	<ul style="list-style-type: none"> <li>• Stage 1, Reading (Fiction and poetry): Talk about events in a story and make simple inferences about characters and events to show understanding.</li> <li>• Stage 2, Reading (Fiction and poetry): Make simple inferences from the words on the page, e.g. about feelings.</li> <li>• Stage 3, Reading (Fiction and poetry): Begin to infer meanings beyond the literal, e.g. about motives and character.</li> </ul>	<ul style="list-style-type: none"> <li>• Stage 2, Speaking and listening: Explain plans and ideas, extending them in the light of discussion.</li> <li>• Stage 2, Speaking and listening: Articulate clearly so that others can hear.</li> <li>• Stage 2, Speaking and listening: Listen carefully and respond appropriately, asking questions of others.</li> </ul>
GOLD A	<p>Discuss why some events in a story are important and make simple links between items of information.</p> <p>Example: When discussing a non-fiction book about how rice is grown, child can answer questions such as: 'Why do you think we don't grow much rice in the UK?' (Because our climate isn't ideal for growing rice, and it would take up a lot of land that we could better use for other things.)</p>		<ul style="list-style-type: none"> <li>• Stage 1, Reading (Fiction and poetry): Talk about events in a story and make simple inferences about characters and events to show understanding.</li> <li>• Stage 1, Reading (Fiction and poetry): Make links to own experiences.</li> <li>• Stage 2, Reading (Fiction and poetry): Identify and describe story settings and characters, recognising that they may be from different times and places.</li> <li>• Stage 2, Reading (Fiction and poetry): Make simple inferences from the words on the page, e.g. about feelings.</li> <li>• Stage 3, Reading (Fiction and poetry): Begin to infer meanings beyond the literal, e.g. about motives and character.</li> </ul>

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GOLD B	<p>Participate in discussions about books they have listened or read, making inferences on the basis of what is said and done and listening to what others say.</p> <p>Example: In <i>Sinbad the Sailor</i>, how did the sailors feel when they saw the pile of bones? Child answers: 'The sailors were scared that something bad might happen to them.'</p>	<ul style="list-style-type: none"> <li>• Stage 1, Reading (Fiction and poetry): Talk about events in a story and make simple inferences about characters and events to show understanding.</li> <li>• Stage 2, Reading (Fiction and poetry): Make simple inferences from the words on the page, e.g. about feelings.</li> <li>• Stage 3, Reading (Fiction and poetry): Begin to infer meanings beyond the literal, e.g. about motives and character.</li> </ul>	<ul style="list-style-type: none"> <li>• Stage 2, Speaking and listening: Explain plans and ideas, extending them in the light of discussion.</li> <li>• Stage 2, Speaking and listening: Articulate clearly so that others can hear.</li> <li>• Stage 2, Speaking and listening: Listen carefully and respond appropriately, asking questions of others.</li> </ul>
<b>Prediction (PRED)</b>			
TURQUOISE A	<p>Make a sensible prediction of what might happen in a text they have not encountered before and, with support, can justify the prediction on the basis of what has happened so far in the story.</p> <p>Example: In <i>The Boy Who Cried Wolf</i>, child can respond to a detailed and supportive question, e.g. 'Do you think the villagers will believe him this third time?' Child says: 'No' and, when prompted, justifies response, e.g. 'Because they will think he is making it up again.'</p>	<ul style="list-style-type: none"> <li>• Stage 1, Reading (Fiction and poetry): Anticipate what happens next in a story.</li> <li>• Stage 2, Reading (Fiction and poetry): Predict story endings.</li> </ul>	<ul style="list-style-type: none"> <li>• Stage 3, Reading (Fiction and poetry): Begin to infer meanings beyond the literal, e.g. about motives and character.</li> </ul>
GOLD A	<p>Make a sensible prediction of what might happen and, when prompted, justify the prediction on the basis of what has happened so far in the story.</p> <p>Example: In <i>The Boy Who Cried Wolf</i> (when this is unfamiliar to child), when the boy sees the wolf, child can answer more open and less supportive questions, e.g. 'What will the villagers say?' (They will say he is lying) and 'Why do you think that?' (Because he had lied about it before).</p>	<ul style="list-style-type: none"> <li>• Stage 1, Reading (Fiction and poetry): Anticipate what happens next in a story.</li> <li>• Stage 2, Reading (Fiction and poetry): Predict story endings.</li> </ul>	<ul style="list-style-type: none"> <li>• Stage 3, Reading (Fiction and poetry): Begin to infer meanings beyond the literal, e.g. about motives and character.</li> </ul>

Personal Response and Evaluation of Text (PRS)			
ORANGE A, B	<p>Give a personal opinion about an event or character and give a simple justification in a discussion about a story.</p> <p>Example: Child can answer questions such as: 'Do you think Emma is nice?' Child answers: 'Yes' and, when asked why, adds: 'Because she helps the kitten find its mum.'</p>	<ul style="list-style-type: none"> <li>• Stage 1, Reading (Fiction and poetry): Enjoy a range of books, discussing preferences.</li> <li>• Stage 1, Reading (Fiction and poetry): Make links to own experiences.</li> <li>• Stage 2, Reading (Fiction and poetry): Identify and describe story settings and characters, recognising that they may be from different times and places.</li> <li>• Stage 2, Reading (Fiction and poetry): Begin to develop likes and dislikes in reading.</li> </ul>	<ul style="list-style-type: none"> <li>• Stage 2, Speaking and listening: Explain plans and ideas, extending them in the light of discussion.</li> <li>• Stage 2, Speaking and listening: Articulate clearly so that others can hear.</li> <li>• Stage 2, Speaking and listening: Listen carefully and respond appropriately, asking questions of others.</li> </ul>
TURQUOISE A	<p>Explain how a story, poem or non-fiction topic makes them feel.</p> <p>Example: After listening to a poem, child is able to answer the question: 'How did the poem make you feel?' Child answers: 'It made me feel sad.'</p>	<ul style="list-style-type: none"> <li>• Stage 1, Reading (Fiction and poetry): Enjoy a range of books, discussing preferences.</li> <li>• Stage 1, Reading (Fiction and poetry): Make links to own experiences.</li> <li>• Stage 2, Reading (Fiction and poetry): Begin to develop likes and dislikes in reading.</li> </ul>	
TURQUOISE B	<p>With support, form a simple question they would like to ask a character about events from the story.</p> <p>Example: After hearing some modelled questions to ask Little Red Riding Hood, child can ask: 'Why did you think the wolf was your Grandma?'</p>		<ul style="list-style-type: none"> <li>• Stage 1, Reading (Fiction and poetry): Talk about events in a story and make simple inferences about characters and events to show understanding.</li> <li>• Stage 2, Reading (Fiction and poetry): Identify and describe story settings and characters, recognising that they may be from different times and places.</li> <li>• Stage 2, Speaking and listening: Listen carefully and respond appropriately, asking questions of others.</li> <li>• Stage 3, Reading (Fiction and poetry): Begin to infer meanings beyond the literal, e.g. about motives and character.</li> </ul>

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PURPLE A, B	<p>With some support, explain and discuss their understanding of books, poems and other material in simple terms.</p> <p>Example: After listening to a poem, child is able to answer the questions: 'How did the poem make you feel?' Child answers: 'It made me feel sad.' With prompting, child can explain why in very simple terms, e.g. 'Because the girl in the poem is sad.'</p>	<ul style="list-style-type: none"> <li>• Stage 1, Reading (Fiction and poetry): Talk about events in a story and make simple inferences about characters and events to show understanding.</li> <li>• Stage 1, Reading (Fiction and poetry): Enjoy a range of books, discussing preferences.</li> <li>• Stage 1, Reading (Fiction and poetry): Make links to own experiences.</li> <li>• Stage 2, Reading (Fiction and poetry): Make simple inferences from the words on the page, e.g. about feelings.</li> <li>• Stage 2, Reading (Fiction and poetry): Begin to develop likes and dislikes in reading.</li> <li>• Stage 2, Reading (Fiction and poetry): Read poems and comment on words and sounds, rhyme and rhythm.</li> </ul>	<ul style="list-style-type: none"> <li>• Stage 2, Reading (Fiction and poetry): Read poems and comment on words and sounds, rhyme and rhythm.</li> <li>• Stage 2, Reading (Non-fiction): Show some awareness that texts have different purposes.</li> <li>• Stage 2, Speaking and listening: Explain plans and ideas, extending them in the light of discussion.</li> <li>• Stage 2, Speaking and listening: Articulate clearly so that others can hear.</li> <li>• Stage 2, Speaking and listening: Listen carefully and respond appropriately, asking questions of others.</li> </ul>
GOLD A	<p>With support, use empathy to help them understand characters and their motivation.</p> <p>Example: Following a spoken example, child can ask a question such as: 'Why did you choose the dragon as a pet?' When in the hot seat, child can give a simple, appropriate answer, e.g. 'Because it was friendly.'</p>	<ul style="list-style-type: none"> <li>• Stage 1, Reading (Fiction and poetry): Talk about events in a story and make simple inferences about characters and events to show understanding.</li> <li>• Stage 1, Reading (Fiction and poetry): Make links to own experiences.</li> <li>• Stage 2, Reading (Fiction and poetry): Identify and describe story settings and characters, recognising that they may be from different times and places.</li> <li>• Stage 3, Reading (Fiction and poetry): Begin to infer meanings beyond the literal, e.g. about motives and character.</li> </ul>	

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GOLD B	<p>Explain and discuss their understanding of books, poems and other material they have listened to or read, sometimes giving a more detailed account of their opinions.</p> <p>Example: After listening to a poem, child gives a personal response to the question: 'How did the poem make you feel?' Child answers: 'It made me feel sad.' With prompting, child can explain why in simple terms, e.g. 'Because the girl in the poem is lonely, and I felt sorry for her.'</p>	<ul style="list-style-type: none"> <li>• Stage 1, Reading (Fiction and poetry): Talk about events in a story and make simple inferences about characters and events to show understanding.</li> <li>• Stage 1, Reading (Fiction and poetry): Enjoy a range of books, discussing preferences.</li> <li>• Stage 1, Reading (Fiction and poetry): Make links to own experiences.</li> <li>• Stage 2, Reading (Fiction and poetry): Make simple inferences from the words on the page, e.g. about feelings.</li> <li>• Stage 2, Reading (Fiction and poetry): Begin to develop likes and dislikes in reading.</li> </ul>	<ul style="list-style-type: none"> <li>• Stage 2, Reading (Fiction and poetry): Read poems and comment on words and sounds, rhyme and rhythm.</li> <li>• Stage 2, Reading (Non-fiction): Show some awareness that texts have different purposes.</li> <li>• Stage 2, Speaking and listening: Explain plans and ideas, extending them in the light of discussion.</li> <li>• Stage 2, Speaking and listening: Articulate clearly so that others can hear.</li> <li>• Stage 2, Speaking and listening: Listen carefully and respond appropriately, asking questions of others.</li> </ul>
<b>Performance (PERF)</b>			
ORANGE A, B	<p>Recite two or three short poems by heart, with some prompts.</p> <p>Example: Child is able to recite a favourite poem, remembering most of the words and with some prompts from the teacher for forgotten lines.</p>	<ul style="list-style-type: none"> <li>• Stage 1, Reading (Fiction and poetry): Learn and recite simple poems.</li> <li>• Stage 3, Reading (Fiction and poetry): Practise learning and reciting poems.</li> </ul>	<ul style="list-style-type: none"> <li>• Stage 2, Reading (Fiction and poetry): Read aloud with increased accuracy, fluency and expression.</li> <li>• Stage 2, Reading (Fiction and poetry): Read poems and comment on words and sounds, rhyme and rhythm.</li> </ul>
TURQUOISE A	<p>Recite with accuracy about three familiar short poems by heart.</p> <p>Example: Child is able to recite a favourite poem from a choice of three that they know, remembering all of the words with very few or no prompts.</p>	<ul style="list-style-type: none"> <li>• Stage 1, Reading (Fiction and poetry): Learn and recite simple poems.</li> <li>• Stage 3, Reading (Fiction and poetry): Practise learning and reciting poems.</li> </ul>	<ul style="list-style-type: none"> <li>• Stage 2, Reading (Fiction and poetry): Read aloud with increased accuracy, fluency and expression.</li> <li>• Stage 2, Reading (Fiction and poetry): Read poems and comment on words and sounds, rhyme and rhythm.</li> </ul>
PURPLE A, B	<p>Recite about four poems by heart, and beginning to use appropriate intonation to make the meaning clear.</p> <p>Example: When reciting a poem, child uses appropriate intonation for some questions or exclamations, but may not do this consistently.</p>		<ul style="list-style-type: none"> <li>• Stage 1, Reading (Fiction and poetry): Learn and recite simple poems.</li> <li>• Stage 2, Reading (Fiction and poetry): Read aloud with increased accuracy, fluency and expression.</li> <li>• Stage 2, Reading (Fiction and poetry): Read poems and comment on words and sounds, rhyme and rhythm.</li> <li>• Stage 3, Reading (Fiction and poetry): Practise learning and reciting poems.</li> </ul>



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GOLD B	<p>Recite at least five poems by heart, adding appropriate intonation to make the meaning clear.</p> <p>Example: When reciting a poem, child quickens their pace or uses an excited tone of voice for an exciting part of the poem.</p>		<ul style="list-style-type: none"> <li>• Stage 1, Reading (Fiction and poetry): Learn and recite simple poems.</li> <li>• Stage 2, Reading (Fiction and poetry): Read aloud with increased accuracy, fluency and expression.</li> <li>• Stage 2, Reading (Fiction and poetry): Read poems and comment on words and sounds, rhyme and rhythm.</li> <li>• Stage 3, Reading (Fiction and poetry): Practise learning and reciting poems.</li> </ul>
<b>Literary Language (LANG)</b>			
ORANGE A, B	<p>Recognise repetition of words or phrases in a short passage of text, even when that repetition is relatively subtle.</p> <p>Example: Child can recognise the repetition in passages such as: 'Monday was a bad day. Wednesday was a worse day. Saturday was the worst day of all.'</p>	<ul style="list-style-type: none"> <li>• Stage 1, Reading (Fiction and poetry): Talk about significant aspects of a story's language, e.g. repetitive refrain, rhyme, patterned language.</li> <li>• Stage 2, Reading (Fiction and poetry): Comment on some vocabulary choices, e.g. adjectives.</li> <li>• Stage 2, Reading (Fiction and poetry): Read poems and comment on words and sounds, rhyme and rhythm.</li> <li>• Stage 3, Reading (Fiction and poetry): Consider words that make an impact, e.g. adjectives and powerful verbs.</li> </ul>	
TURQUOISE A	<p>Recognise clear patterns of language, such as the repetition of words or phrases.</p> <p>Example: When reading <i>Jack and the Beanstalk</i>, child can answer the question: 'What will the giant say when he comes back to the castle the third time?' Child can use their knowledge of what the giant said the first two times to answer: 'Fee fi fo fum...'</p>	<ul style="list-style-type: none"> <li>• Stage 1, Reading (Fiction and poetry): Talk about significant aspects of a story's language, e.g. repetitive refrain, rhyme, patterned language.</li> <li>• Stage 2, Reading (Fiction and poetry): Read poems and comment on words and sounds, rhyme and rhythm.</li> </ul>	

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TURQUOISE B	<p>With support, sometimes identify specific examples of literary language in texts they have listened to or read, e.g. alliteration.</p> <p>Example: When asked: 'How has the author made the description sound special?' child can sometimes pick out an example of alliteration or other literary language.</p>	<ul style="list-style-type: none"> <li>• Stage 1, Reading (Fiction and poetry): Talk about significant aspects of a story's language, e.g. repetitive refrain, rhyme, patterned language.</li> <li>• Stage 2, Reading (Fiction and poetry): Read poems and comment on words and sounds, rhyme and rhythm.</li> <li>• Stage 3, Reading (Fiction and poetry): Consider words that make an impact, e.g. adjectives and powerful verbs.</li> </ul>	
PURPLE A, B	<p>Recognise rhymes or alliteration in poems they have listened to or read.</p> <p>Example: After listening to a poem, teacher asks: 'Which word has the poet used to rhyme with "rain"?' and then re-reads the relevant lines. Child is able to answer 'drain'.</p>	<ul style="list-style-type: none"> <li>• Stage 1, Reading (Fiction and poetry): Talk about significant aspects of a story's language, e.g. repetitive refrain, rhyme, patterned language.</li> <li>• Stage 2, Reading (Fiction and poetry): Read poems and comment on words and sounds, rhyme and rhythm.</li> <li>• Stage 3, Reading (Fiction and poetry): Consider words that make an impact, e.g. adjectives and powerful verbs.</li> </ul>	
GOLD A	<p>Recognise interesting vocabulary in a text they have listened to or read.</p> <p>Example: When asked: 'Which word has the author used to help us imagine how loudly the baby was crying?' child can respond with the word 'wailed'.</p>	<ul style="list-style-type: none"> <li>• Stage 1, Reading (Fiction and poetry): Talk about significant aspects of a story's language, e.g. repetitive refrain, rhyme, patterned language.</li> <li>• Stage 2, Reading (Fiction and poetry): Comment on some vocabulary choices, e.g. adjectives.</li> <li>• Stage 2, Reading (Fiction and poetry): Read poems and comment on words and sounds, rhyme and rhythm.</li> <li>• Stage 3, Reading (Fiction and poetry): Consider words that make an impact, e.g. adjectives and powerful verbs.</li> </ul>	
GOLD B	<p>Recognise simple recurring literary language in stories and poetry.</p> <p>Example: Child can find examples of alliteration or simple figurative language in a text, when the text contains numerous examples of this kind of language.</p>	<ul style="list-style-type: none"> <li>• Stage 1, Reading (Fiction and poetry): Talk about significant aspects of a story's language, e.g. repetitive refrain, rhyme, patterned language.</li> <li>• Stage 2, Reading (Fiction and poetry): Read poems and comment on words and sounds, rhyme and rhythm.</li> <li>• Stage 3, Reading (Fiction and poetry): Consider words that make an impact, e.g. adjectives and powerful verbs.</li> </ul>	
<b>Vocabulary Development (VOC)</b>			

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ORANGE A, B	<p>Able to find a word in a sentence that has the same meaning as a given word or phrase.</p> <p>Example: Child can find a word on the page that means that same as 'good', e.g. 'excellent'.</p>	<ul style="list-style-type: none"> <li>• Stage 2, Phonics, spelling and vocabulary: Discuss the meaning of unfamiliar words encountered in reading.</li> <li>• Stage 2, Phonics, spelling and vocabulary: Build and use collections of interesting and significant words.</li> <li>• Stage 3, Phonics, spelling and vocabulary: Infer the meaning of unknown words from the context.</li> </ul>	
TURQUOISE A	<p>Able to find a word in a page of text that has the same meaning as a given word.</p> <p>Example: When asked to find a word that means 'jumped' in a page of text, child can point out the word 'leaped'.</p>	<ul style="list-style-type: none"> <li>• Stage 2, Phonics, spelling and vocabulary: Discuss the meaning of unfamiliar words encountered in reading.</li> <li>• Stage 2, Phonics, spelling and vocabulary: Build and use collections of interesting and significant words.</li> <li>• Stage 3, Phonics, spelling and vocabulary: Infer the meaning of unknown words from the context.</li> </ul>	
PURPLE A, B	<p>Identify their favourite words and phrases.</p> <p>Example: When looking at or listening to a short poem, child is able to point out words and phrases that appeal to them.</p>	<ul style="list-style-type: none"> <li>• Stage 1, Reading (Fiction and poetry): Talk about significant aspects of a story's language, e.g. repetitive refrain, rhyme, patterned language.</li> <li>• Stage 2, Reading (Fiction and poetry): Comment on some vocabulary choices, e.g. adjectives.</li> <li>• Stage 2, Reading (Fiction and poetry): Read poems and comment on words and sounds, rhyme and rhythm.</li> <li>• Stage 3, Reading (Fiction and poetry): Consider words that make an impact, e.g. adjectives and powerful verbs.</li> </ul>	
GOLD A	<p>Discuss their favourite words and phrases.</p> <p>Example: When looking at a page of text, child is able to point out words and phrases that appeal to them and explain in simple terms why they like these words, e.g. for the word 'spooky' child says 'I like it because it sounds scary.'</p>	<ul style="list-style-type: none"> <li>• Stage 1, Reading (Fiction and poetry): Talk about significant aspects of a story's language, e.g. repetitive refrain, rhyme, patterned language.</li> <li>• Stage 2, Reading (Fiction and poetry): Comment on some vocabulary choices, e.g. adjectives.</li> <li>• Stage 2, Reading (Fiction and poetry): Read poems and comment on words and sounds, rhyme and rhythm.</li> <li>• Stage 3, Reading (Fiction and poetry): Consider words that make an impact, e.g. adjectives and powerful verbs.</li> </ul>	<ul style="list-style-type: none"> <li>• Stage 2, Speaking and listening: Explain plans and ideas, extending them in the light of discussion.</li> <li>• Stage 2, Speaking and listening: Articulate clearly so that others can hear.</li> <li>• Stage 2, Speaking and listening: Listen carefully and respond appropriately, asking questions of others.</li> </ul>

Year 2

GOLD B	<p>Discuss and clarify the meanings of words, linking new meanings to known vocabulary.</p> <p>Example: When child comes across a new word such as 'shattered', they are able to make a sensible guess at the meaning using the context and can suggest an alternative word that could be used, e.g. 'broken'.</p>	<ul style="list-style-type: none"> <li>• Stage 2, Phonics, spelling and vocabulary: Discuss the meaning of unfamiliar words encountered in reading.</li> <li>• Stage 2, Phonics, spelling and vocabulary: Build and use collections of interesting and significant words.</li> <li>• Stage 3, Phonics, spelling and vocabulary: Infer the meaning of unknown words from the context.</li> </ul>	<ul style="list-style-type: none"> <li>• Stage 2, Speaking and listening: Explain plans and ideas, extending them in the light of discussion.</li> <li>• Stage 2, Speaking and listening: Articulate clearly so that others can hear.</li> <li>• Stage 2, Speaking and listening: Listen carefully and respond appropriately, asking questions of others.</li> </ul>
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Range of Texts (RGE)			
TURQUOISE B	<p>Contribute appropriately to discussion about a wide range of different types of texts they have listened to or read, including stories, traditional tales, poems and non-fiction.</p> <p>Example: Child can add an appropriate comment to a discussion about a non-fiction text by picking up on an aspect of the text that relates to their own experience or by relating something interesting they learned from the text.</p>	<ul style="list-style-type: none"> <li>• Stage 1, Reading (Fiction and poetry): Enjoy a range of books, discussing preferences.</li> <li>• Stage 1, Reading (Non-fiction): Show awareness that texts for different purposes look different, e.g. use of photographs, diagrams, etc.</li> <li>• Stage 2, Reading (Fiction and poetry): Read poems and comment on words and sounds, rhyme and rhythm.</li> <li>• Stage 2, Reading (Non-fiction): Identify general features of known text types.</li> <li>• Stage 2, Reading (Non-fiction): Show some awareness that texts have different purposes.</li> <li>• Stage 3, Reading (Fiction and poetry): Identify different types of stories and typical story themes.</li> <li>• Stage 3, Reading (Non-fiction): Read a range of story, poetry and information books and begin to make links between them.</li> </ul>	<ul style="list-style-type: none"> <li>• Stage 2, Speaking and listening: Explain plans and ideas, extending them in the light of discussion.</li> <li>• Stage 2, Speaking and listening: Articulate clearly so that others can hear.</li> <li>• Stage 2, Speaking and listening: Listen carefully and respond appropriately, asking questions of others.</li> </ul>

Year 2

<p>GOLD B</p>	<p>Discuss and express views about a wide range of texts they have listened to.</p> <p>Example: Child is able to discuss how they would feel in a character's place in stories; how poems make them feel and what they think of topics discussed in non-fiction texts.</p>	<ul style="list-style-type: none"> <li>• Stage 1, Reading (Fiction and poetry): Enjoy a range of books, discussing preferences.</li> <li>• Stage 1, Reading (Fiction and poetry): Make links to own experiences.</li> <li>• Stage 1, Reading (Non-fiction): Show awareness that texts for different purposes look different, e.g. use of photographs, diagrams, etc.</li> <li>• Stage 2, Reading (Fiction and poetry): Identify and describe story settings and characters, recognising that they may be from different times and places.</li> <li>• Stage 2, Reading (Fiction and poetry): Begin to develop likes and dislikes in reading.</li> <li>• Stage 2, Reading (Fiction and poetry): Read poems and comment on words and sounds, rhyme and rhythm.</li> <li>• Stage 2, Reading (Non-fiction): Identify general features of known text types.</li> <li>• Stage 2, Reading (Non-fiction): Show some awareness that texts have different purposes.</li> <li>• Stage 3, Reading (Fiction and poetry): Identify different types of stories and typical story themes.</li> <li>• Stage 3, Reading (Non-fiction): Read a range of story, poetry and information books and begin to make links between them.</li> </ul>	<ul style="list-style-type: none"> <li>• Stage 2, Speaking and listening: Explain plans and ideas, extending them in the light of discussion.</li> <li>• Stage 2, Speaking and listening: Articulate clearly so that others can hear.</li> <li>• Stage 2, Speaking and listening: Listen carefully and respond appropriately, asking questions of others.</li> </ul>
<p><b>Text Structure (STRC)</b></p>			
<p>ORANGE A, B</p>	<p>Begin to recognise that some non-fiction books have features that are different from the main text.</p> <p>Example: When asked to find the bit of text that tells you what the picture shows, child is able to point to a caption or label.</p>	<ul style="list-style-type: none"> <li>• Stage 1, Reading (Non-fiction): Show awareness that texts for different purposes look different, e.g. use of photographs, diagrams, etc.</li> <li>• Stage 2, Reading (Non-fiction): Identify general features of known text types.</li> <li>• Stage 2, Reading (Non-fiction): Show some awareness that texts have different purposes.</li> </ul>	

Year 2

<p>TURQUOISE A</p>	<p>Know what some common non-fiction features are called and what they do.</p> <p>Example: When asked to point to a caption, child can point to a caption on a page and, when asked, can explain that it tells you about the picture.</p>	<ul style="list-style-type: none"> <li>• Stage 1, Reading (Non-fiction): Know the parts of a book, e.g. title page, contents.</li> <li>• Stage 1, Reading (Non-fiction): Show awareness that texts for different purposes look different, e.g. use of photographs, diagrams, etc.</li> <li>• Stage 2, Reading (Non-fiction): Identify general features of known text types.</li> <li>• Stage 2, Reading (Non-fiction): Show some awareness that texts have different purposes.</li> <li>• Stage 3, Reading (Non-fiction): Consider ways that information is set out on page and on screen, e.g. lists, charts, bullet points.</li> </ul>	
<p>TURQUOISE B</p>	<p>With support, clearly explain what some common non-fiction features are called and what they do.</p> <p>Example: When asked which part of the text tells you what is in the picture, child says 'a label', and points to a label.</p>	<ul style="list-style-type: none"> <li>• Stage 1, Reading (Non-fiction): Know the parts of a book, e.g. title page, contents.</li> <li>• Stage 1, Reading (Non-fiction): Show awareness that texts for different purposes look different, e.g. use of photographs, diagrams, etc.</li> <li>• Stage 2, Reading (Non-fiction): Identify general features of known text types.</li> <li>• Stage 2, Reading (Non-fiction): Show some awareness that texts have different purposes.</li> <li>• Stage 3, Reading (Non-fiction): Consider ways that information is set out on page and on screen, e.g. lists, charts, bullet points.</li> </ul>	

Year 2

PURPLE A, B	<p>Able to read non-fiction texts that include one or more common non-fiction features and can tell you what some features are called.</p> <p>Example: Child can read aloud a page of an unfamiliar non-fiction text that includes a caption or label and can name these features.</p>	<ul style="list-style-type: none"> <li>• Stage 1, Reading (Non-fiction): Read labels, lists and captions to find information.</li> <li>• Stage 1, Reading (Non-fiction): Know the parts of a book, e.g. title page, contents.</li> <li>• Stage 1, Reading (Non-fiction): Show awareness that texts for different purposes look different, e.g. use of photographs, diagrams, etc.</li> <li>• Stage 2, Reading (Non-fiction): Read and follow simple instructions, e.g. in a recipe.</li> <li>• Stage 2, Reading (Non-fiction): Locate words by initial letter in simple dictionaries, glossaries and indexes.</li> <li>• Stage 2, Reading (Non-fiction): Find factual information from different formats, e.g. charts, labelled diagrams.</li> <li>• Stage 2, Reading (Non-fiction): Identify general features of known text types.</li> <li>• Stage 2, Reading (Non-fiction): Explore a variety of non-fiction texts on screen.</li> <li>• Stage 3, Reading (Non-fiction): Consider ways that information is set out on page and on screen, e.g. lists, charts, bullet points.</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
GOLD A	<p>With support, can sometimes comment on the appropriateness of the author's choice of title for a poem or story.</p> <p>Example: When asked why a title might be a good choice for a story or poem, child can make some link between the title and the content of the writing.</p>		<ul style="list-style-type: none"> <li>• Stage 1, Reading (Non-fiction): Know the parts of a book, e.g. title page, contents.</li> <li>• Stage 2, Reading (Fiction and poetry): Comment on some vocabulary choices, e.g. adjectives.</li> <li>• Stage 3, Reading (Fiction and poetry): Answer questions with some reference to single points in a text.</li> <li>• Stage 3, Reading (Fiction and poetry): Identify different types of stories and typical story themes.</li> <li>• Stage 3, Reading (Fiction and poetry): Identify the main points or gist of a text.</li> <li>• Stage 3, Reading (Fiction and poetry): Consider words that make an impact, e.g. adjectives and powerful verbs.</li> </ul>



Year 2

GOLD B	<p>Able to read a range of non-fiction texts structured in different ways.</p> <p>Example: Child can read a range of texts including simple instructions, books with non-fiction features such as captions and labels and simple online texts.</p>	<ul style="list-style-type: none"> <li>• Stage 1, Reading (Non-fiction): Read labels, lists and captions to find information.</li> <li>• Stage 1, Reading (Non-fiction): Know the parts of a book, e.g. title page, contents.</li> <li>• Stage 1, Reading (Non-fiction): Show awareness that texts for different purposes look different, e.g. use of photographs, diagrams, etc.</li> <li>• Stage 2, Reading (Non-fiction): Read and follow simple instructions, e.g. in a recipe.</li> <li>• Stage 2, Reading (Non-fiction): Locate words by initial letter in simple dictionaries, glossaries and indexes.</li> <li>• Stage 2, Reading (Non-fiction): Find factual information from different formats, e.g. charts, labelled diagrams.</li> <li>• Stage 2, Reading (Non-fiction): Identify general features of known text types.</li> <li>• Stage 2, Reading (Non-fiction): Show some awareness that texts have different purposes.</li> <li>• Stage 2, Reading (Non-fiction): Explore a variety of non-fiction texts on screen.</li> <li>• Stage 3, Reading (Non-fiction): Consider ways that information is set out on page and on screen, e.g. lists, charts, bullet points.</li> </ul>	
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Bug Club		Cambridge Primary English Learning Objectives	
Indicative Book Band	Objective	Relevant Cambridge objective <i>Full match</i>	Relevant Cambridge objective <i>Partial match</i>
<b>YEAR 2 PLUS</b>			
<b>Literal Comprehension (LIT)</b>			
WHITE A, B	<p>Participate in discussions about books they have listened to or read, recalling the story and making reference to significant events and characters.</p> <p>Example: As part of a group discussion, child can recall significant events and explain why they were important in the story, e.g. the ship was burning, so the pirate jumped into the sea and swam to the island, but there was a dragon there.</p>	<ul style="list-style-type: none"> <li>• Stage 1, Reading (Fiction and poetry): Talk about events in a story and make simple inferences about characters and events to show understanding.</li> <li>• Stage 2, Reading (Fiction and poetry): Identify and describe story settings and characters, recognising that they may be from different times and places.</li> <li>• Stage 3, Reading (Fiction and poetry): Begin to infer meanings beyond the literal, e.g. about motives and character.</li> </ul>	<ul style="list-style-type: none"> <li>• Stage 2, Speaking and listening: Explain plans and ideas, extending them in the light of discussion.</li> <li>• Stage 2, Speaking and listening: Articulate clearly so that others can hear.</li> <li>• Stage 2, Speaking and listening: Listen carefully and respond appropriately, asking questions of others.</li> </ul>
	<p>Ask and answer questions about books they have listened to or read, often making links between one event or piece of information and another, and where necessary drawing on what they already know or on background information and vocabulary provided by the teacher.</p> <p>Example: When reading a story about two friends having an argument, child can ask and answer questions that help them make the connection between one of the character's behaviour towards the other, and what happens next.</p>	<ul style="list-style-type: none"> <li>• Stage 1, Reading (Fiction and poetry): Talk about events in a story and make simple inferences about characters and events to show understanding.</li> <li>• Stage 1, Reading (Fiction and poetry): Make links to own experiences.</li> <li>• Stage 2, Reading (Fiction and poetry): Identify and describe story settings and characters, recognising that they may be from different times and places.</li> <li>• Stage 2, Reading (Non-fiction): Find answers to questions by reading a section of text.</li> <li>• Stage 2, Speaking and listening: Listen carefully and respond appropriately, asking questions of others.</li> <li>• Stage 3, Reading (Fiction and poetry): Begin to infer meanings beyond the literal, e.g. about motives and character.</li> </ul>	

Year 2+

LIME A, B	<p>Participate in discussions about books they have listened to or read, recalling the story and making reference to significant events and characters.</p> <p>Example: As part of a group discussion, child can recall significant events and explain why they were important in the story, e.g. the ship was burning, so the pirate jumped into the sea and swam to the island, but there was a dragon there.</p>	<ul style="list-style-type: none"> <li>• Stage 1, Reading (Fiction and poetry): Talk about events in a story and make simple inferences about characters and events to show understanding.</li> <li>• Stage 2, Reading (Fiction and poetry): Identify and describe story settings and characters, recognising that they may be from different times and places.</li> <li>• Stage 3, Reading (Fiction and poetry): Begin to infer meanings beyond the literal, e.g. about motives and character.</li> </ul>	<ul style="list-style-type: none"> <li>• Stage 2, Speaking and listening: Explain plans and ideas, extending them in the light of discussion.</li> <li>• Stage 2, Speaking and listening: Articulate clearly so that others can hear.</li> <li>• Stage 2, Speaking and listening: Listen carefully and respond appropriately, asking questions of others.</li> </ul>
	<p>Ask and answer questions about books they have listened to or read, often making links between one event or piece of information and another, and where necessary drawing on what they already know or on background information and vocabulary provided by the teacher.</p> <p>Example: When reading a story about two friends having an argument, child can ask and answer questions that help them make the connection between one of the character's behaviour towards the other, and what happens next.</p>	<ul style="list-style-type: none"> <li>• Stage 1, Reading (Fiction and poetry): Talk about events in a story and make simple inferences about characters and events to show understanding.</li> <li>• Stage 1, Reading (Fiction and poetry): Make links to own experiences.</li> <li>• Stage 2, Reading (Fiction and poetry): Identify and describe story settings and characters, recognising that they may be from different times and places.</li> <li>• Stage 2, Reading (Non-fiction): Find answers to questions by reading a section of text.</li> <li>• Stage 2, Speaking and listening: Listen carefully and respond appropriately, asking questions of others.</li> <li>• Stage 3, Reading (Fiction and poetry): Begin to infer meanings beyond the literal, e.g. about motives and character.</li> </ul>	

Literal Comprehension: Sequencing (SEQ)			
WHITE A, B	<p>Become increasingly familiar with wider range of stories, fairy stories and traditional tales and can retell these.</p> <p>Example: Child can retell a range of familiar stories, including main characters and key events in the correct order, e.g. child can summarise <i>Cinderella</i>, briefly describing Cinderella's life, how she got to the ball, what happened at the ball and what happened after that.</p>	<ul style="list-style-type: none"> <li>• Stage 1, Reading (Fiction and poetry): Retell stories, with some appropriate use of story language.</li> <li>• Stage 1, Reading (Fiction and poetry): Talk about significant aspects of a story's language, e.g. repetitive refrain, rhyme, patterned language.</li> <li>• Stage 1, Reading (Fiction and poetry): Enjoy a range of books, discussing preferences.</li> <li>• Stage 2, Reading (Fiction and poetry): Talk about what happens at the beginning, in the middle or at the end of a story.</li> <li>• Stage 3, Reading (Fiction and poetry): Identify different types of stories and typical story themes.</li> </ul>	
	<p>Demonstrate understanding of simple cause and effect in fiction and non-fiction texts, discussing sequence of events and explaining how items of information are related.</p> <p>Example: When discussing <i>Little Red Riding Hood</i>, child can answer questions such as: 'What was the wolf's plan?' (He would put on Grandma's clothes so that Little Red Riding Hood would think he was Grandma and then he could eat Little Red Riding Hood).</p>		<ul style="list-style-type: none"> <li>• Stage 1, Reading (Fiction and poetry): Talk about events in a story and make simple inferences about characters and events to show understanding.</li> <li>• Stage 2, Reading (Fiction and poetry): Talk about what happens at the beginning, in the middle or at the end of a story.</li> <li>• Stage 2, Reading (Fiction and poetry): Make simple inferences from the words on the page, e.g. about feelings.</li> <li>• Stage 3, Reading (Fiction and poetry): Begin to infer meanings beyond the literal, e.g. about motives and character.</li> </ul>

Year 2+

LIME A, B	<p>Become increasingly familiar with wider range of stories, fairy stories and traditional tales and can retell these.</p> <p>Example: Child can retell a range of familiar stories, including main characters and key events in the correct order, e.g. child can summarise <i>Cinderella</i>, briefly describing Cinderella's life, how she got to the ball, what happened at the ball and what happened after that.</p>	<ul style="list-style-type: none"> <li>• Stage 1, Reading (Fiction and poetry): Retell stories, with some appropriate use of story language.</li> <li>• Stage 1, Reading (Fiction and poetry): Talk about significant aspects of a story's language, e.g. repetitive refrain, rhyme, patterned language.</li> <li>• Stage 1, Reading (Fiction and poetry): Enjoy a range of books, discussing preferences.</li> <li>• Stage 2, Reading (Fiction and poetry): Talk about what happens at the beginning, in the middle or at the end of a story.</li> <li>• Stage 3, Reading (Fiction and poetry): Identify different types of stories and typical story themes.</li> </ul>	
	<p>Demonstrate understanding of simple cause and effect in fiction and non-fiction texts, discussing sequence of events and explaining how items of information are related.</p> <p>Example: When discussing <i>Little Red Riding Hood</i>, child can answer questions such as: 'What was the wolf's plan?' (He would put on Grandma's clothes so that Little Red Riding Hood would think he was Grandma and then he could eat Little Red Riding Hood).</p>		<ul style="list-style-type: none"> <li>• Stage 1, Reading (Fiction and poetry): Talk about events in a story and make simple inferences about characters and events to show understanding.</li> <li>• Stage 2, Reading (Fiction and poetry): Talk about what happens at the beginning, in the middle or at the end of a story.</li> <li>• Stage 2, Reading (Fiction and poetry): Make simple inferences from the words on the page, e.g. about feelings.</li> <li>• Stage 3, Reading (Fiction and poetry): Begin to infer meanings beyond the literal, e.g. about motives and character.</li> </ul>

Information Retrieval (IR)			
WHITE A, B	<p>With support, find specific information on a page of non-fiction text, often using features such as key words, headings, captions, etc. appropriately.</p> <p>Example: With support, child can answer question such as: 'Can you explain where swallows go in the winter?'</p>	<ul style="list-style-type: none"> <li>• Stage 1, Reading (Non-fiction): Read labels, lists and captions to find information.</li> <li>• Stage 2, Reading (Non-fiction): Find answers to questions by reading a section of text.</li> <li>• Stage 2, Reading (Non-fiction): Find factual information from different formats, e.g. charts, labelled diagrams.</li> <li>• Stage 2, Reading (Non-fiction): Identify general features of known text types.</li> <li>• Stage 2, Reading (Non-fiction): Explore a variety of non-fiction texts on screen.</li> <li>• Stage 3, Reading (Non-fiction): Consider ways that information is set out on page and on screen, e.g. lists, charts, bullet points.</li> <li>• Stage 3, Reading (Non-fiction): Use ICT sources to locate simple information.</li> </ul>	
LIME A, B	<p>With support, find specific information on a page of non-fiction text, often using features such as key words, headings, captions, etc. appropriately.</p> <p>Example: With support, child can answer question such as: 'Can you explain where swallows go in the winter?'</p>	<ul style="list-style-type: none"> <li>• Stage 1, Reading (Non-fiction): Read labels, lists and captions to find information.</li> <li>• Stage 2, Reading (Non-fiction): Find answers to questions by reading a section of text.</li> <li>• Stage 2, Reading (Non-fiction): Find factual information from different formats, e.g. charts, labelled diagrams.</li> <li>• Stage 2, Reading (Non-fiction): Identify general features of known text types.</li> <li>• Stage 2, Reading (Non-fiction): Explore a variety of non-fiction texts on screen.</li> <li>• Stage 3, Reading (Non-fiction): Consider ways that information is set out on page and on screen, e.g. lists, charts, bullet points.</li> <li>• Stage 3, Reading (Non-fiction): Use ICT sources to locate simple information.</li> </ul>	

Accuracy (ACC)			
WHITE A, B	<p>Independently check text makes sense as they read, and correct inaccurate reading.</p> <p>Example: Child mis-reads 'The knight ran into the palace' as 'The knight ran into the place', realises it doesn't make sense, and self-corrects without being prompted.</p>		<ul style="list-style-type: none"> <li>• Stage 2, Reading (Fiction and poetry): Extend the range of common words recognised on sight.</li> <li>• Stage 2, Reading (Fiction and poetry): Use phonics as the main method of tackling unfamiliar words.</li> <li>• Stage 2, Reading (Fiction and poetry): Read aloud with increased accuracy, fluency and expression.</li> <li>• Stage 3, Reading (Fiction and poetry): Use effective strategies to tackle blending unfamiliar words to read, including sounding out, separating into syllables, using analogy, identifying known suffixes and prefixes, using context.</li> <li>• Stage 3, Phonics, spelling and vocabulary: Infer the meaning of unknown words from the context.</li> </ul>
LIME A, B	<p>Independently check text makes sense as they read, and correct inaccurate reading.</p> <p>Example: Child mis-reads 'The knight ran into the palace' as 'The knight ran into the place', realises it doesn't make sense, and self-corrects without being prompted.</p>		<ul style="list-style-type: none"> <li>• Stage 2, Reading (Fiction and poetry): Extend the range of common words recognised on sight.</li> <li>• Stage 2, Reading (Fiction and poetry): Use phonics as the main method of tackling unfamiliar words.</li> <li>• Stage 2, Reading (Fiction and poetry): Read aloud with increased accuracy, fluency and expression.</li> <li>• Stage 3, Reading (Fiction and poetry): Use effective strategies to tackle blending unfamiliar words to read, including sounding out, separating into syllables, using analogy, identifying known suffixes and prefixes, using context.</li> <li>• Stage 3, Phonics, spelling and vocabulary: Infer the meaning of unknown words from the context.</li> </ul>

Making Inferences (INF)			
WHITE A, B	<p>Discuss why some events in a story are important and make simple links between items of information.</p> <p>Example: When discussing a non-fiction book about how rice is grown, child can answer questions such as: 'Why do you think we don't grow much rice in the UK?' (Because our climate isn't ideal for growing rice, and it would take up a lot of land that we could better use for other things.)</p>		<ul style="list-style-type: none"> <li>• Stage 1, Reading (Fiction and poetry): Talk about events in a story and make simple inferences about characters and events to show understanding.</li> <li>• Stage 1, Reading (Fiction and poetry): Make links to own experiences.</li> <li>• Stage 2, Reading (Fiction and poetry): Identify and describe story settings and characters, recognising that they may be from different times and places.</li> <li>• Stage 2, Reading (Fiction and poetry): Make simple inferences from the words on the page, e.g. about feelings.</li> <li>• Stage 3, Reading (Fiction and poetry): Begin to infer meanings beyond the literal, e.g. about motives and character.</li> </ul>
	<p>Participate in discussions about books they have listened or read, making inferences on the basis of what is said and done and listening to what others say.</p> <p>Example: 'In <i>Sinbad the Sailor</i>, how did the sailors feel when they saw the pile of bones?' Child answers: 'The sailors were scared that something bad might happen to them.'</p>	<ul style="list-style-type: none"> <li>• Stage 1, Reading (Fiction and poetry): Talk about events in a story and make simple inferences about characters and events to show understanding.</li> <li>• Stage 2, Reading (Fiction and poetry): Make simple inferences from the words on the page, e.g. about feelings.</li> <li>• Stage 3, Reading (Fiction and poetry): Begin to infer meanings beyond the literal, e.g. about motives and character.</li> </ul>	<ul style="list-style-type: none"> <li>• Stage 2, Speaking and listening: Explain plans and ideas, extending them in the light of discussion.</li> <li>• Stage 2, Speaking and listening: Articulate clearly so that others can hear.</li> <li>• Stage 2, Speaking and listening: Listen carefully and respond appropriately, asking questions of others.</li> </ul>



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LIME A, B	<p>Discuss why some events in a story are important and make simple links between items of information.</p> <p>Example: When discussing a non-fiction book about how rice is grown, child can answer questions such as: 'Why do you think we don't grow much rice in the UK?' (Because our climate isn't ideal for growing rice, and it would take up a lot of land that we could better use for other things.)</p>		<ul style="list-style-type: none"> <li>• Stage 1, Reading (Fiction and poetry): Talk about events in a story and make simple inferences about characters and events to show understanding.</li> <li>• Stage 1, Reading (Fiction and poetry): Make links to own experiences.</li> <li>• Stage 2, Reading (Fiction and poetry): Identify and describe story settings and characters, recognising that they may be from different times and places.</li> <li>• Stage 2, Reading (Fiction and poetry): Make simple inferences from the words on the page, e.g. about feelings.</li> <li>• Stage 3, Reading (Fiction and poetry): Begin to infer meanings beyond the literal, e.g. about motives and character.</li> </ul>
	<p>Participate in discussions about books they have listened or read, making inferences on the basis of what is said and done and listening to what others say.</p> <p>Example: 'In <i>Sinbad the Sailor</i>, how did the sailors feel when they saw the pile of bones?' Child answers: 'The sailors were scared that something bad might happen to them.'</p>	<ul style="list-style-type: none"> <li>• Stage 1, Reading (Fiction and poetry): Talk about events in a story and make simple inferences about characters and events to show understanding.</li> <li>• Stage 2, Reading (Fiction and poetry): Make simple inferences from the words on the page, e.g. about feelings.</li> <li>• Stage 3, Reading (Fiction and poetry): Begin to infer meanings beyond the literal, e.g. about motives and character.</li> </ul>	<ul style="list-style-type: none"> <li>• Stage 2, Speaking and listening: Explain plans and ideas, extending them in the light of discussion.</li> <li>• Stage 2, Speaking and listening: Articulate clearly so that others can hear.</li> <li>• Stage 2, Speaking and listening: Listen carefully and respond appropriately, asking questions of others.</li> </ul>

Prediction (PRED)			
WHITE A, B	<p>Make a sensible prediction of what might happen and, when prompted, justify the prediction on the basis of what has happened so far in the story.</p> <p>Example: In <i>The Boy Who Cried Wolf</i> (when this is unfamiliar to child), when the boy sees the wolf, child can answer more open and less supportive questions, e.g. 'What will the villagers say?' (They will say he is lying) and 'Why do you think that?' (Because he had lied about it before).</p>	<ul style="list-style-type: none"> <li>• Stage 1, Reading (Fiction and poetry): Anticipate what happens next in a story.</li> <li>• Stage 2, Reading (Fiction and poetry): Predict story endings.</li> </ul>	<ul style="list-style-type: none"> <li>• Stage 3, Reading (Fiction and poetry): Begin to infer meanings beyond the literal, e.g. about motives and character.</li> </ul>
LIME A, B	<p>Make a sensible prediction of what might happen and, when prompted, justify the prediction on the basis of what has happened so far in the story.</p> <p>Example: In <i>The Boy Who Cried Wolf</i> (when this is unfamiliar to child), when the boy sees the wolf, child can answer more open and less supportive questions, e.g. 'What will the villagers say?' (They will say he is lying) and 'Why do you think that?' (Because he had lied about it before).</p>	<ul style="list-style-type: none"> <li>• Stage 1, Reading (Fiction and poetry): Anticipate what happens next in a story.</li> <li>• Stage 2, Reading (Fiction and poetry): Predict story endings.</li> </ul>	<ul style="list-style-type: none"> <li>• Stage 3, Reading (Fiction and poetry): Begin to infer meanings beyond the literal, e.g. about motives and character.</li> </ul>
Personal Response and Evaluation of Text (PRS)			
WHITE A, B	<p>With support, use empathy to help them understand characters and their motivation.</p> <p>Example: Following a spoken example, child can ask a question such as: 'Why did you choose the dragon as a pet?' When in the hot seat, child can give a simple, appropriate answer, e.g. 'Because it was friendly.'</p>	<ul style="list-style-type: none"> <li>• Stage 1, Reading (Fiction and poetry): Talk about events in a story and make simple inferences about characters and events to show understanding.</li> <li>• Stage 1, Reading (Fiction and poetry): Make links to own experiences.</li> <li>• Stage 2, Reading (Fiction and poetry): Identify and describe story settings and characters, recognising that they may be from different times and places.</li> <li>• Stage 3, Reading (Fiction and poetry): Begin to infer meanings beyond the literal, e.g. about motives and character.</li> </ul>	

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	<p>Explain and discuss their understanding of books, poems and other material they have listened to or read, sometimes giving a more detailed account of their opinions.</p> <p>Example: After listening to a poem, child gives a personal response to the question: 'How did the poem make you feel?' Child answers: 'It made me feel sad.' With prompting, child can explain why in simple terms, e.g. 'Because the girl in the poem is lonely, and I felt sorry for her.'</p>	<ul style="list-style-type: none"> <li>• Stage 1, Reading (Fiction and poetry): Talk about events in a story and make simple inferences about characters and events to show understanding.</li> <li>• Stage 1, Reading (Fiction and poetry): Enjoy a range of books, discussing preferences.</li> <li>• Stage 1, Reading (Fiction and poetry): Make links to own experiences.</li> <li>• Stage 2, Reading (Fiction and poetry): Make simple inferences from the words on the page, e.g. about feelings.</li> <li>• Stage 2, Reading (Fiction and poetry): Begin to develop likes and dislikes in reading.</li> </ul>	<ul style="list-style-type: none"> <li>• Stage 2, Reading (Fiction and poetry): Read poems and comment on words and sounds, rhyme and rhythm.</li> <li>• Stage 2, Reading (Non-fiction): Show some awareness that texts have different purposes.</li> <li>• Stage 2, Speaking and listening: Explain plans and ideas, extending them in the light of discussion.</li> <li>• Stage 2, Speaking and listening: Articulate clearly so that others can hear.</li> <li>• Stage 2, Speaking and listening: Listen carefully and respond appropriately, asking questions of others.</li> </ul>
LIME A, B	<p>With support, use empathy to help them understand characters and their motivation.</p> <p>Example: Following a spoken example, child can ask a question such as: 'Why did you choose the dragon as a pet?' When in the hot seat, child can give a simple, appropriate answer, e.g. 'Because it was friendly.'</p>	<ul style="list-style-type: none"> <li>• Stage 1, Reading (Fiction and poetry): Talk about events in a story and make simple inferences about characters and events to show understanding.</li> <li>• Stage 1, Reading (Fiction and poetry): Make links to own experiences.</li> <li>• Stage 2, Reading (Fiction and poetry): Identify and describe story settings and characters, recognising that they may be from different times and places.</li> <li>• Stage 3, Reading (Fiction and poetry): Begin to infer meanings beyond the literal, e.g. about motives and character.</li> </ul>	
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Performance (PERF)			
WHITE A, B	<p>Recite at least five poems by heart, adding appropriate intonation to make the meaning clear.</p> <p>Example: When reciting a poem, child quickens their pace or uses an excited tone of voice for an exciting part of the poem.</p>		<ul style="list-style-type: none"> <li>• Stage 1, Reading (Fiction and poetry): Learn and recite simple poems.</li> <li>• Stage 2, Reading (Fiction and poetry): Read aloud with increased accuracy, fluency and expression.</li> <li>• Stage 2, Reading (Fiction and poetry): Read poems and comment on words and sounds, rhyme and rhythm.</li> <li>• Stage 3, Reading (Fiction and poetry): Practise learning and reciting poems.</li> </ul>
LIME A, B	<p>Recite at least five poems by heart, adding appropriate intonation to make the meaning clear.</p> <p>Example: When reciting a poem, child quickens their pace or uses an excited tone of voice for an exciting part of the poem.</p>		<ul style="list-style-type: none"> <li>• Stage 1, Reading (Fiction and poetry): Learn and recite simple poems.</li> <li>• Stage 2, Reading (Fiction and poetry): Read aloud with increased accuracy, fluency and expression.</li> <li>• Stage 2, Reading (Fiction and poetry): Read poems and comment on words and sounds, rhyme and rhythm.</li> <li>• Stage 3, Reading (Fiction and poetry): Practise learning and reciting poems.</li> </ul>
Literary Language (LANG)			
WHITE A, B	<p>Recognise interesting vocabulary in a text they have listened to or read.</p> <p>Example: When asked: 'Which word has the author used to help us imagine how loudly the baby was crying?' child can respond with the word 'wailed'.</p>	<ul style="list-style-type: none"> <li>• Stage 1, Reading (Fiction and poetry): Talk about significant aspects of a story's language, e.g. repetitive refrain, rhyme, patterned language.</li> <li>• Stage 2, Reading (Fiction and poetry): Comment on some vocabulary choices, e.g. adjectives.</li> <li>• Stage 2, Reading (Fiction and poetry): Read poems and comment on words and sounds, rhyme and rhythm.</li> <li>• Stage 3, Reading (Fiction and poetry): Consider words that make an impact, e.g. adjectives and powerful verbs.</li> </ul>	

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	<p>Recognise simple recurring literary language in stories and poetry.</p> <p>Example: Child can find examples of alliteration or simple figurative language in a text, when the text contains numerous examples of this kind of language.</p>	<ul style="list-style-type: none"> <li>• Stage 1, Reading (Fiction and poetry): Talk about significant aspects of a story's language, e.g. repetitive refrain, rhyme, patterned language.</li> <li>• Stage 2, Reading (Fiction and poetry): Comment on some vocabulary choices, e.g. adjectives.</li> <li>• Stage 2, Reading (Fiction and poetry): Read poems and comment on words and sounds, rhyme and rhythm.</li> <li>• Stage 3, Reading (Fiction and poetry): Consider words that make an impact, e.g. adjectives and powerful verbs.</li> </ul>	
LIME A, B	<p>Recognise interesting vocabulary in a text they have listened to or read.</p> <p>Example: When asked: 'Which word has the author used to help us imagine how loudly the baby was crying?' child can respond with the word 'wailed'.</p>	<ul style="list-style-type: none"> <li>• Stage 1, Reading (Fiction and poetry): Talk about significant aspects of a story's language, e.g. repetitive refrain, rhyme, patterned language.</li> <li>• Stage 2, Reading (Fiction and poetry): Comment on some vocabulary choices, e.g. adjectives.</li> <li>• Stage 2, Reading (Fiction and poetry): Read poems and comment on words and sounds, rhyme and rhythm.</li> <li>• Stage 3, Reading (Fiction and poetry): Consider words that make an impact, e.g. adjectives and powerful verbs.</li> </ul>	
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Vocabulary Development (VOC)			
WHITE A, B	<p>Discuss their favourite words and phrases.</p> <p>Example: When looking at a page of text, child is able to point out words and phrases that appeal to them and explain in simple terms why they like these words, e.g. for the word 'spooky' child says 'I like it because it sounds scary.'</p>	<ul style="list-style-type: none"> <li>• Stage 1, Reading (Fiction and poetry): Talk about significant aspects of a story's language, e.g. repetitive refrain, rhyme, patterned language.</li> <li>• Stage 2, Reading (Fiction and poetry): Comment on some vocabulary choices, e.g. adjectives.</li> <li>• Stage 2, Reading (Fiction and poetry): Read poems and comment on words and sounds, rhyme and rhythm.</li> <li>• Stage 3, Reading (Fiction and poetry): Consider words that make an impact, e.g. adjectives and powerful verbs.</li> </ul>	<ul style="list-style-type: none"> <li>• Stage 2, Speaking and listening: Explain plans and ideas, extending them in the light of discussion.</li> <li>• Stage 2, Speaking and listening: Articulate clearly so that others can hear.</li> <li>• Stage 2, Speaking and listening: Listen carefully and respond appropriately, asking questions of others.</li> </ul>
	<p>Discuss and clarify the meanings of words, linking new meanings to known vocabulary.</p> <p>Example: When child comes across a new word such as 'shattered', they are able to make a sensible guess at the meaning using the context and can suggest an alternative word that could be used, e.g. 'broken'.</p>	<ul style="list-style-type: none"> <li>• Stage 2, Phonics, spelling and vocabulary: Discuss the meaning of unfamiliar words encountered in reading.</li> <li>• Stage 2, Phonics, spelling and vocabulary: Build and use collections of interesting and significant words.</li> <li>• Stage 3, Phonics, spelling and vocabulary: Infer the meaning of unknown words from the context.</li> </ul>	<ul style="list-style-type: none"> <li>• Stage 2, Speaking and listening: Explain plans and ideas, extending them in the light of discussion.</li> <li>• Stage 2, Speaking and listening: Articulate clearly so that others can hear.</li> <li>• Stage 2, Speaking and listening: Listen carefully and respond appropriately, asking questions of others.</li> </ul>
LIME A, B	<p>Discuss their favourite words and phrases.</p> <p>Example: When looking at a page of text, child is able to point out words and phrases that appeal to them and explain in simple terms why they like these words, e.g. for the word 'spooky' child says 'I like it because it sounds scary.'</p>	<ul style="list-style-type: none"> <li>• Stage 1, Reading (Fiction and poetry): Talk about significant aspects of a story's language, e.g. repetitive refrain, rhyme, patterned language.</li> <li>• Stage 2, Reading (Fiction and poetry): Comment on some vocabulary choices, e.g. adjectives.</li> <li>• Stage 2, Reading (Fiction and poetry): Read poems and comment on words and sounds, rhyme and rhythm.</li> <li>• Stage 3, Reading (Fiction and poetry): Consider words that make an impact, e.g. adjectives and powerful verbs.</li> </ul>	<ul style="list-style-type: none"> <li>• Stage 2, Speaking and listening: Explain plans and ideas, extending them in the light of discussion.</li> <li>• Stage 2, Speaking and listening: Articulate clearly so that others can hear.</li> <li>• Stage 2, Speaking and listening: Listen carefully and respond appropriately, asking questions of others.</li> </ul>

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<b>Range of Texts (RGE)</b>			
WHITE A, B	<p>Discuss and express views about a wide range of texts they have listened to.</p> <p>Example: Child is able to discuss how they would feel in a character's place in stories; how poems make them feel and what they think of topics discussed in non-fiction texts.</p>	<ul style="list-style-type: none"> <li>• Stage 1, Reading (Fiction and poetry): Enjoy a range of books, discussing preferences.</li> <li>• Stage 1, Reading (Fiction and poetry): Make links to own experiences.</li> <li>• Stage 1, Reading (Non-fiction): Show awareness that texts for different purposes look different, e.g. use of photographs, diagrams, etc.</li> <li>• Stage 2, Reading (Fiction and poetry): Identify and describe story settings and characters, recognising that they may be from different times and places.</li> <li>• Stage 2, Reading (Fiction and poetry): Begin to develop likes and dislikes in reading.</li> <li>• Stage 2, Reading (Fiction and poetry): Read poems and comment on words and sounds, rhyme and rhythm.</li> <li>• Stage 2, Reading (Non-fiction): Identify general features of known text types.</li> <li>• Stage 2, Reading (Non-fiction): Show some awareness that texts have different purposes.</li> <li>• Stage 3, Reading (Fiction and poetry): Identify different types of stories and typical story themes.</li> <li>• Stage 3, Reading (Non-fiction): Read a range of story, poetry and information books and begin to make links between them.</li> </ul>	<ul style="list-style-type: none"> <li>• Stage 2, Speaking and listening: Explain plans and ideas, extending them in the light of discussion.</li> <li>• Stage 2, Speaking and listening: Articulate clearly so that others can hear.</li> <li>• Stage 2, Speaking and listening: Listen carefully and respond appropriately, asking questions of others.</li> </ul>



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LIME A, B	<p>Discuss and express views about a wide range of texts they have listened to.</p> <p>Example: Child is able to discuss how they would feel in a character's place in stories; how poems make them feel and what they think of topics discussed in non-fiction texts.</p>	<ul style="list-style-type: none"> <li>• Stage 1, Reading (Fiction and poetry): Enjoy a range of books, discussing preferences.</li> <li>• Stage 1, Reading (Fiction and poetry): Make links to own experiences.</li> <li>• Stage 1, Reading (Non-fiction): Show awareness that texts for different purposes look different, e.g. use of photographs, diagrams, etc.</li> <li>• Stage 2, Reading (Fiction and poetry): Identify and describe story settings and characters, recognising that they may be from different times and places.</li> <li>• Stage 2, Reading (Fiction and poetry): Begin to develop likes and dislikes in reading.</li> <li>• Stage 2, Reading (Fiction and poetry): Read poems and comment on words and sounds, rhyme and rhythm.</li> <li>• Stage 2, Reading (Non-fiction): Identify general features of known text types.</li> <li>• Stage 2, Reading (Non-fiction): Show some awareness that texts have different purposes.</li> <li>• Stage 3, Reading (Fiction and poetry): Identify different types of stories and typical story themes.</li> <li>• Stage 3, Reading (Non-fiction): Read a range of story, poetry and information books and begin to make links between them.</li> </ul>	<ul style="list-style-type: none"> <li>• Stage 2, Speaking and listening: Explain plans and ideas, extending them in the light of discussion.</li> <li>• Stage 2, Speaking and listening: Articulate clearly so that others can hear.</li> <li>• Stage 2, Speaking and listening: Listen carefully and respond appropriately, asking questions of others.</li> </ul>
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Text Structure (STRC)			
WHITE A, B	<p>With support, can sometimes comment on the appropriateness of the author's choice of title for a poem or story.</p> <p>Example: When asked why a title might be a good choice for a story or poem, child can make some link between the title and the content of the writing.</p>		<ul style="list-style-type: none"><li>• Stage 1, Reading (Non-fiction): Know the parts of a book, e.g. title page, contents.</li><li>• Stage 2, Reading (Fiction and poetry): Comment on some vocabulary choices, e.g. adjectives.</li><li>• Stage 3, Reading (Fiction and poetry): Answer questions with some reference to single points in a text.</li><li>• Stage 3, Reading (Fiction and poetry): Identify different types of stories and typical story themes.</li><li>• Stage 3, Reading (Fiction and poetry): Identify the main points or gist of a text.</li><li>• Stage 3, Reading (Fiction and poetry): Consider words that make an impact, e.g. adjectives and powerful verbs.</li></ul>

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	<p>Able to read a range of non-fiction texts structured in different ways.</p> <p>Example: Child can read a range of texts including simple instructions, books with non-fiction features such as captions and labels and simple online texts.</p>	<ul style="list-style-type: none"> <li>• Stage 1, Reading (Non-fiction): Read labels, lists and captions to find information.</li> <li>• Stage 1, Reading (Non-fiction): Know the parts of a book, e.g. title page, contents.</li> <li>• Stage 1, Reading (Non-fiction): Show awareness that texts for different purposes look different, e.g. use of photographs, diagrams, etc.</li> <li>• Stage 2, Reading (Non-fiction): Read and follow simple instructions, e.g. in a recipe.</li> <li>• Stage 2, Reading (Non-fiction): Locate words by initial letter in simple dictionaries, glossaries and indexes.</li> <li>• Stage 2, Reading (Non-fiction): Find factual information from different formats, e.g. charts, labelled diagrams.</li> <li>• Stage 2, Reading (Non-fiction): Identify general features of known text types.</li> <li>• Stage 2, Reading (Non-fiction): Show some awareness that texts have different purposes.</li> <li>• Stage 2, Reading (Non-fiction): Explore a variety of non-fiction texts on screen.</li> <li>• Stage 3, Reading (Non-fiction): Consider ways that information is set out on page and on screen, e.g. lists, charts, bullet points.</li> </ul>	
LIME A, B	<p>With support, can sometimes comment on the appropriateness of the author's choice of title for a poem or story.</p> <p>Example: When asked why a title might be a good choice for a story or poem, child can make some link between the title and the content of the writing.</p>		<ul style="list-style-type: none"> <li>• Stage 1, Reading (Non-fiction): Know the parts of a book, e.g. title page, contents.</li> <li>• Stage 2, Reading (Fiction and poetry): Comment on some vocabulary choices, e.g. adjectives.</li> <li>• Stage 3, Reading (Fiction and poetry): Answer questions with some reference to single points in a text.</li> <li>• Stage 3, Reading (Fiction and poetry): Identify different types of stories and typical story themes.</li> <li>• Stage 3, Reading (Fiction and poetry): Identify the main points or gist of a text.</li> <li>• Stage 3, Reading (Fiction and poetry): Consider words that make an impact, e.g. adjectives and powerful verbs.</li> </ul>

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	<p>Able to read a range of non-fiction texts structured in different ways.</p> <p>Example: Child can read a range of texts including simple instructions, books with non-fiction features such as captions and labels and simple online texts.</p>	<ul style="list-style-type: none"> <li>• Stage 1, Reading (Non-fiction): Read labels, lists and captions to find information.</li> <li>• Stage 1, Reading (Non-fiction): Know the parts of a book, e.g. title page, contents.</li> <li>• Stage 1, Reading (Non-fiction): Show awareness that texts for different purposes look different, e.g. use of photographs, diagrams, etc.</li> <li>• Stage 2, Reading (Non-fiction): Read and follow simple instructions, e.g. in a recipe.</li> <li>• Stage 2, Reading (Non-fiction): Locate words by initial letter in simple dictionaries, glossaries and indexes.</li> <li>• Stage 2, Reading (Non-fiction): Find factual information from different formats, e.g. charts, labelled diagrams.</li> <li>• Stage 2, Reading (Non-fiction): Identify general features of known text types.</li> <li>• Stage 2, Reading (Non-fiction): Show some awareness that texts have different purposes.</li> <li>• Stage 2, Reading (Non-fiction): Explore a variety of non-fiction texts on screen.</li> <li>• Stage 3, Reading (Non-fiction): Consider ways that information is set out on page and on screen, e.g. lists, charts, bullet points.</li> </ul>	
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Bug Club		Cambridge Primary English Learning Objectives	
Indicative Book Band	Objective	Relevant Cambridge objective <i>Full match</i>	Relevant Cambridge objective <i>Partial match</i>
YEAR 3			
Literal Comprehension (LIT)			
BROWN A	<p>With support, explain the main idea of a paragraph or page they have just read.</p> <p>Example: In a non-fiction text about different environments, child can explain that deserts have become hotter because of global warming in response to the question: 'What does this page tell you about how deserts have changed?'</p>	<ul style="list-style-type: none"> <li>• Stage 3, Reading (Fiction and poetry): Identify the main points or gist of a text.</li> <li>• Stage 3, Reading (Non-fiction): Identify the main purpose of a text.</li> </ul>	
BROWN B	<p>Explain the main idea of a paragraph or page they have just read.</p> <p>Example: In a fiction text, child can answer the question: 'What has happened on this page?' giving the main idea or event.</p>	<ul style="list-style-type: none"> <li>• Stage 3, Reading (Fiction and poetry): Identify the main points or gist of a text.</li> <li>• Stage 3, Reading (Non-fiction): Identify the main purpose of a text.</li> </ul>	
	<p>Answer literal or deductive questions about a range of different kinds of books and texts, using clues and information from different parts of the text where these are clearly signposted.</p> <p>Example: With support if necessary, child can put together evidence from two different pages in a story, to build up evidence about a character.</p>	<ul style="list-style-type: none"> <li>• Stage 2, Reading (Fiction and poetry): Identify and describe story settings and characters, recognising that they may be from different times and places.</li> <li>• Stage 2, Reading (Non-fiction): Find answers to questions by reading a section of text.</li> <li>• Stage 3, Reading (Fiction and poetry): Begin to infer meanings beyond the literal, e.g. about motives and character.</li> <li>• Stage 4, Reading (Fiction and poetry): Investigate how settings and characters are built up from details and identify key words and phrases.</li> <li>• Stage 4, Reading (Non-fiction): Note key words and phrases to identify the main points in a passage.</li> </ul>	

Literal Comprehension: Sequencing (SEQ)			
BROWN A	<p>Able, with support, to retell stories in correct sequence with different degrees of detail, depending on the purpose of the retelling.</p> <p>Example: When prompted and guided by teacher, child is able to sum up key points of a story briefly and without much unnecessary detail, or to give a more detailed summary including details as well as main points.</p>	<ul style="list-style-type: none"> <li>• Stage 2, Reading (Fiction and poetry): Talk about what happens at the beginning, in the middle or at the end of a story.</li> <li>• Stage 4, Reading (Fiction and poetry): Understand the main stages in a story from introduction to resolution.</li> <li>• Stage 4, Reading (Fiction and poetry): Explore narrative order and the focus on significant events.</li> <li>• Stage 4, Reading (Fiction and poetry): Retell or paraphrase events from the text in response to questions.</li> </ul>	<ul style="list-style-type: none"> <li>• Stage 3, Reading (Fiction and poetry): Identify the main points or gist of a text.</li> </ul>
BROWN B	<p>Retell longer familiar stories they have read, e.g. myths and legends.</p> <p>Example: After reading the story of Daedalus and Icarus, child can retell main points of story in order, including all main elements.</p>	<ul style="list-style-type: none"> <li>• Stage 2, Reading (Fiction and poetry): Talk about what happens at the beginning, in the middle or at the end of a story.</li> <li>• Stage 4, Reading (Fiction and poetry): Understand the main stages in a story from introduction to resolution.</li> <li>• Stage 4, Reading (Fiction and poetry): Explore narrative order and the focus on significant events.</li> <li>• Stage 4, Reading (Fiction and poetry): Retell or paraphrase events from the text in response to questions.</li> </ul>	<ul style="list-style-type: none"> <li>• Stage 3, Reading (Fiction and poetry): Identify the main points or gist of a text.</li> </ul>
Information Retrieval (IR)			

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BROWN A	<p>Know a dictionary is arranged in alphabetical order and that it can be used to find out meaning of words.</p> <p>Example: When asked to find the word 'creak', child finds the letter C in the dictionary and finds the correct word, and reads the definition aloud.</p>	<ul style="list-style-type: none"> <li>• Stage 2, Reading (Non-fiction): Locate words by initial letter in simple dictionaries, glossaries and indexes.</li> <li>• Stage 3, Phonics, spelling and vocabulary: Use a dictionary or electronic means to find the spelling and meaning of words.</li> <li>• Stage 4, Phonics, spelling and vocabulary: Use all the letters in sequence for alphabetical ordering.</li> </ul>	<ul style="list-style-type: none"> <li>• Stage 2, Reading (Non-fiction): Find factual information from different formats, e.g. charts, labelled diagrams.</li> <li>• Stage 2, Reading (Non-fiction): Show some awareness that texts have different purposes.</li> <li>• Stage 3, Reading (Non-fiction): Locate information in non-fiction texts using contents page and index.</li> <li>• Stage 3, Reading (Non-fiction): Consider ways that information is set out on page and on screen, e.g. lists, charts, bullet points.</li> <li>• Stage 3, Reading (Non-fiction): Use ICT sources to locate simple information.</li> </ul>
	<p>Know information can be found in non-fiction features such as diagrams, photos, captions, labels and charts, as well as in main text, and often use these features with minimal prompting to find answers to questions.</p> <p>Example: When asked to explain where bananas grow, child uses a map, photo and caption as well as text to find relevant information.</p>	<ul style="list-style-type: none"> <li>• Stage 2, Reading (Non-fiction): Find answers to questions by reading a section of text.</li> <li>• Stage 2, Reading (Non-fiction): Find factual information from different formats, e.g. charts, labelled diagrams.</li> <li>• Stage 2, Reading (Non-fiction): Explore a variety of non-fiction texts on screen.</li> <li>• Stage 3, Reading (Non-fiction): Consider ways that information is set out on page and on screen, e.g. lists, charts, bullet points.</li> <li>• Stage 3, Reading (Non-fiction): Use ICT sources to locate simple information.</li> </ul>	

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BROWN B	<p>Retrieve specified information from a range of fiction and non-fiction texts.</p> <p>Example: When asked to find a particular topic in a non-fiction book, child uses the contents page to find the topic and scans the page for relevant information. When asked 'How old is the main character of this story?', and guided to the appropriate part of the text, the child can find the answer.</p>	<ul style="list-style-type: none"> <li>• Stage 2, Reading (Non-fiction): Find factual information from different formats, e.g. charts, labelled diagrams.</li> <li>• Stage 3, Reading (Fiction and poetry): Answer questions with some reference to single points in a text.</li> <li>• Stage 3, Reading (Non-fiction): Scan a passage to find specific information and answer questions.</li> <li>• Stage 3, Reading (Non-fiction): Locate information in non-fiction texts using contents page and index.</li> <li>• Stage 3, Reading (Non-fiction): Consider ways that information is set out on page and on screen, e.g. lists, charts, bullet points.</li> <li>• Stage 4, Reading (Fiction and poetry): Investigate how settings and characters are built up from details and identify key words and phrases.</li> <li>• Stage 4, Reading (Fiction and poetry): Explore narrative order and the focus on significant events.</li> <li>• Stage 4, Reading (Non-fiction): Note key words and phrases to identify the main points in a passage.</li> </ul>	
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Accuracy (ACC)			
BROWN A	<p>Automatically track meaning of text during reading, pausing to self-correct where necessary. With some support or prompting, can explain meaning of what has been read, in response to a question.</p> <p>Example: In the context of a story, child can work out what pronouns 'they' and 'their' refer to in the sentence: 'Before supper, they gave the horses their food.'</p>		<ul style="list-style-type: none"> <li>• Stage 2, Reading (Fiction and poetry): Extend the range of common words recognised on sight.</li> <li>• Stage 2, Reading (Fiction and poetry): Read aloud with increased accuracy, fluency and expression.</li> <li>• Stage 2, Reading (Non-fiction): Find answers to questions by reading a section of text.</li> <li>• Stage 3, Phonics, spelling and vocabulary: Infer the meaning of unknown words from the context.</li> <li>• Stage 3, Reading (Fiction and poetry): Use effective strategies to tackle blending unfamiliar words to read, including sounding out, separating into syllables, using analogy, identifying known suffixes and prefixes, using context.</li> <li>• Stage 3, Reading (Fiction and poetry): Begin to infer meanings beyond the literal, e.g. about motives and character.</li> <li>• Stage 4, Phonics, spelling and vocabulary: Apply phonic/spelling, graphic, grammatical and contextual knowledge in reading unfamiliar words.</li> </ul>
Making Inferences (INF)			
BROWN A	<p>Distinguish between simple statements of fact and opinion where opinions are clearly signposted with 'I think'.</p> <p>Example: In a story, child can identify that 'I think my village is the best place in the world to live' is an opinion.</p>	<ul style="list-style-type: none"> <li>• Stage 4, Reading (Non-fiction): Distinguish between fact and opinion in print and ICT sources.</li> </ul>	<ul style="list-style-type: none"> <li>• Stage 3, Reading (Fiction and poetry): Begin to infer meanings beyond the literal, e.g. about motives and character.</li> </ul>
	<p>With support, make inferences, such as inferring characters' feelings and motives from their actions.</p> <p>Example: Child can answer questions such as: 'Why did Caroline slam the door? How was she feeling?' when answer is not stated in the text.</p>	<ul style="list-style-type: none"> <li>• Stage 2, Reading (Fiction and poetry): Make simple inferences from the words on the page, e.g. about feelings.</li> <li>• Stage 3, Reading (Fiction and poetry): Begin to infer meanings beyond the literal, e.g. about motives and character.</li> <li>• Stage 4, Reading (Fiction and poetry): Investigate how settings and characters are built up from details and identify key words and phrases.</li> </ul>	<ul style="list-style-type: none"> <li>• Stage 4, Reading (Fiction and poetry): Explore implicit as well as explicit meanings within a text.</li> <li>• Stage 4, Reading (Fiction and poetry): Recognise meaning in figurative language.</li> </ul>

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BROWN B	<p>When prompted, draw inferences such as characters' feelings, thoughts and motives from their actions.</p> <p>Example: In a story where a character has misunderstood a situation, child can answer the question: 'What did Max think was happening?'</p>	<ul style="list-style-type: none"> <li>• Stage 2, Reading (Fiction and poetry): Make simple inferences from the words on the page, e.g. about feelings.</li> <li>• Stage 3, Reading (Fiction and poetry): Begin to infer meanings beyond the literal, e.g. about motives and character.</li> <li>• Stage 4, Reading (Fiction and poetry): Investigate how settings and characters are built up from details and identify key words and phrases.</li> </ul>	<ul style="list-style-type: none"> <li>• Stage 4, Reading (Fiction and poetry): Explore implicit as well as explicit meanings within a text.</li> <li>• Stage 4, Reading (Fiction and poetry): Recognise meaning in figurative language.</li> </ul>
<b>Prediction (PRED)</b>			
BROWN A	<p>Make a sensible prediction of what might happen and can justify the prediction on the basis of what has happened so far in the story.</p> <p>Example: In a story in which a very scruffy pirate goes to sea on a very tidy ship, child can predict that the pirate might become more tidy and give a reason for this prediction.</p>	<ul style="list-style-type: none"> <li>• Stage 2, Reading (Fiction and poetry): Predict story endings.</li> <li>• Stage 4, Reading (Fiction and poetry): Explore narrative order and the focus on significant events.</li> </ul>	<ul style="list-style-type: none"> <li>• Stage 3, Reading (Fiction and poetry): Begin to infer meanings beyond the literal, e.g. about motives and character.</li> </ul>
BROWN B	<p>Predict what will happen from what is clearly stated and straightforwardly implied in a text, sometimes drawing on knowledge of similar texts.</p> <p>Example: In a story in which a character did not listen properly to an instruction, child can predict that something will go wrong and can give a simple reason for this.</p>	<ul style="list-style-type: none"> <li>• Stage 2, Reading (Fiction and poetry): Predict story endings.</li> <li>• Stage 3, Reading (Fiction and poetry): Identify different types of stories and typical story themes.</li> <li>• Stage 3, Reading (Fiction and poetry): Read a range of story, poetry and information books and begin to make links between them.</li> <li>• Stage 4, Reading (Fiction and poetry): Understand the main stages in a story from introduction to resolution.</li> <li>• Stage 4, Reading (Fiction and poetry): Explore narrative order and the focus on significant events.</li> </ul>	<ul style="list-style-type: none"> <li>• Stage 3, Reading (Fiction and poetry): Begin to infer meanings beyond the literal, e.g. about motives and character.</li> </ul>

Personal Response and Evaluation of Text (PRS)			
BROWN B	<p>Give an opinion on a moral dilemma presented in a story.</p> <p>Example: After reading <i>The Boy Who Cried Wolf</i>, child can answer questions such as: 'Do you think the villagers did the right thing to ignore the boy?' Child answers: 'No, they should have listened to him.'</p>		<ul style="list-style-type: none"> <li>• Stage 2, Reading (Fiction and poetry): Identify and describe story settings and characters, recognising that they may be from different times and places.</li> <li>• Stage 3, Reading (Fiction and poetry): Begin to infer meanings beyond the literal, e.g. about motives and character.</li> <li>• Stage 4, Reading (Fiction and poetry): Investigate how settings and characters are built up from details and identify key words and phrases.</li> <li>• Stage 4, Reading (Fiction and poetry): Express a personal response to a text and link characters and settings to personal experience.</li> </ul>
	<p>Give an opinion on a moral dilemma presented in a story and give a simple reason for this.</p> <p>Example: After reading <i>The Boy Who Cried Wolf</i>, child can answer questions such as: 'Do you think the villagers did the right thing to ignore the boy? Why?' Child can give a reason for their opinion, e.g. 'No, the villagers were wrong to ignore him, because it wasn't fair. They shouldn't have assumed he was lying.'</p>		<ul style="list-style-type: none"> <li>• Stage 2, Reading (Fiction and poetry): Identify and describe story settings and characters, recognising that they may be from different times and places.</li> <li>• Stage 3, Reading (Fiction and poetry): Begin to infer meanings beyond the literal, e.g. about motives and character.</li> <li>• Stage 4, Reading (Fiction and poetry): Investigate how settings and characters are built up from details and identify key words and phrases.</li> <li>• Stage 4, Reading (Fiction and poetry): Express a personal response to a text and link characters and settings to personal experience.</li> </ul>

Performance (PERF)			
BROWN A	<p>Copy a modelled reading of a poem with predictable expression or, after rehearsal, follow simple stage directions for how to read lines of a play.</p> <p>Example: After hearing an adult read a simple poem with a whispered final line, child can read the poem whispering the final line.</p>	<ul style="list-style-type: none"> <li>• Stage 2, Reading (Fiction and poetry): Read poems and comment on words and sounds, rhyme and rhythm.</li> <li>• Stage 3, Reading (Fiction and poetry): Read play-scripts and dialogue, with awareness of different voices.</li> <li>• Stage 3, Reading (Fiction and poetry): Practise learning and reciting poems.</li> <li>• Stage 4, Reading (Fiction and poetry): Read and perform play-scripts, exploring how scenes are built up.</li> </ul>	<ul style="list-style-type: none"> <li>• Stage 2, Grammar and punctuation (Reading): Begin to read with fluency and expression, taking some notice of punctuation, including speech marks.</li> <li>• Stage 2, Reading (Fiction and poetry): Read aloud with increased accuracy, fluency and expression.</li> <li>• Stage 3, Grammar and punctuation (Reading): Use knowledge of punctuation and grammar to read age-appropriate texts with fluency, understanding and expression.</li> </ul>
BROWN B	<p>Copy a modelled reading of a poem with varying expression and volume or follows stage directions for how to read lines of a play.</p> <p>Example: When reading a play script aloud, child automatically follows stage directions such as [whispers].</p>	<ul style="list-style-type: none"> <li>• Stage 2, Reading (Fiction and poetry): Read poems and comment on words and sounds, rhyme and rhythm.</li> <li>• Stage 3, Reading (Fiction and poetry): Read play-scripts and dialogue, with awareness of different voices.</li> <li>• Stage 3, Reading (Fiction and poetry): Practise learning and reciting poems.</li> <li>• Stage 4, Reading (Fiction and poetry): Read and perform play-scripts, exploring how scenes are built up.</li> </ul>	<ul style="list-style-type: none"> <li>• Stage 2, Grammar and punctuation (Reading): Begin to read with fluency and expression, taking some notice of punctuation, including speech marks.</li> <li>• Stage 2, Reading (Fiction and poetry): Read aloud with increased accuracy, fluency and expression.</li> <li>• Stage 3, Grammar and punctuation (Reading): Use knowledge of punctuation and grammar to read age-appropriate texts with fluency, understanding and expression.</li> </ul>
Literary Language (LANG)			
BROWN A	<p>Discuss interesting vocabulary on a page of text and, with support, can explain in simple terms the effect the word has on the reader.</p> <p>Example: Child can discuss interesting word, e.g. 'terrifying' and, in answer to the question: 'Why is this a better choice than "scary"?' can explain that 'terrifying' sounds scarier.</p>	<ul style="list-style-type: none"> <li>• Stage 2, Reading (Fiction and poetry): Comment on some vocabulary choices, e.g. adjectives.</li> <li>• Stage 2, Reading (Fiction and poetry): Read poems and comment on words and sounds, rhyme and rhythm.</li> <li>• Stage 3, Reading (Fiction and poetry): Consider words that make an impact, e.g. adjectives and powerful verbs.</li> <li>• Stage 4, Reading (Fiction and poetry): Investigate how settings and characters are built up from details and identify key words and phrases.</li> <li>• Stage 4, Reading (Fiction and poetry): Understand how expressive and descriptive language creates mood.</li> </ul>	<ul style="list-style-type: none"> <li>• Stage 3, Speaking and listening: Take turns in discussion, building on what others have said.</li> <li>• Stage 3, Speaking and listening: Listen and respond appropriately to others' views and opinions.</li> <li>• Stage 4, Reading (Fiction and poetry): Recognise meaning in figurative language.</li> <li>• Stage 4, Reading (Fiction and poetry): Explore the impact of imagery and figurative language in poetry, including alliteration and simile, e.g. as ... as a ...</li> </ul>

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BROWN B	<p>Point out interesting vocabulary on a page and can explain in simple terms the effect the word has on the reader.</p> <p>Example: Child can point out an interesting word, e.g. 'delighted' and can explain that this is a good choice because it sounds even happier than just saying 'happy'.</p>	<ul style="list-style-type: none"> <li>• Stage 2, Reading (Fiction and poetry): Comment on some vocabulary choices, e.g. adjectives.</li> <li>• Stage 2, Reading (Fiction and poetry): Read poems and comment on words and sounds, rhyme and rhythm.</li> <li>• Stage 3, Reading (Fiction and poetry): Consider words that make an impact, e.g. adjectives and powerful verbs.</li> <li>• Stage 4, Reading (Fiction and poetry): Investigate how settings and characters are built up from details and identify key words and phrases.</li> <li>• Stage 4, Reading (Fiction and poetry): Understand how expressive and descriptive language creates mood.</li> </ul>	<ul style="list-style-type: none"> <li>• Stage 4, Reading (Fiction and poetry): Recognise meaning in figurative language.</li> <li>• Stage 4, Reading (Fiction and poetry): Explore the impact of imagery and figurative language in poetry, including alliteration and simile, e.g. as ... as a ...</li> </ul>
<b>Vocabulary Development (VOC)</b>			
BROWN A	<p>With prompting, identify an interesting word or phrase in a passage and express preferences for particular words.</p> <p>Example: With some support, child can think of an alternative word for a word in the text, and say which word they think is the better one to use in that case.</p>	<ul style="list-style-type: none"> <li>• Stage 2, Reading (Fiction and poetry): Comment on some vocabulary choices, e.g. adjectives.</li> <li>• Stage 2, Reading (Fiction and poetry): Read poems and comment on words and sounds, rhyme and rhythm.</li> <li>• Stage 3, Reading (Fiction and poetry): Consider words that make an impact, e.g. adjectives and powerful verbs.</li> <li>• Stage 4, Reading (Fiction and poetry): Understand how expressive and descriptive language creates mood.</li> </ul>	<ul style="list-style-type: none"> <li>• Stage 4, Reading (Fiction and poetry): Recognise meaning in figurative language.</li> <li>• Stage 4, Reading (Fiction and poetry): Explore the impact of imagery and figurative language in poetry, including alliteration and simile, e.g. as ... as a ...</li> </ul>
BROWN B	<p>Use knowledge of how a dictionary is structured to find out the meaning of words.</p> <p>Example: When asked to find the word 'mast' in a dictionary, child turns to the middle section of the book, finds the letter M, locates the correct word and reads the definition.</p>	<ul style="list-style-type: none"> <li>• Stage 2, Reading (Non-fiction): Locate words by initial letter in simple dictionaries, glossaries and indexes.</li> <li>• Stage 3, Phonics, spelling and vocabulary: Use a dictionary or electronic means to find the spelling and meaning of words.</li> <li>• Stage 4, Phonics, spelling and vocabulary: Use all the letters in sequence for alphabetical ordering.</li> </ul>	<ul style="list-style-type: none"> <li>• Stage 2, Reading (Non-fiction): Find factual information from different formats, e.g. charts, labelled diagrams.</li> <li>• Stage 2, Reading (Non-fiction): Show some awareness that texts have different purposes.</li> <li>• Stage 3, Reading (Non-fiction): Locate information in non-fiction texts using contents page and index.</li> <li>• Stage 3, Reading (Non-fiction): Consider ways that information is set out on page and on screen, e.g. lists, charts, bullet points.</li> <li>• Stage 3, Reading (Non-fiction): Use ICT sources to locate simple information.</li> </ul>

Range of Texts (RGE)			
BROWN A	<p>Has read or heard a variety of myths and legends and can explain some of the key features of these.</p> <p>Example: Child can identify that myths are often about gods and other supernatural beings.</p>	<ul style="list-style-type: none"> <li>• Stage 3, Reading: The following genres and text types are recommended at Stage 3: [...] myths and legends.</li> <li>• <b>Stage 5, Reading (Fiction and poetry): Read and identify characteristics of myths, legends and fables.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Stage 2, Reading (Non-fiction): Identify general features of known text types.</li> <li>• Stage 3, Reading (Fiction and poetry): Identify different types of stories and typical story themes.</li> <li>• Stage 3, Reading (Non-fiction): Read a range of story, poetry and information books and begin to make links between them.</li> <li>• Stage 4, Reading (Fiction and poetry): Extend the range of reading.</li> <li>• Stage 4, Reading (Fiction and poetry): Understand the main stages in a story from introduction to resolution.</li> </ul>
BROWN B	<p>Has read or listened to a range of texts, including some myths, legends, fiction, poetry, plays, non-fiction and reference books, and can answer questions about the texts.</p> <p>Example: Child regularly gives appropriate answers to questions, showing their understanding of a range of texts.</p>	<ul style="list-style-type: none"> <li>• Stage 2, Reading (Fiction and poetry): Read poems and comment on words and sounds, rhyme and rhythm.</li> <li>• Stage 2, Reading (Non-fiction): Find answers to questions by reading a section of text.</li> <li>• Stage 2, Reading (Non-fiction): Identify general features of known text types.</li> <li>• Stage 2, Reading (Non-fiction): Show some awareness that texts have different purposes.</li> <li>• Stage 3, Reading (Fiction and poetry): Identify different types of stories and typical story themes.</li> <li>• Stage 3, Reading (Non-fiction): Read a range of story, poetry and information books and begin to make links between them.</li> <li>• Stage 3, Reading (Fiction and poetry): Read play-scripts and dialogue, with awareness of different voices.</li> <li>• Stage 4, Reading (Fiction and poetry): Extend the range of reading.</li> <li>• Stage 4, Reading (Fiction and poetry): Read and perform play-scripts, exploring how scenes are built up.</li> <li>• Stage 4, Reading (Non-fiction): Identify different types of non-fiction text and their known key features.</li> </ul>	

Text Structure (STRC)			
BROWN A	<p>Identify some ways in which structure and presentation contribute to meaning.</p> <p>Example: Child can identify written instructions by commenting on presentational devices such as numbered lists.</p>	<ul style="list-style-type: none"> <li>• Stage 2, Reading (Non-fiction): Identify general features of known text types.</li> <li>• Stage 2, Reading (Non-fiction): Show some awareness that texts have different purposes.</li> <li>• Stage 3, Reading (Fiction and poetry): Sustain the reading of 48 and 64 page books, noting how a text is organised into sections or chapters.</li> <li>• Stage 3, Reading (Fiction and poetry): Read play-scripts and dialogue, with awareness of different voices.</li> <li>• Stage 3, Reading (Non-fiction): Consider ways that information is set out on page and on screen, e.g. lists, charts, bullet points.</li> <li>• Stage 4, Reading (Fiction and poetry): Understand the main stages in a story from introduction to resolution.</li> <li>• Stage 4, Reading (Fiction and poetry): Explore narrative order and the focus on significant events.</li> <li>• Stage 4, Reading (Non-fiction): Understand how points are ordered to make a coherent argument.</li> <li>• Stage 4, Reading (Non-fiction): Understand how paragraphs and chapters are used to organise ideas.</li> <li>• Stage 4, Reading (Non-fiction): Identify different types of non-fiction text and their known key features.</li> <li>• Stage 4, Reading (Non-fiction): Read newspaper reports and consider how they engage the reader.</li> </ul>	

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BROWN B	<p>Begin to use familiar non-fiction features independently to help them navigate through a text.</p> <p>Example: When asked to locate a specific piece of information, child uses headings and sub-headings to help them locate it.</p>	<ul style="list-style-type: none"> <li>• Stage 2, Reading (Non-fiction): Find factual information from different formats, e.g. charts, labelled diagrams.</li> <li>• Stage 3, Reading (Non-fiction): Locate information in non-fiction texts using contents page and index.</li> <li>• Stage 3, Reading (Non-fiction): Read and follow instructions to carry out an activity.</li> <li>• Stage 3, Reading (Non-fiction): Use ICT sources to locate simple information.</li> <li>• Stage 4, Reading (Non-fiction): Read newspaper reports and consider how they engage the reader.</li> </ul>	<ul style="list-style-type: none"> <li>• Stage 2, Reading (Non-fiction): Identify general features of known text types.</li> <li>• Stage 3, Reading (Non-fiction): Consider ways that information is set out on page and on screen, e.g. lists, charts, bullet points.</li> <li>• Stage 4, Reading (Non-fiction): Understand how points are ordered to make a coherent argument.</li> <li>• Stage 4, Reading (Non-fiction): Understand how paragraphs and chapters are used to organise ideas.</li> <li>• Stage 4, Reading (Non-fiction): Identify different types of non-fiction text and their known key features.</li> </ul>
	<p>With support, identify some of the ways in which language and structure contribute to meaning in different types of texts.</p> <p>Example: Child can identify a set of classroom rules by commenting on the language used, e.g. commands/imperative verbs.</p>	<ul style="list-style-type: none"> <li>• Stage 2, Reading (Fiction and poetry): Comment on some vocabulary choices, e.g. adjectives.</li> <li>• Stage 2, Reading (Fiction and poetry): Read poems and comment on words and sounds, rhyme and rhythm.</li> <li>• Stage 2, Reading (Non-fiction): Identify general features of known text types.</li> <li>• Stage 3, Reading (Fiction and poetry): Consider words that make an impact, e.g. adjectives and powerful verbs.</li> <li>• Stage 3, Reading (Fiction and poetry): Sustain the reading of 48 and 64 page books, noting how a text is organised into sections or chapters.</li> <li>• Stage 3, Reading (Fiction and poetry): Read play-scripts and dialogue, with awareness of different voices.</li> <li>• Stage 3, Reading (Non-fiction): Consider ways that information is set out on page and on screen, e.g. lists, charts, bullet points.</li> <li>• Stage 4, Reading (Fiction and poetry): Investigate how settings and characters are built up from details and identify key words and phrases.</li> <li>• Stage 4, Reading (Fiction and poetry): Understand how expressive and descriptive language creates mood.</li> <li>• Stage 4, Reading (Fiction and poetry): Understand the main stages in a story from</li> </ul>	<ul style="list-style-type: none"> <li>• Stage 4, Reading (Fiction and poetry): Recognise meaning in figurative language.</li> <li>• Stage 4, Reading (Fiction and poetry): Explore the impact of imagery and figurative language in poetry, including alliteration and simile, e.g. as ... as a ...</li> </ul>



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		<p>introduction to resolution.</p> <ul style="list-style-type: none"><li>• Stage 4, Reading (Fiction and poetry): Explore narrative order and the focus on significant events.</li><li>• Stage 4, Reading (Non-fiction): Understand how points are ordered to make a coherent argument.</li><li>• Stage 4, Reading (Non-fiction): Understand how paragraphs and chapters are used to organise ideas.</li><li>• Stage 4, Reading (Non-fiction): Identify different types of non-fiction text and their known key features.</li><li>• Stage 4, Reading (Non-fiction): Read newspaper reports and consider how they engage the reader.</li></ul>	
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Bug Club		Cambridge Primary English Learning Objectives	
Indicative Book Band	Objective	Relevant Cambridge objective <i>Full match</i>	Relevant Cambridge objective <i>Partial match</i>
YEAR 4			
Literal Comprehension (LIT)			
GREY A	<p>With support, identify main ideas drawn from more than one paragraph.</p> <p>Example: With support in finding the relevant sections of the text, child can answer the question: 'What have we learned about Egyptian burial practices in this section?'</p>	<ul style="list-style-type: none"> <li>• Stage 3, Reading (Fiction and poetry): Identify the main points or gist of a text.</li> <li>• Stage 3, Reading (Non-fiction): Identify the main purpose of a text.</li> <li>• Stage 4, Reading (Non-fiction): Note key words and phrases to identify the main points in a passage.</li> <li>• Stage 5, Reading (Fiction and poetry): Provide accurate textual reference from more than one point in a story to support answers to questions.</li> <li>• Stage 5, Reading (Non-fiction): Skim read to gain an overall sense of a text and scan for specific information.</li> </ul>	<ul style="list-style-type: none"> <li>• Stage 4, Reading (Fiction and poetry): Investigate how settings and characters are built up from details and identify key words and phrases.</li> <li>• Stage 4, Reading (Fiction and poetry): Explore narrative order and the focus on significant events.</li> <li>• Stage 4, Reading (Fiction and poetry): Retell or paraphrase events from the text in response to questions.</li> <li>• Stage 4, Reading (Non-fiction): Understand how paragraphs and chapters are used to organise ideas.</li> </ul>
GREY B	<p>With support, concisely sum up main ideas drawn from more than one paragraph.</p> <p>Example: When asked to explain what a page from a non-fiction text is mostly about, child is able to sum this up in a couple of sentences, without getting bogged down in detail.</p>	<ul style="list-style-type: none"> <li>• Stage 4, Reading (Non-fiction): Note key words and phrases to identify the main points in a passage.</li> <li>• Stage 5, Reading (Non-fiction): Skim read to gain an overall sense of a text and scan for specific information.</li> <li>• Stage 5, Reading (Non-fiction): Develop note-taking to extract key points, group and link ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• Stage 3, Reading (Fiction and poetry): Identify the main points or gist of a text.</li> <li>• Stage 3, Reading (Non-fiction): Identify the main purpose of a text.</li> </ul>

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	<p>Discussing a book with others, ask questions to improve understanding of the text.</p> <p>Example: When thinking about a non-fiction text on an unfamiliar topic, child might ask: 'I wonder why rice farmers often grow their rice on terraces?' By thinking about this and discussing with others, child can arrive at a better understanding.</p>	<ul style="list-style-type: none"> <li>• Stage 2, Speaking and listening: Listen carefully and respond appropriately, asking questions of others.</li> <li>• Stage 3, Phonics, spelling and vocabulary: Infer the meaning of unknown words from the context.</li> <li>• Stage 4, Reading (Fiction and poetry): Explore implicit as well as explicit meanings within a text.</li> <li>• Stage 4, Reading (Fiction and poetry): Recognise meaning in figurative language.</li> <li>• Stage 5, Phonics, spelling and vocabulary: Identify unfamiliar words, explore definitions and use new words in context.</li> <li>• Stage 5, Speaking and listening: Ask questions to develop ideas and extend understanding.</li> <li>• Stage 5, Reading (Fiction and poetry): Discuss metaphorical expressions and figures of speech.</li> </ul>	<ul style="list-style-type: none"> <li>• Stage 4, Speaking and listening: Deal politely with opposing points of view.</li> <li>• Stage 4, Speaking and listening: Listen carefully in discussion, contributing relevant comments and questions.</li> </ul>
	<p>Identify main ideas drawn from more than one paragraph and summarise these.</p> <p>Example: Child can answer the question: 'What has happened in this chapter?' giving main ideas and events.</p>	<ul style="list-style-type: none"> <li>• Stage 4, Reading (Non-fiction): Note key words and phrases to identify the main points in a passage.</li> <li>• Stage 5, Reading (Non-fiction): Skim read to gain an overall sense of a text and scan for specific information.</li> <li>• Stage 5, Reading (Non-fiction): Develop note-taking to extract key points, group and link ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• Stage 3, Reading (Fiction and poetry): Identify the main points or gist of a text.</li> <li>• Stage 3, Reading (Non-fiction): Identify the main purpose of a text.</li> <li>• Stage 4, Writing (Non-fiction): Summarise a sentence or a paragraph in a limited number of words.</li> </ul>
<p><b>Literal Comprehension: Sequencing (SEQ)</b></p>			

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GREY A	<p>Retell stories with support, and relay main points of sequentially ordered non-fiction texts in correct sequence, sometimes with different degrees of detail, depending on purpose.</p> <p>Example: Having read a non-fiction text describing the steps involved in making bread, child can sum up main steps concisely in order.</p>	<ul style="list-style-type: none"> <li>• Stage 4, Reading (Fiction and poetry): Understand the main stages in a story from introduction to resolution.</li> <li>• Stage 4, Reading (Fiction and poetry): Explore narrative order and the focus on significant events.</li> <li>• Stage 4, Reading (Fiction and poetry): Retell or paraphrase events from the text in response to questions.</li> <li>• Stage 4, Reading (Non-fiction): Understand how points are ordered to make a coherent argument.</li> <li>• Stage 4, Reading (Non-fiction): Note key words and phrases to identify the main points in a passage.</li> </ul>	<ul style="list-style-type: none"> <li>• Stage 3, Reading (Fiction and poetry): Identify the main points or gist of a text.</li> <li>• Stage 4, Reading (Non-fiction): Understand how paragraphs and chapters are used to organise ideas.</li> <li>• Stage 5, Reading (Non-fiction): Skim read to gain an overall sense of a text and scan for specific information.</li> <li>• Stage 5, Reading (Non-fiction): Develop note-taking to extract key points and to group and link ideas.</li> </ul>
GREY B	<p>Retell stories with support, and relay main points of sequentially ordered non-fiction texts in correct sequence, usually with different degrees of detail and at a different length, depending on purpose.</p> <p>Example: Having retold a story in some detail, child can then say what the three main events are, usually making sensible choices about which events to include.</p>	<ul style="list-style-type: none"> <li>• Stage 4, Reading (Fiction and poetry): Understand the main stages in a story from introduction to resolution.</li> <li>• Stage 4, Reading (Fiction and poetry): Explore narrative order and the focus on significant events.</li> <li>• Stage 4, Reading (Fiction and poetry): Retell or paraphrase events from the text in response to questions.</li> <li>• Stage 4, Reading (Non-fiction): Understand how points are ordered to make a coherent argument.</li> <li>• Stage 4, Reading (Non-fiction): Note key words and phrases to identify the main points in a passage.</li> </ul>	<ul style="list-style-type: none"> <li>• Stage 3, Reading (Fiction and poetry): Identify the main points or gist of a text.</li> <li>• Stage 4, Reading (Non-fiction): Understand how paragraphs and chapters are used to organise ideas.</li> <li>• Stage 5, Reading (Non-fiction): Skim read to gain an overall sense of a text and scan for specific information.</li> <li>• Stage 5, Reading (Non-fiction): Develop note-taking to extract key points and to group and link ideas.</li> </ul>

Information Retrieval (IR)			
GREY A	<p>Retrieve information from fiction or non-fiction and, with support, record this information.</p> <p>Example: When asked to find a piece of information from a book, child uses index and contents page to help find it and, with support, begins to be able to record this, e.g. by filling in a chart or making simple notes. They can use tabs and hyperlinks to navigate an online text to find information. In fiction, the child can locate relevant information to add to a character profile about a main character, and record the information briefly in note form.</p>	<ul style="list-style-type: none"> <li>• Stage 3, Reading (Non-fiction): Scan a passage to find specific information and answer questions.</li> <li>• Stage 3, Reading (Non-fiction): Locate information in non-fiction texts using contents page and index.</li> <li>• Stage 4, Reading (Fiction and poetry): Investigate how settings and characters are built up from details and identify key words and phrases.</li> <li>• Stage 4, Reading (Fiction and poetry): Retell or paraphrase events from the text in response to questions.</li> <li>• Stage 4, Reading (Non-fiction): Note key words and phrases to identify the main points in a passage.</li> <li>• Stage 5, Reading (Fiction and poetry): Provide accurate textual reference from more than one point in a story to support answers to questions.</li> <li>• Stage 5, Reading (Non-fiction): Look for information in non-fiction texts to build on what is already known.</li> <li>• Stage 5, Reading (Non-fiction): Locate information confidently and efficiently from different sources.</li> <li>• Stage 5, Reading (Non-fiction): Skim read to gain an overall sense of a text and scan for specific information.</li> <li>• Stage 5, Reading (Non-fiction): Develop note-taking to extract key points, group and link ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• Stage 4, Reading (Fiction and poetry): Explore narrative order and the focus on significant events.</li> <li>• Stage 4, Reading (Non-fiction): Understand how paragraphs and chapters are used to organise ideas.</li> <li>• Stage 4, Reading (Non-fiction): Identify different types of non-fiction text and their known key features.</li> <li>• Stage 5, Reading (Non-fiction): Explore the features of texts which are about events and experiences, e.g. diaries.</li> <li>• Stage 5, Reading (Non-fiction): Read and evaluate non-fiction texts for purpose, style, clarity and organisation.</li> </ul>

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	<p>Use range of different non-fiction text features to help retrieve information from a text, and with support choose a simple way to record the information they have discovered.</p> <p>Example: Child understands how to find information in a picture, caption or diagram as well as in the text, and with prompting can decide whether to record the information in note form or in a simple chart.</p>	<ul style="list-style-type: none"> <li>• Stage 3, Reading (Non-fiction): Scan a passage to find specific information and answer questions.</li> <li>• Stage 3, Reading (Non-fiction): Locate information in non-fiction texts using contents page and index.</li> <li>• Stage 4, Reading (Non-fiction): Note key words and phrases to identify the main points in a passage.</li> <li>• Stage 5, Reading (Non-fiction): Look for information in non-fiction texts to build on what is already known.</li> <li>• Stage 5, Reading (Non-fiction): Locate information confidently and efficiently from different sources.</li> <li>• Stage 5, Reading (Non-fiction): Skim read to gain an overall sense of a text and scan for specific information.</li> <li>• Stage 5, Reading (Non-fiction): Develop note-taking to extract key points and to group and link ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• Stage 4, Reading (Non-fiction): Understand how paragraphs and chapters are used to organise ideas.</li> <li>• Stage 4, Reading (Non-fiction): Identify different types of non-fiction text and their known key features.</li> <li>• Stage 4, Writing (Non-fiction): Summarise a sentence or a paragraph in a limited number of words.</li> </ul>
GREY B	<p>Ask a question they would like to find the answers to in a fiction or non-fiction book.</p> <p>Example: Before reading a non-fiction book about planes, child asks a relevant question they hope to answer, e.g. 'How do planes refuel in the sky?' While reading a story, child asks a question about plot or character, e.g. 'I wonder why Mr Martin crept out of the house during the night?' Child then notices the answer when it appears in the story.</p>	<ul style="list-style-type: none"> <li>• Stage 5, Speaking and listening: Ask questions to develop ideas and extend understanding.</li> </ul>	<ul style="list-style-type: none"> <li>• Stage 4, Speaking and listening: Listen carefully in discussion, contributing relevant comments and questions.</li> </ul>

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	<p>Retrieve and record information from fiction and non-fiction.</p> <p>Example: When asked to find a piece of information, child can select an appropriate non-fiction book and use contents pages, indexes and headings to help find the information, and can record this information by filling in a chart or making notes. When looking for information in fiction, to answer a comprehension question or complete a character profile, the child can locate some relevant information and record it in an appropriate format (e.g. notes, full sentences or mind map).</p>	<ul style="list-style-type: none"> <li>• Stage 3, Reading (Non-fiction): Scan a passage to find specific information and answer questions.</li> <li>• Stage 3, Reading (Non-fiction): Locate information in non-fiction texts using contents page and index.</li> <li>• Stage 4, Reading (Fiction and poetry): Investigate how settings and characters are built up from details and identify key words and phrases.</li> <li>• Stage 4, Reading (Fiction and poetry): Explore narrative order and the focus on significant events.</li> <li>• Stage 4, Reading (Non-fiction): Note key words and phrases to identify the main points in a passage.</li> <li>• Stage 4, Reading (Fiction and poetry): Provide accurate textual reference from more than one point in a story to support answers to questions.</li> <li>• Stage 5, Reading (Non-fiction): Look for information in non-fiction texts to build on what is already known.</li> <li>• Stage 5, Reading (Non-fiction): Locate information confidently and efficiently from different sources.</li> <li>• Stage 5, Reading (Non-fiction): Skim read to gain an overall sense of a text and scan for specific information.</li> <li>• Stage 5, Reading (Non-fiction): Develop note-taking to extract key points and to group and link ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• Stage 4, Reading (Non-fiction): Understand how paragraphs and chapters are used to organise ideas.</li> <li>• Stage 4, Reading (Non-fiction): Identify different types of non-fiction text and their known key features.</li> </ul>
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Accuracy (ACC)			
GREY A	<p>Automatically track meaning of text during reading, self-correcting as part of the reading process (often without this being apparent to listener). With occasional support, make a good estimate of meaning of an unfamiliar word in context.</p> <p>Example: In the sentence: 'The broken statue would soon be lost in the creeping foliage', child can guess that 'foliage' might mean plants or leaves.</p>		<ul style="list-style-type: none"> <li>• Stage 3, Phonics, spelling and vocabulary: Infer the meaning of unknown words from the context.</li> <li>• Stage 3, Reading (Fiction and poetry): Use effective strategies to tackle blending unfamiliar words to read, including sounding out, separating into syllables, using analogy, identifying known suffixes and prefixes, using context.</li> <li>• Stage 4, Phonics, spelling and vocabulary: Apply phonic/spelling, graphic, grammatical and contextual knowledge in reading unfamiliar words.</li> <li>• Stage 5, Phonics, spelling and vocabulary: Identify unfamiliar words, explore definitions and use new words in context.</li> </ul>
GREY B	<p>Check that text makes sense, discussing their understanding and explaining meaning of words in context.</p> <p>Example: With minimal prompting, child spots errors and miscues as they read, and goes back to make corrections. When asked, child can usually explain meaning of a word in a sentence they have just read.</p>	<ul style="list-style-type: none"> <li>• Stage 3, Phonics, spelling and vocabulary: Infer the meaning of unknown words from the context.</li> <li>• Stage 3, Reading (Fiction and poetry): Use effective strategies to tackle blending unfamiliar words to read, including sounding out, separating into syllables, using analogy, identifying known suffixes and prefixes, using context.</li> <li>• Stage 4, Phonics, spelling and vocabulary: Apply phonic/spelling, graphic, grammatical and contextual knowledge in reading unfamiliar words.</li> <li>• Stage 4, Reading (Fiction and poetry): Explore implicit as well as explicit meanings within a text.</li> <li>• Stage 4, Reading (Fiction and poetry): Recognise meaning in figurative language.</li> <li>• Stage 5, Phonics, spelling and vocabulary: Identify unfamiliar words, explore definitions and use new words in context.</li> <li>• Stage 5, Reading (Fiction and poetry): Discuss metaphorical expressions and figures of speech.</li> </ul>	<ul style="list-style-type: none"> <li>• Stage 4, Speaking and listening: Deal politely with opposing points of view.</li> <li>• Stage 4, Speaking and listening: Listen carefully in discussion, contributing relevant comments and questions.</li> </ul>



Making Inferences (INF)			
GREY A	<p>Draw inferences such as characters' feelings, thoughts and motives from their actions, and with support can sometimes justify inferences with evidence.</p> <p>Example: Child can answer inferential questions, e.g. 'How do you think Oliver felt when he walked into his new school?' and with support in finding the relevant section of the text, child can justify their answer, e.g. 'It says he was shaking, so he must be scared.'</p>	<ul style="list-style-type: none"> <li>• Stage 3, Reading (Fiction and poetry): Begin to infer meanings beyond the literal, e.g. about motives and character.</li> <li>• Stage 4, Reading (Fiction and poetry): Investigate how settings and characters are built up from details and identify key words and phrases.</li> <li>• Stage 4, Reading (Fiction and poetry): Explore implicit as well as explicit meanings within a text.</li> </ul>	<ul style="list-style-type: none"> <li>• Stage 4, Reading (Fiction and poetry): Recognise meaning in figurative language.</li> <li>• Stage 5, Reading (Fiction and poetry): Begin to interpret imagery and techniques, e.g. metaphor, personification, simile, adding to understanding beyond the literal.</li> <li>• Stage 5, Reading (Fiction and poetry): Discuss metaphorical expressions and figures of speech.</li> <li>• Stage 5, Reading (Fiction and poetry): Identify the point of view from which a story is told.</li> </ul>
GREY B	<p>Draw inferences such as characters' feelings, thoughts and motives from their actions, and can justify inferences with evidence.</p> <p>Example: Child can answer questions such as: 'How did Oliver feel when he walked into his new school, and how do we know?' with 'He was scared. It says he was shaking.'</p>	<ul style="list-style-type: none"> <li>• Stage 3, Reading (Fiction and poetry): Begin to infer meanings beyond the literal, e.g. about motives and character.</li> <li>• Stage 4, Reading (Fiction and poetry): Investigate how settings and characters are built up from details and identify key words and phrases.</li> </ul>	<ul style="list-style-type: none"> <li>• Stage 4, Reading (Fiction and poetry): Explore implicit as well as explicit meanings within a text.</li> <li>• Stage 4, Reading (Fiction and poetry): Recognise meaning in figurative language.</li> <li>• Stage 5, Reading (Fiction and poetry): Begin to interpret imagery and techniques, e.g. metaphor, personification, simile, adding to understanding beyond the literal.</li> <li>• Stage 5, Reading (Fiction and poetry): Discuss metaphorical expressions and figures of speech.</li> <li>• Stage 5, Reading (Fiction and poetry): Identify the point of view from which a story is told.</li> </ul>

Prediction (PRED)			
GREY A	<p>Predict what might happen in a story and, when directed to a relevant page, can find stated and clearly implied evidence to justify the prediction.</p> <p>Example: In response to the question: 'Will the boy get picked for the football team?' child can make a prediction and justify it, e.g. 'It says that he is training hard, so I think he will improve and be picked for the team.'</p>	<ul style="list-style-type: none"> <li>• Stage 3, Reading (Fiction and poetry): Answer questions with some reference to single points in a text.</li> <li>• Stage 4, Reading (Fiction and poetry): Investigate how settings and characters are built up from details and identify key words and phrases.</li> <li>• Stage 4, Reading (Fiction and poetry): Explore narrative order and the focus on significant events.</li> <li>• Stage 5, Reading (Fiction and poetry): Provide accurate textual reference from more than one point in a story to support answers to questions.</li> <li>• Stage 5, Writing (Non-fiction): Record ideas, reflections and predictions about books, e.g. in a reading log.</li> </ul>	<ul style="list-style-type: none"> <li>• Stage 3, Reading (Fiction and poetry): Begin to infer meanings beyond the literal, e.g. about motives and character.</li> <li>• Stage 3, Reading (Fiction and poetry): Identify different types of stories and typical story themes.</li> <li>• Stage 3, Reading (Fiction and poetry): Read a range of story, poetry and information books and begin to make links between them.</li> <li>• Stage 4, Reading (Fiction and poetry): Understand the main stages in a story from introduction to resolution.</li> <li>• Stage 5, Reading (Fiction and poetry): Begin to interpret imagery and techniques, e.g. metaphor, personification, simile, adding to understanding beyond the literal.</li> </ul>
GREY B	<p>Make a plausible prediction about what might happen next in a story, and when prompted can explain reasons.</p> <p>Example: When asked to explain why they think a particular event will happen in a story, child can find at least one piece of evidence that backs up their idea.</p>	<ul style="list-style-type: none"> <li>• Stage 3, Reading (Fiction and poetry): Answer questions with some reference to single points in a text.</li> <li>• Stage 4, Reading (Fiction and poetry): Investigate how settings and characters are built up from details and identify key words and phrases.</li> <li>• Stage 4, Reading (Fiction and poetry): Explore narrative order and the focus on significant events.</li> <li>• Stage 5, Reading (Fiction and poetry): Provide accurate textual reference from more than one point in a story to support answers to questions.</li> <li>• Stage 5, Writing (Non-fiction): Record ideas, reflections and predictions about books, e.g. in a reading log.</li> </ul>	<ul style="list-style-type: none"> <li>• Stage 3, Reading (Fiction and poetry): Begin to infer meanings beyond the literal, e.g. about motives and character.</li> <li>• Stage 3, Reading (Fiction and poetry): Identify different types of stories and typical story themes.</li> <li>• Stage 3, Reading (Fiction and poetry): Read a range of story, poetry and information books and begin to make links between them.</li> <li>• Stage 4, Reading (Fiction and poetry): Understand the main stages in a story from introduction to resolution.</li> <li>• Stage 5, Reading (Fiction and poetry): Begin to interpret imagery and techniques, e.g. metaphor, personification, simile, adding to understanding beyond the literal.</li> </ul>

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	<p>Predict what might happen from what is stated and implied in a text.</p> <p>Example: In response to the question: 'Do you think Poppy will follow the rules?' child can predict using evidence, e.g. 'No, because it says she crosses her fingers behind her back when she says she will stick to the rules.'</p>	<ul style="list-style-type: none"> <li>• Stage 3, Reading (Fiction and poetry): Answer questions with some reference to single points in a text.</li> <li>• Stage 4, Reading (Fiction and poetry): Investigate how settings and characters are built up from details and identify key words and phrases.</li> <li>• Stage 4, Reading (Fiction and poetry): Explore narrative order and the focus on significant events.</li> <li>• Stage 5, Reading (Fiction and poetry): Provide accurate textual reference from more than one point in a story to support answers to questions.</li> <li>• Stage 5, Writing (Non-fiction): Record ideas, reflections and predictions about books, e.g. in a reading log.</li> </ul>	<ul style="list-style-type: none"> <li>• Stage 3, Reading (Fiction and poetry): Begin to infer meanings beyond the literal, e.g. about motives and character.</li> <li>• Stage 3, Reading (Fiction and poetry): Identify different types of stories and typical story themes.</li> <li>• Stage 3, Reading (Fiction and poetry): Read a range of story, poetry and information books and begin to make links between them.</li> <li>• Stage 4, Reading (Fiction and poetry): Understand the main stages in a story from introduction to resolution.</li> <li>• Stage 5, Reading (Fiction and poetry): Begin to interpret imagery and techniques, e.g. metaphor, personification, simile, adding to understanding beyond the literal.</li> </ul>
<b>Personal Response and Evaluation of Text (PRS)</b>			
GREY A	<p>Participate in discussion about books by giving a personal response to questions, taking turns and listening to what others say.</p> <p>Example: Child can give a personal response to questions, e.g. 'Would you have told the truth in this situation? Why?'</p>	<ul style="list-style-type: none"> <li>• Stage 4, Reading (Fiction and poetry): Express a personal response to a text and link characters and settings to personal experience.</li> </ul>	<ul style="list-style-type: none"> <li>• Stage 4, Speaking and listening: Deal politely with opposing points of view.</li> <li>• Stage 4, Speaking and listening: Listen carefully in discussion, contributing relevant comments and questions.</li> </ul>
GREY B	<p>Participate in discussion about books, taking turns and listening to what others say.</p> <p>Example: Child can give a personal response to questions, e.g. 'Do you think Max made the right choice? What would you have done?'</p>	<ul style="list-style-type: none"> <li>• Stage 4, Reading (Fiction and poetry): Express a personal response to a text and link characters and settings to personal experience.</li> </ul>	<ul style="list-style-type: none"> <li>• Stage 4, Speaking and listening: Deal politely with opposing points of view.</li> <li>• Stage 4, Speaking and listening: Listen carefully in discussion, contributing relevant comments and questions.</li> </ul>

Performance (PERF)			
GREY A	<p>Use appropriate actions and gestures to convey the meaning of a poem or play script.</p> <p>Example: When reading a line of play script, child yawns and stretches to help convey that the character is tired.</p>	<ul style="list-style-type: none"> <li>• Stage 3, Reading (Fiction and poetry): Read play-scripts and dialogue, with awareness of different voices.</li> <li>• Stage 3, Reading (Fiction and poetry): Practise learning and reciting poems.</li> <li>• Stage 4, Reading (Fiction and poetry): Read and perform play-scripts, exploring how scenes are built up.</li> <li>• Stage 5, Reading (Fiction and poetry): Read and perform narrative poems.</li> </ul>	<ul style="list-style-type: none"> <li>• Stage 4, Grammar and punctuation (Reading): Use knowledge of punctuation and grammar to read with fluency, understanding and expression.</li> <li>• Stage 5, Reading (Fiction and poetry): Compare dialogue and dramatic conventions in film narrative.</li> <li>• Stage 5, Reading (Fiction and poetry): Read poems by significant poets and compare style, forms and themes.</li> </ul>
GREY B	<p>Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.</p> <p>Example: Child adapts their voice appropriately and uses gestures to convey the feelings and actions of a character, e.g. speaking in an excited voice to show delight.</p>	<ul style="list-style-type: none"> <li>• Stage 3, Reading (Fiction and poetry): Read play-scripts and dialogue, with awareness of different voices.</li> <li>• Stage 3, Reading (Fiction and poetry): Practise learning and reciting poems.</li> <li>• Stage 4, Reading (Fiction and poetry): Read and perform play-scripts, exploring how scenes are built up.</li> <li>• Stage 5, Reading (Fiction and poetry): Read and perform narrative poems.</li> </ul>	<ul style="list-style-type: none"> <li>• Stage 4, Grammar and punctuation (Reading): Use knowledge of punctuation and grammar to read with fluency, understanding and expression.</li> <li>• Stage 5, Reading (Fiction and poetry): Compare dialogue and dramatic conventions in film narrative.</li> <li>• Stage 5, Reading (Fiction and poetry): Read poems by significant poets and compare style, forms and themes.</li> </ul>

Literary Language (LANG)			
GREY A	<p>Discuss words and phrases from a page they have read and, with prompts if necessary, can explain how they capture the reader's interest and imagination.</p> <p>Example: Child can discuss the phrase 'fearsome fighters' in a book about the Romans and explain when prompted that this is an effective choice because it makes you think that the Roman soldiers were powerful and dangerous.</p>	<ul style="list-style-type: none"> <li>• Stage 3, Reading (Fiction and poetry): Consider words that make an impact, e.g. adjectives and powerful verbs.</li> <li>• Stage 4, Reading (Fiction and poetry): Investigate how settings and characters are built up from details and identify key words and phrases.</li> <li>• Stage 4, Reading (Fiction and poetry): Understand how expressive and descriptive language creates mood.</li> <li>• Stage 5, Reading (Fiction and poetry): Comment on a writer's use of language and explain reasons for writer's choices.</li> </ul>	<ul style="list-style-type: none"> <li>• Stage 4, Reading (Fiction and poetry): Recognise meaning in figurative language.</li> <li>• Stage 4, Reading (Fiction and poetry): Explore the impact of imagery and figurative language in poetry, including alliteration and simile, e.g. as ... as a ...</li> <li>• Stage 4, Speaking and listening: Deal politely with opposing points of view.</li> <li>• Stage 4, Speaking and listening: Listen carefully in discussion, contributing relevant comments and questions.</li> <li>• Stage 5, Reading (Fiction and poetry): Begin to interpret imagery and techniques, e.g. metaphor, personification, simile, adding to understanding beyond the literal.</li> <li>• Stage 5, Reading (Fiction and poetry): Discuss metaphorical expressions and figures of speech.</li> </ul>
GREY B	<p>Discuss words and phrases from a book they have read and explain how they capture the reader's interest and imagination.</p> <p>Example: Child can pick out the word 'lickety-split' from a passage of text and explain that it's a good word because it makes it sound as if the characters were going very fast.</p>	<ul style="list-style-type: none"> <li>• Stage 3, Reading (Fiction and poetry): Consider words that make an impact, e.g. adjectives and powerful verbs.</li> <li>• Stage 4, Reading (Fiction and poetry): Investigate how settings and characters are built up from details and identify key words and phrases.</li> <li>• Stage 4, Reading (Fiction and poetry): Understand how expressive and descriptive language creates mood.</li> <li>• Stage 5, Reading (Fiction and poetry): Comment on a writer's use of language and explain reasons for writer's choices.</li> </ul>	<ul style="list-style-type: none"> <li>• Stage 4, Reading (Fiction and poetry): Recognise meaning in figurative language.</li> <li>• Stage 4, Reading (Fiction and poetry): Explore the impact of imagery and figurative language in poetry, including alliteration and simile, e.g. as ... as a ...</li> <li>• Stage 4, Speaking and listening: Deal politely with opposing points of view.</li> <li>• Stage 4, Speaking and listening: Listen carefully in discussion, contributing relevant comments and questions.</li> <li>• Stage 5, Reading (Fiction and poetry): Begin to interpret imagery and techniques, e.g. metaphor, personification, simile, adding to understanding beyond the literal.</li> <li>• Stage 5, Reading (Fiction and poetry): Discuss metaphorical expressions and figures of speech.</li> </ul>

Vocabulary Development (VOC)			
GREY A	<p>Usually recognise, when reading, an unfamiliar word, and can use a dictionary to find the meaning of the word.</p> <p>Example: When child comes across an unfamiliar word, e.g. 'slumped', they can find the word in a dictionary and use the definition to explain what the word means.</p>	<ul style="list-style-type: none"> <li>• Stage 3, Phonics, spelling and vocabulary: Infer the meaning of unknown words from the context.</li> <li>• Stage 3, Phonics, spelling and vocabulary: Use a dictionary or electronic means to find the spelling and meaning of words.</li> <li>• Stage 4, Phonics, spelling and vocabulary: Use all the letters in sequence for alphabetical ordering.</li> <li>• Stage 5, Phonics, spelling and vocabulary: Use dictionaries efficiently and carry out IT spell checks.</li> <li>• Stage 5, Phonics, spelling and vocabulary: Identify unfamiliar words, explore definitions and use new words in context.</li> </ul>	<ul style="list-style-type: none"> <li>• Stage 3, Reading (Non-fiction): Locate information in non-fiction texts using contents page and index.</li> <li>• Stage 3, Reading (Non-fiction): Use ICT sources to locate simple information.</li> <li>• Stage 5, Reading (Non-fiction): Look for information in non-fiction texts to build on what is already known.</li> <li>• Stage 5, Reading (Non-fiction): Locate information confidently and efficiently from different sources.</li> </ul>
	<p>With prompting if necessary, use a dictionary to quickly check the meaning of a word that is unfamiliar to them.</p> <p>Example: When child comes across an unknown word, they can find the word in a dictionary with minimal or no support, and use the definition to explain what the word means.</p>	<ul style="list-style-type: none"> <li>• Stage 3, Phonics, spelling and vocabulary: Use a dictionary or electronic means to find the spelling and meaning of words.</li> <li>• Stage 4, Phonics, spelling and vocabulary: Use all the letters in sequence for alphabetical ordering.</li> <li>• Stage 5, Phonics, spelling and vocabulary: Use dictionaries efficiently and carry out IT spell checks.</li> <li>• Stage 5, Phonics, spelling and vocabulary: Identify unfamiliar words, explore definitions and use new words in context.</li> </ul>	<ul style="list-style-type: none"> <li>• Stage 3, Reading (Non-fiction): Locate information in non-fiction texts using contents page and index.</li> <li>• Stage 3, Reading (Non-fiction): Use ICT sources to locate simple information.</li> <li>• Stage 5, Reading (Non-fiction): Look for information in non-fiction texts to build on what is already known.</li> <li>• Stage 5, Reading (Non-fiction): Locate information confidently and efficiently from different sources.</li> </ul>
GREY B	<p>Use a dictionary to check the meaning of words they have read.</p> <p>Example: When child comes across an unknown word, they know how to find the word in the dictionary and use the definition to help them understand the word.</p>	<ul style="list-style-type: none"> <li>• Stage 3, Phonics, spelling and vocabulary: Use a dictionary or electronic means to find the spelling and meaning of words.</li> <li>• Stage 4, Phonics, spelling and vocabulary: Use all the letters in sequence for alphabetical ordering.</li> <li>• Stage 5, Phonics, spelling and vocabulary: Use dictionaries efficiently and carry out IT spell checks.</li> <li>• Stage 5, Phonics, spelling and vocabulary: Identify unfamiliar words, explore definitions and use new words in context.</li> </ul>	<ul style="list-style-type: none"> <li>• Stage 3, Reading (Non-fiction): Locate information in non-fiction texts using contents page and index.</li> <li>• Stage 3, Reading (Non-fiction): Use ICT sources to locate simple information.</li> <li>• Stage 5, Reading (Non-fiction): Look for information in non-fiction texts to build on what is already known.</li> <li>• Stage 5, Reading (Non-fiction): Locate information confidently and efficiently from different sources.</li> </ul>

Range of Texts (RGE)			
GREY A	<p>Begin to recognise some themes and conventions in fairy stories and traditional tales.</p> <p>Example: In answer to the question: 'How can we tell this is a traditional tale?', child can identify specific text and language features.</p>	<ul style="list-style-type: none"> <li>• Stage 3, Reading (Fiction and poetry): Identify different types of stories and typical story themes.</li> <li>• Stage 3, Reading (Non-fiction): Read a range of story, poetry and information books and begin to make links between them.</li> <li>• Stage 5, Reading (Fiction and poetry): Read widely and explore the features of different fiction genres.</li> <li>• Stage 5, Reading (Fiction and poetry): Compare the structure of different stories.</li> <li>• Stage 5, Reading (Fiction and poetry): Read and identify characteristics of myths, legends and fables.</li> </ul>	<ul style="list-style-type: none"> <li>• Stage 4, Reading (Fiction and poetry): Understand the main stages in a story from introduction to resolution.</li> <li>• Stage 4, Reading (Fiction and poetry): Explore narrative order and the focus on significant events.</li> </ul>
GREY B	<p>Identify key themes and conventions in a range of books.</p> <p>Example: Child can explain that good overcomes evil in most traditional tales, e.g. provides this response in answer to the question: 'What makes us think that Cinderella will be OK in the end?'</p>	<ul style="list-style-type: none"> <li>• Stage 3, Reading (Fiction and poetry): Identify different types of stories and typical story themes.</li> <li>• Stage 4, Reading (Non-fiction): Identify different types of non-fiction text and their known key features.</li> <li>• Stage 5, Reading (Fiction and poetry): Read widely and explore the features of different fiction genres.</li> <li>• Stage 5, Reading (Fiction and poetry): Compare the structure of different stories.</li> <li>• Stage 5, Reading (Fiction and poetry): Read and identify characteristics of myths, legends and fables.</li> <li>• Stage 5, Reading (Non-fiction): Explore the features of texts which are about events and experiences, e.g. diaries.</li> <li>• Stage 5, Reading (Non-fiction): Understand the use of impersonal style in explanatory texts.</li> </ul>	<ul style="list-style-type: none"> <li>• Stage 3, Reading (Non-fiction): Read a range of story, poetry and information books and begin to make links between them.</li> <li>• Stage 4, Reading (Fiction and poetry): Understand the main stages in a story from introduction to resolution.</li> <li>• Stage 4, Reading (Fiction and poetry): Explore narrative order and the focus on significant events.</li> <li>• Stage 5, Reading (Non-fiction): Note the use of persuasive devices, words and phrases in print and other media.</li> <li>• Stage 5, Reading (Non-fiction): Compare writing that informs and persuades.</li> </ul>

## Year 4

	<p>Read books that are structured in different ways and for a range of purposes.</p> <p>Example: Child can choose appropriate books to read for pleasure and uses non-fiction, reference books and websites to find out information about a topic that interests them.</p>	<ul style="list-style-type: none"> <li>• Stage 5, Reading (Fiction and poetry): Read widely and explore the features of different fiction genres.</li> <li>• Stage 5, Reading (Fiction and poetry): Compare the structure of different stories.</li> <li>• Stage 5, Reading (Fiction and poetry): Read poems by significant poets and compare style, forms and themes.</li> <li>• Stage 5, Reading (Non-fiction): Read and evaluate non-fiction texts for purpose, style, clarity and organisation.</li> </ul>	<ul style="list-style-type: none"> <li>• Stage 3, Reading (Fiction and poetry): Read a range of story, poetry and information books and begin to make links between them.</li> <li>• Stage 4, Reading (Fiction and poetry): Read and perform play-scripts, exploring how scenes are built up.</li> <li>• Stage 4, Reading (Fiction and poetry): Compare and contrast poems and investigate poetic features.</li> <li>• Stage 4, Reading (Non-fiction): Read newspaper reports and consider how they engage the reader.</li> <li>• Stage 5, Reading (Non-fiction): Locate information confidently and efficiently from different sources.</li> </ul>
	<p>Has increasing familiarity with a wide range of books, including fairy stories, myths, legends, fiction, poetry, plays, non-fiction and reference books and is able to retell stories and discuss texts.</p> <p>Example: Child regularly contributes to discussions about a wide range of different types of books, showing good understanding of the similarities and differences between books.</p>	<ul style="list-style-type: none"> <li>• Stage 3, Reading (Fiction and poetry): Read a range of story, poetry and information books and begin to make links between them.</li> <li>• Stage 5, Reading (Fiction and poetry): Read widely and explore the features of different fiction genres.</li> <li>• Stage 4, Reading (Fiction and poetry): Retell or paraphrase events from the text in response to questions.</li> <li>• Stage 4, Reading (Non-fiction): Note key words and phrases to identify the main points in a passage.</li> <li>• Stage 5, Reading (Fiction and poetry): Compare the structure of different stories.</li> <li>• Stage 5, Reading (Fiction and poetry): Read poems by significant poets and compare style, forms and themes.</li> <li>• Stage 5, Reading (Non-fiction): Read and evaluate non-fiction texts for purpose, style, clarity and organisation.</li> </ul>	<ul style="list-style-type: none"> <li>• Stage 4, Reading (Fiction and poetry): Read and perform play-scripts, exploring how scenes are built up.</li> <li>• Stage 4, Reading (Fiction and poetry): Compare and contrast poems and investigate poetic features.</li> <li>• Stage 4, Reading (Non-fiction): Read newspaper reports and consider how they engage the reader.</li> <li>• Stage 4, Speaking and listening: Deal politely with opposing points of view.</li> <li>• Stage 4, Speaking and listening: Listen carefully in discussion, contributing relevant comments and questions.</li> <li>• Stage 5, Reading (Non-fiction): Locate information confidently and efficiently from different sources.</li> </ul>



Text Structure (STRC)			
GREY A	<p>Recognise some different forms of poetry.</p> <p>Example: Child can recognise a haiku or a ballad.</p>	<ul style="list-style-type: none"> <li>• Stage 3, Reading (Fiction and poetry): Read a range of story, poetry and information books and begin to make links between them.</li> <li>• Stage 4, Reading (Fiction and poetry): Read further stories or poems by a favourite writer, and compare them.</li> <li>• Stage 4, Reading (Fiction and poetry): Compare and contrast poems and investigate poetic features.</li> <li>• Stage 5, Reading (Fiction and poetry): Read and perform narrative poems.</li> <li>• Stage 5, Reading (Fiction and poetry): Read poems by significant poets and compare style, forms and themes.</li> </ul>	<ul style="list-style-type: none"> <li>• Stage 3, Reading (Fiction and poetry): Practise learning and reciting poems.</li> <li>• Stage 4, Reading (Fiction and poetry): Explore the impact of imagery and figurative language in poetry, including alliteration and simile, e.g. as ... as a ...</li> </ul>

Year 4

<p>GREY B</p>	<p>Identify how language, structure and presentation contribute to meaning.</p> <p>Example: Child can identify a range of different types of writing by recognising features such as greetings in letters and the use of the first person in diaries.</p>	<ul style="list-style-type: none"> <li>• Stage 3, Reading (Fiction and poetry): Consider words that make an impact, e.g. adjectives and powerful verbs.</li> <li>• Stage 3, Reading (Non-fiction): Consider ways that information is set out on page and on screen, e.g. lists, charts, bullet points.</li> <li>• Stage 4, Reading (Fiction and poetry): Recognise meaning in figurative language.</li> <li>• Stage 4, Reading (Fiction and poetry): Explore narrative order and the focus on significant events.</li> <li>• Stage 4, Reading (Fiction and poetry): Understand how expressive and descriptive language creates mood.</li> <li>• Stage 4, Reading (Non-fiction): Understand how points are ordered to make a coherent argument.</li> <li>• Stage 4, Reading (Non-fiction): Understand how paragraphs and chapters are used to organise ideas.</li> <li>• Stage 4, Reading (Non-fiction): Identify different types of non-fiction text and their known key features.</li> <li>• Stage 4, Reading (Non-fiction): Read newspaper reports and consider how they engage the reader.</li> <li>• Stage 5, Reading (Fiction and poetry): Compare the structure of different stories.</li> <li>• Stage 5, Reading (Fiction and poetry): Comment on a writer's use of language and explain reasons for writer's choices.</li> <li>• Stage 5, Reading (Fiction and poetry): Read poems by significant poets and compare style, forms and themes.</li> <li>• Stage 5, Reading (Non-fiction): Read and evaluate non-fiction texts for purpose, style, clarity and organisation.</li> </ul>	<ul style="list-style-type: none"> <li>• Stage 3, Reading (Fiction and poetry): Read play-scripts and dialogue, with awareness of different voices.</li> <li>• Stage 4, Reading (Fiction and poetry): Investigate how settings and characters are built up from details and identify key words and phrases.</li> </ul>
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## Year 4

	<p>Identify some of the ways in which fiction texts are structured, e.g. through use of chapters.</p> <p>Example: Child can find examples of how some chapters open dramatically and other chapters end on a cliffhanger.</p>	<ul style="list-style-type: none"> <li>• Stage 3, Reading (Fiction and poetry): Sustain the reading of 48 and 64 page books, noting how a text is organised into sections or chapters.</li> <li>• Stage 3, Reading (Fiction and poetry): Read play-scripts and dialogue, with awareness of different voices.</li> <li>• Stage 4, Reading (Fiction and poetry): Understand the main stages in a story from introduction to resolution.</li> <li>• Stage 4, Reading (Fiction and poetry): Explore narrative order and the focus on significant events.</li> <li>• Stage 5, Reading (Fiction and poetry): Compare the structure of different stories.</li> <li>• Stage 5, Reading (Fiction and poetry): Read poems by significant poets and compare style, forms and themes.</li> </ul>	<ul style="list-style-type: none"> <li>• Stage 4, Reading (Non-fiction): Understand how paragraphs and chapters are used to organise ideas.</li> </ul>
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Bug Club		Cambridge Primary English Learning Objectives	
Indicative Book Band	Objective	Relevant Cambridge objective <i>Full match</i>	Relevant Cambridge objective <i>Partial match</i>
<b>YEAR 5</b>			
<b>Literal Comprehension (LIT)</b>			
BLUE A	<p>Summarise main ideas drawn from more than one paragraph, and with support identify at least one key detail that supports main ideas.</p> <p>Example: Child can summarise main events in a chapter and can answer questions about the detail, e.g. 'How do we know that the ghost was scary?' Child quotes a relevant bit of text: 'The ghost jumped out and Jack screamed.'</p>	<ul style="list-style-type: none"> <li>• Stage 4, Reading (Non-fiction): Note key words and phrases to identify the main points in a passage.</li> <li>• Stage 5, Reading (Non-fiction): Skim read to gain an overall sense of a text and scan for specific information.</li> <li>• Stage 5, Reading (Non-fiction): Develop note-taking to extract key points and to group and link ideas.</li> <li>• Stage 6, Reading (Fiction and poetry): Paraphrase explicit meanings based on information at more than one point in the text.</li> </ul>	
BLUE B	<p>Summarise main ideas drawn from more than one paragraph, and with minimal support identify one or more key details that support the main ideas.</p> <p>Example: In a non-fiction section about sheep farming, child can explain what the most common breed of sheep is and give one reason why it is common.</p>	<ul style="list-style-type: none"> <li>• Stage 4, Reading (Non-fiction): Note key words and phrases to identify the main points in a passage.</li> <li>• Stage 5, Reading (Non-fiction): Skim read to gain an overall sense of a text and scan for specific information.</li> <li>• Stage 5, Reading (Non-fiction): Develop note-taking to extract key points and to group and link ideas.</li> <li>• Stage 6, Reading (Fiction and poetry): Paraphrase explicit meanings based on information at more than one point in the text.</li> </ul>	

## Year 5

	<p>Pay close attention to the meanings of words when reading.</p> <p>Example: When child finds a familiar word with an alternative meaning, such as children writing on a 'tablet' in Ancient Greece, they realise the word does not refer to an electronic tablet and makes a sensible guess at the alternative meaning.</p>	<ul style="list-style-type: none"> <li>• Stage 5, Phonics, spelling and vocabulary: Identify unfamiliar words, explore definitions and use new words in context.</li> </ul>	<ul style="list-style-type: none"> <li>• Stage 4, Phonics, spelling and vocabulary: Explore degrees of intensity in adjectives, e.g. <i>cold, tepid, warm, hot</i>.</li> <li>• Stage 6, Reading (Fiction and poetry): Paraphrase explicit meanings based on information at more than one point in the text.</li> </ul>
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Literal Comprehension: Sequencing (SEQ)			
BLUE A	<p>Retell stories and relay main points of sequentially ordered non-fiction texts in correct sequence with different degrees of detail, depending on purpose.</p> <p>Example: Child can retell a story or a sequence of events in non-fiction in some detail, and can then retell it again more concisely, leaving out less important details.</p>	<ul style="list-style-type: none"> <li>• Stage 4, Reading (Fiction and poetry): Retell or paraphrase events from the text in response to questions.</li> <li>• Stage 4, Reading (Non-fiction): Understand how points are ordered to make a coherent argument.</li> </ul>	<ul style="list-style-type: none"> <li>• Stage 5, Reading (Fiction and poetry): Compare the structure of different stories.</li> <li>• Stage 5, Reading (Non-fiction): Skim read to gain an overall sense of a text and scan for specific information.</li> <li>• Stage 6, Reading (Fiction and poetry): Understand aspects of narrative structure, e.g. the handling of time.</li> <li>• Stage 6, Reading (Fiction and poetry): Paraphrase explicit meanings based on information at more than one point in the text.</li> <li>• Stage 6, Reading (Non-fiction): Analyse how paragraphs and chapters are structured and linked.</li> </ul>

Information Retrieval (IR)			
BLUE A	<p>Retrieve information from fiction or non-fiction, identifying key ideas and, with support, record and present it.</p> <p>Example: When given a page of text, child can make notes in the margin to identify key ideas and can highlight relevant sections, and with support can present this information to others.</p>	<ul style="list-style-type: none"> <li>• Stage 4, Reading (Fiction and poetry): Investigate how settings and characters are built up from details and identify key words and phrases.</li> <li>• Stage 4, Reading (Fiction and poetry): Explore narrative order and the focus on significant events.</li> <li>• Stage 4, Reading (Fiction and poetry): Retell or paraphrase events from the text in response to questions.</li> <li>• Stage 4, Reading (Non-fiction): Note key words and phrases to identify the main points in a passage.</li> <li>• Stage 4, Writing (Non-fiction): Collect and present information from non-fiction texts.</li> <li>• Stage 5, Reading (Fiction and poetry): Provide accurate textual reference from more than one point in a story to support answers to questions.</li> <li>• Stage 5, Reading (Non-fiction): Look for information in non-fiction texts to build on what is already known.</li> <li>• Stage 5, Reading (Non-fiction): Locate information confidently and efficiently from different sources.</li> <li>• Stage 5, Reading (Non-fiction): Skim read to gain an overall sense of a text and scan for specific information.</li> <li>• Stage 5, Reading (Non-fiction): Develop note-taking to extract key points and to group and link ideas.</li> <li>• Stage 6, Reading (Fiction and poetry): Paraphrase explicit meanings based on information at more than one point in the text.</li> <li>• Stage 6, Writing (Non-fiction): Summarise a passage, chapter or text in a given number of words.</li> <li>• Stage 6, Writing (Non-fiction): Express and explain ideas clearly, making meaning explicit.</li> </ul>	<ul style="list-style-type: none"> <li>• Stage 4, Reading (Non-fiction): Understand how paragraphs and chapters are used to organise ideas.</li> <li>• Stage 4, Reading (Non-fiction): Identify different types of non-fiction text and their known key features.</li> <li>• Stage 5, Reading (Non-fiction): Read and evaluate non-fiction texts for purpose, style, clarity and organisation.</li> <li>• Stage 6, Reading (Non-fiction): Analyse how paragraphs and chapters are structured and linked.</li> <li>• Stage 6, Reading (Non-fiction): Recognise key characteristics of a range of non-fiction text types.</li> <li>• Stage 6, Reading (Non-fiction): Distinguish between fact and opinion in a range of texts and other media.</li> </ul>

Year 5

	<p>Answer questions about similarities and differences between two chapters of a book.</p> <p>Example: In a non-fiction text about places people live, child can identify what is similar and what is different about, for example, life in the Sahara and life in the Arctic. In a fiction book, child can explain that two chapters are each told from the viewpoint of a different character.</p>	<ul style="list-style-type: none"> <li>• Stage 6, Reading (Non-fiction): Analyse how paragraphs and chapters are structured and linked.</li> </ul>	<ul style="list-style-type: none"> <li>• Stage 4, Reading (Fiction and poetry): Understand the main stages in a story from introduction to resolution.</li> <li>• Stage 4, Reading (Fiction and poetry): Explore narrative order and the focus on significant events.</li> <li>• Stage 4, Reading (Non-fiction): Understand how paragraphs and chapters are used to organise ideas.</li> <li>• Stage 6, Reading (Fiction and poetry): Understand aspects of narrative structure, e.g. the handling of time.</li> </ul>
	<p>Select and sort information from a range of sources and, with minimal support, record this information.</p> <p>Example: Child can quickly find information on a geography topic in library books, websites, maps and information leaflets, and with support can make notes of key points.</p>	<ul style="list-style-type: none"> <li>• Stage 5, Reading (Fiction and poetry): Provide accurate textual reference from more than one point in a story to support answers to questions.</li> <li>• Stage 5, Reading (Non-fiction): Look for information in non-fiction texts to build on what is already known.</li> <li>• Stage 5, Reading (Non-fiction): Locate information confidently and efficiently from different sources.</li> <li>• Stage 5, Reading (Non-fiction): Develop note-taking to extract key points and to group and link ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• Stage 5, Reading (Non-fiction): Read and evaluate non-fiction texts for purpose, style, clarity and organisation.</li> <li>• Stage 5, Reading (Non-fiction): Skim read to gain an overall sense of a text and scan for specific information.</li> </ul>
<b>Accuracy (ACC)</b>			
BLUE A	<p>Accurately track meaning of the text during reading, self-correcting automatically where necessary as part of the reading process. Often understands and explains meaning of an unfamiliar word in context.</p> <p>Example: In the sentence: 'The hound bayed as he caught the scent of the fox', using wider context of the text, child can explain that 'bayed' must mean something like 'barked' or 'howled'.</p>		<ul style="list-style-type: none"> <li>• Stage 4, Phonics, spelling and vocabulary: Apply phonic/spelling, graphic, grammatical and contextual knowledge in reading unfamiliar words.</li> <li>• Stage 5, Phonics, spelling and vocabulary: Identify unfamiliar words, explore definitions and use new words in context.</li> <li>• Stage 6, Phonics, spelling and vocabulary: Explore definitions and shades of meaning and use new words in context.</li> </ul>



Making Inferences (INF)			
BLUE A	<p>Draw inferences such as characters' feelings, thoughts and motives from their actions, and with support, can justify inferences, including some that are less clearly suggested by the text.</p> <p>Example: Child can infer what a character is like from stated details, e.g. when the book states that a character has missed school and stolen some sweets, child can infer that character is a trouble-maker and can use the examples in the text to justify this answer.</p>	<ul style="list-style-type: none"> <li>• Stage 4, Reading (Fiction and poetry): Investigate how settings and characters are built up from details and identify key words and phrases.</li> <li>• Stage 4, Reading (Fiction and poetry): Explore implicit as well as explicit meanings within a text.</li> <li>• Stage 6, Reading (Fiction and poetry): Look for implicit meanings, and make plausible inferences based on more than one point in the text.</li> </ul>	<ul style="list-style-type: none"> <li>• Stage 4, Reading (Fiction and poetry): Recognise meaning in figurative language.</li> <li>• Stage 5, Reading (Fiction and poetry): Begin to interpret imagery and techniques, e.g. metaphor, personification, simile, adding to understanding beyond the literal.</li> <li>• Stage 5, Reading (Fiction and poetry): Discuss metaphorical expressions and figures of speech.</li> <li>• Stage 5, Reading (Fiction and poetry): Identify the point of view from which a story is told.</li> <li>• Stage 6, Reading (Fiction and poetry): Take account of viewpoint in a novel, and distinguish voice of author from that of narrator.</li> </ul>
	<p>Distinguish between statements of fact and opinion when both are included in a text.</p> <p>Example: Child can recognise that 'Sports cars are fast' is a fact and 'Everyone wants to drive one!' is an opinion.</p>	<ul style="list-style-type: none"> <li>• Stage 4, Reading (Non-fiction): Distinguish between fact and opinion in print and ICT sources.</li> <li>• Stage 6, Reading (Non-fiction): Distinguish between fact and opinion in a range of texts and other media.</li> </ul>	<ul style="list-style-type: none"> <li>• Stage 5, Reading (Fiction and poetry): Identify the point of view from which a story is told.</li> <li>• Stage 5, Reading (Fiction and poetry): Consider how a writer expresses their own point of view, e.g. how characters are presented.</li> <li>• Stage 6, Reading (Fiction and poetry): Take account of viewpoint in a novel, and distinguish voice of author from that of narrator.</li> </ul>
	<p>Identify the character from whose point of view the story is told, and can infer that character's feelings, thoughts and motives from their actions, often justifying inferences with evidence.</p> <p>Example: Child can infer what a character is like from implied details, e.g. near the start of a story, child can infer that main character is a bully and can read between the lines to find evidence justifying the opinion.</p>	<ul style="list-style-type: none"> <li>• Stage 5, Reading (Fiction and poetry): Identify the point of view from which a story is told.</li> <li>• Stage 6, Reading (Fiction and poetry): Take account of viewpoint in a novel, and distinguish voice of author from that of narrator.</li> </ul>	<ul style="list-style-type: none"> <li>• Stage 5, Reading (Fiction and poetry): Comment on a writer's use of language and explain reasons for writer's choices.</li> <li>• Stage 5, Reading (Fiction and poetry): Consider how a writer expresses their own point of view, e.g. how characters are presented.</li> <li>• Stage 6, Reading (Fiction and poetry): Comment on writer's use of language, demonstrating awareness of its impact on the reader.</li> </ul>

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BLUE B	<p>Distinguish between facts and opinions when both are included in a sentence.</p> <p>Example: In the statement: 'Medicines need to be tested, therefore we must test them on animals', child can recognise that first part of sentence is a fact and second part an opinion.</p>	<ul style="list-style-type: none"> <li>• Stage 4, Reading (Non-fiction): Distinguish between fact and opinion in print and ICT sources.</li> <li>• Stage 6, Reading (Non-fiction): Distinguish between fact and opinion in a range of texts and other media.</li> </ul>	<ul style="list-style-type: none"> <li>• Stage 5, Reading (Fiction and poetry): Identify the point of view from which a story is told.</li> <li>• Stage 5, Reading (Fiction and poetry): Consider how a writer expresses their own point of view, e.g. how characters are presented.</li> <li>• Stage 6, Reading (Fiction and poetry): Take account of viewpoint in a novel, and distinguish voice of author from that of narrator.</li> </ul>
	<p>Identify some similarities and differences between two versions of a traditional tale.</p> <p>Example: Having read two versions of <i>Robin Hood</i>, child can identify main similarities and differences between the two versions.</p>		<ul style="list-style-type: none"> <li>• Stage 5, Reading (Fiction and poetry): Comment on a writer's use of language and explain reasons for writer's choices.</li> <li>• Stage 5, Reading (Fiction and poetry): Identify the point of view from which a story is told.</li> <li>• Stage 5, Reading (Fiction and poetry): Consider how a writer expresses their own point of view, e.g. how characters are presented.</li> <li>• Stage 5, Reading (Fiction and poetry): Read and identify characteristics of myths, legends and fables.</li> <li>• Stage 5, Reading (Fiction and poetry): Compare and evaluate the print and film versions of a novel or play.</li> <li>• Stage 6, Reading (Fiction and poetry): Begin to develop awareness that the context for which the writer is writing and the context in which the reader is reading can impact on how the text is understood.</li> </ul>
	<p>Use information from a text to draw straightforward inferences about how ideas are related.</p> <p>Example: In non-fiction book about spiders, child can explain why some spiders might make a good pet whereas others would not, when explanation is not expressly stated in text.</p>	<ul style="list-style-type: none"> <li>• Stage 4, Reading (Fiction and poetry): Investigate how settings and characters are built up from details and identify key words and phrases.</li> <li>• Stage 4, Reading (Fiction and poetry): Explore implicit as well as explicit meanings within a text.</li> <li>• Stage 6, Reading (Fiction and poetry): Look for implicit meanings, and make plausible inferences based on more than one point in the text.</li> </ul>	<ul style="list-style-type: none"> <li>• Stage 4, Reading (Fiction and poetry): Explore narrative order and the focus on significant events.</li> <li>• Stage 6, Reading (Fiction and poetry): Understand aspects of narrative structure, e.g. the handling of time.</li> <li>• Stage 6, Reading (Non-fiction): Analyse how paragraphs and chapters are structured and linked.</li> </ul>

Prediction (PRED)			
BLUE A	<p>Make more detailed predictions drawing on details from the text, with some prompting if necessary.</p> <p>Example: Child can independently notice some important clues in a story that help to predict what a character will do next, and is usually able to articulate a quite detailed prediction with limited prompting.</p>	<ul style="list-style-type: none"> <li>• <a href="#">Stage 2, Reading (Fiction and poetry): Predict story endings.</a></li> <li>• Stage 4, Reading (Fiction and poetry): Investigate how settings and characters are built up from details and identify key words and phrases.</li> <li>• Stage 4, Reading (Fiction and poetry): Explore narrative order and the focus on significant events.</li> <li>• Stage 5, Reading (Fiction and poetry): Provide accurate textual reference from more than one point in a story to support answers to questions.</li> <li>• Stage 6, Reading (Fiction and poetry): Look for implicit meanings, and make plausible inferences based on more than one point in the text.</li> <li>• Stage 6, Reading (Fiction and poetry): Understand aspects of narrative structure, e.g. the handling of time.</li> </ul>	<ul style="list-style-type: none"> <li>• Stage 4, Reading (Fiction and poetry): Understand the main stages in a story from introduction to resolution.</li> <li>• Stage 5, Reading (Fiction and poetry): Begin to interpret imagery and techniques, e.g. metaphor, personification, simile, adding to understanding beyond the literal.</li> </ul>
	<p>Predict what might happen to a character using evidence implied by other characters' reactions and viewpoints.</p> <p>Example: Child recognises when a character is only pretending to be kind to another character and can predict what might happen next. Child can find details in the text to support their idea.</p>	<ul style="list-style-type: none"> <li>• <a href="#">Stage 2, Reading (Fiction and poetry): Predict story endings.</a></li> <li>• Stage 4, Reading (Fiction and poetry): Investigate how settings and characters are built up from details and identify key words and phrases.</li> <li>• Stage 4, Reading (Fiction and poetry): Explore narrative order and the focus on significant events.</li> <li>• Stage 5, Reading (Fiction and poetry): Provide accurate textual reference from more than one point in a story to support answers to questions.</li> <li>• Stage 6, Reading (Fiction and poetry): Look for implicit meanings, and make plausible inferences based on more than one point in the text.</li> <li>• Stage 6, Reading (Fiction and poetry): Understand aspects of narrative structure, e.g. the handling of time.</li> </ul>	<ul style="list-style-type: none"> <li>• Stage 4, Reading (Fiction and poetry): Understand the main stages in a story from introduction to resolution.</li> <li>• Stage 5, Reading (Fiction and poetry): Begin to interpret imagery and techniques, e.g. metaphor, personification, simile, adding to understanding beyond the literal.</li> </ul>

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BLUE B	<p>Predict what might happen next in a story, sometimes using complex clues drawing on more than one aspect of the plot or of character.</p> <p>Example: Child can work out that two characters who are each unaware that the other one has the same goal are likely to find this out, and this will cause problems.</p>	<ul style="list-style-type: none"> <li>• <b>Stage 2, Reading (Fiction and poetry): Predict story endings.</b></li> <li>• Stage 4, Reading (Fiction and poetry): Investigate how settings and characters are built up from details and identify key words and phrases.</li> <li>• Stage 4, Reading (Fiction and poetry): Explore narrative order and the focus on significant events.</li> <li>• Stage 5, Reading (Fiction and poetry): Provide accurate textual reference from more than one point in a story to support answers to questions.</li> <li>• Stage 6, Reading (Fiction and poetry): Look for implicit meanings, and make plausible inferences based on more than one point in the text.</li> <li>• Stage 6, Reading (Fiction and poetry): Understand aspects of narrative structure, e.g. the handling of time.</li> </ul>	<ul style="list-style-type: none"> <li>• Stage 4, Reading (Fiction and poetry): Understand the main stages in a story from introduction to resolution.</li> <li>• Stage 5, Reading (Fiction and poetry): Begin to interpret imagery and techniques, e.g. metaphor, personification, simile, adding to understanding beyond the literal.</li> </ul>
<b>Personal Response and Evaluation of Text (PRS)</b>			
BLUE A	<p>With support, review a book they have read, explaining why they would or would not recommend the book to others.</p> <p>Example: Child can write a book review using a writing frame, and explain who would like the book and why, making links to other books they have read and using evidence from the text to support their views.</p>	<ul style="list-style-type: none"> <li>• <b>Stage 3, Writing (Non-fiction): Write book reviews summarising what a book is about.</b></li> <li>• Stage 4, Reading (Fiction and poetry): Express a personal response to a text and link characters and settings to personal experience.</li> <li>• Stage 5, Reading (Fiction and poetry): Provide accurate textual reference from more than one point in a story to support answers to questions.</li> <li>• Stage 6, Reading (Fiction and poetry): Discuss and express preferences in terms of language, style and themes.</li> <li>• Stage 6, Reading (Fiction and poetry): Articulate personal responses to reading, with close reference to the text.</li> </ul>	

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	<p>With support, provide reasoned justifications for their views in response to prompts.</p> <p>Example: Child can give an opinion about a dilemma or controversial topic in a text and with prompts can justify their opinion.</p>	<ul style="list-style-type: none"> <li>• Stage 4, Reading (Fiction and poetry): Express a personal response to a text and link characters and settings to personal experience.</li> <li>• Stage 5, Reading (Fiction and poetry): Provide accurate textual reference from more than one point in a story to support answers to questions.</li> <li>• Stage 6, Reading (Fiction and poetry): Discuss and express preferences in terms of language, style and themes.</li> <li>• Stage 6, Reading (Fiction and poetry): Articulate personal responses to reading, with close reference to the text.</li> </ul>	
	<p>Recommend books to peers, usually giving clear reasons for their choices.</p> <p>Example: Child can suggest why others would find the book enjoyable, e.g. 'Even if you don't like football, you will still enjoy this book because it's so much more than just a story about the game.'</p>	<ul style="list-style-type: none"> <li>• Stage 4, Reading (Fiction and poetry): Express a personal response to a text and link characters and settings to personal experience.</li> <li>• Stage 5, Reading (Fiction and poetry): Provide accurate textual reference from more than one point in a story to support answers to questions.</li> <li>• Stage 6, Reading (Fiction and poetry): Discuss and express preferences in terms of language, style and themes.</li> <li>• Stage 6, Reading (Fiction and poetry): Articulate personal responses to reading, with close reference to the text.</li> </ul>	
BLUE B	<p>With support where necessary, provide justifications for their views.</p> <p>Example: Child can prepare a response to a question about a familiar story, e.g. 'Was Jack from <i>Jack and the Beanstalk</i> a hero or a villain?' Child can give reasons from the text to support their views, e.g. 'Jack was a villain because he stole things from the giant.'</p>	<ul style="list-style-type: none"> <li>• Stage 4, Reading (Fiction and poetry): Express a personal response to a text and link characters and settings to personal experience.</li> <li>• Stage 5, Reading (Fiction and poetry): Provide accurate textual reference from more than one point in a story to support answers to questions.</li> <li>• Stage 6, Reading (Fiction and poetry): Discuss and express preferences in terms of language, style and themes.</li> <li>• Stage 6, Reading (Fiction and poetry): Articulate personal responses to reading, with close reference to the text.</li> </ul>	

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	<p>Participate in discussions about books, and with support can build on their own and others' ideas.</p> <p>Example: In a group discussion about a character's motives, child contributes ideas and responds to prompt questions about others' ideas, e.g. 'Do you agree with what she said? Why?'</p>	<ul style="list-style-type: none"> <li>• Stage 4, Reading (Fiction and poetry): Express a personal response to a text and link characters and settings to personal experience.</li> <li>• Stage 5, Reading (Fiction and poetry): Provide accurate textual reference from more than one point in a story to support answers to questions.</li> <li>• Stage 6, Reading (Fiction and poetry): Discuss and express preferences in terms of language, style and themes.</li> <li>• Stage 6, Reading (Fiction and poetry): Articulate personal responses to reading, with close reference to the text.</li> </ul>	<ul style="list-style-type: none"> <li>• Stage 5, Speaking and listening: Talk confidently in extended turns and listen purposefully in a range of contexts.</li> <li>• Stage 6, Speaking and listening: Pay close attention in discussion to what others say, asking and answering questions to introduce new ideas.</li> <li>• Stage 6, Speaking and listening: Help to move group discussion forward, e.g. by clarifying, summarising.</li> </ul>
<b>Performance (PERF)</b>			
BLUE A	<p>Work in a teacher-led group to prepare poems and play scripts to read aloud, planning appropriate intonation, tone and volume so that the meaning is clear to an audience.</p> <p>Example: With some prompting, child can contribute to discussions about how best to read each part of the poem or play, suggesting appropriate changes of voice to convey the meaning.</p>	<ul style="list-style-type: none"> <li>• Stage 4, Reading (Fiction and poetry): Read and perform play-scripts, exploring how scenes are built up.</li> <li>• Stage 4, Speaking and listening: Adapt the pace and loudness of speaking appropriately when performing or reading aloud.</li> <li>• Stage 4, Speaking and listening: Adapt speech and gesture to create a character in drama.</li> <li>• Stage 5, Reading (Fiction and poetry): Read and perform narrative poems.</li> <li>• Stage 5, Speaking and listening: Convey ideas about characters in drama through deliberate choice of speech, gesture and movement.</li> <li>• Stage 6, Speaking and listening: Prepare, practise and improve a spoken presentation or performance.</li> <li>• Stage 6, Speaking and listening: Convey ideas about characters in drama in different roles and scenarios through deliberate choice of speech, gesture and movement.</li> </ul>	<ul style="list-style-type: none"> <li>• Stage 4, Grammar and punctuation (Reading): Use knowledge of punctuation and grammar to read with fluency, understanding and expression.</li> <li>• Stage 5, Reading (Fiction and poetry): Compare dialogue and dramatic conventions in film narrative.</li> <li>• Stage 5, Reading (Fiction and poetry): Read poems by significant poets and compare style, forms and themes.</li> <li>• Stage 6, Reading (Fiction and poetry): Explore how poets manipulate and play with words and their sounds.</li> <li>• Stage 6, Reading (Fiction and poetry): Read and interpret poems in which meanings are implied or multilayered.</li> </ul>

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	<p>Present information they have found out from a book or other source, maintaining a focus on the topic.</p> <p>Example: After reading about a specific topic, child can present to class or group three facts they have found out that will interest the audience.</p>	<ul style="list-style-type: none"> <li>• Stage 4, Writing (Non-fiction): Collect and present information from non-fiction texts.</li> <li>• Stage 5, Speaking and listening: Describe events and convey opinions with increasing clarity and detail.</li> <li>• Stage 6, Writing (Non-fiction): Summarise a passage, chapter or text in a given number of words.</li> <li>• Stage 6, Writing (Non-fiction): Express and explain ideas clearly, making meaning explicit.</li> </ul>	
	<p>Work in a group to prepare poems and play scripts to read aloud, usually planning appropriate intonation, tone and volume so that the meaning is clear to an audience.</p> <p>Example: Child can make a good contribution to discussions about how best to read each part of the poem or play, suggesting appropriate changes of voice to convey the meaning.</p>	<ul style="list-style-type: none"> <li>• Stage 4, Reading (Fiction and poetry): Read and perform play-scripts, exploring how scenes are built up.</li> <li>• Stage 4, Speaking and listening: Adapt the pace and loudness of speaking appropriately when performing or reading aloud.</li> <li>• Stage 4, Speaking and listening: Adapt speech and gesture to create a character in drama.</li> <li>• Stage 5, Reading (Fiction and poetry): Read and perform narrative poems.</li> <li>• Stage 5, Speaking and listening: Convey ideas about characters in drama through deliberate choice of speech, gesture and movement.</li> <li>• Stage 6, Speaking and listening: Prepare, practise and improve a spoken presentation or performance.</li> <li>• Stage 6, Speaking and listening: Convey ideas about characters in drama in different roles and scenarios through deliberate choice of speech, gesture and movement.</li> </ul>	<ul style="list-style-type: none"> <li>• Stage 4, Grammar and punctuation (Reading): Use knowledge of punctuation and grammar to read with fluency, understanding and expression.</li> <li>• Stage 5, Reading (Fiction and poetry): Compare dialogue and dramatic conventions in film narrative.</li> <li>• Stage 5, Reading (Fiction and poetry): Read poems by significant poets and compare style, forms and themes.</li> <li>• Stage 6, Reading (Fiction and poetry): Explore how poets manipulate and play with words and their sounds.</li> <li>• Stage 6, Reading (Fiction and poetry): Read and interpret poems in which meanings are implied or multilayered.</li> </ul>

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<p>BLUE B</p>	<p>Discuss their understanding of what they have read, including through formal presentations, maintaining a focus on the topic, and with support can use simple notes.</p> <p>Example: After reading about a specific topic, e.g. what knights wore, child can make notes in response to questions and can briefly explain to a group or class what they have found out.</p>	<ul style="list-style-type: none"> <li>• Stage 4, Writing (Non-fiction): Collect and present information from non-fiction texts.</li> <li>• Stage 5, Speaking and listening: Describe events and convey opinions with increasing clarity and detail.</li> <li>• Stage 5, Reading (Non-fiction): Develop note-taking to extract key points, group and link ideas.</li> <li>• Stage 5, Speaking and listening: Talk confidently in extended turns and listen purposefully in a range of contexts.</li> <li>• Stage 5, Speaking and listening: Report back to a group, using notes to present findings about a topic studied. Evaluate what is heard and give reasons for agreement or disagreement.</li> <li>• Stage 6, Writing (Non-fiction): Summarise a passage, chapter or text.</li> <li>• Stage 6, Speaking and listening: Speak confidently in formal and informal contexts.</li> </ul>	<ul style="list-style-type: none"> <li>• Stage 4, Speaking and listening: Organise ideas in a longer speaking turn to help the listener.</li> <li>• Stage 5, Speaking and listening: Shape and organise ideas clearly when speaking to aid listener.</li> <li>• Stage 6, Speaking and listening: Express and explain ideas clearly, making meaning explicit.</li> <li>• Stage 6, Speaking and listening: Vary vocabulary, expression and tone of voice to engage the listener and suit the audience, purpose and context.</li> <li>• Stage 6, Speaking and listening: Structure talk to aid a listener's understanding and engagement.</li> <li>• Stage 6, Speaking and listening: Prepare, practise and improve a spoken presentation or performance.</li> </ul>
<p><b>Literary Language (LANG)</b></p>			



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<p>BLUE A</p>	<p>With support, discuss how authors use language, including similes, considering the impact on the reader.</p> <p>Example: When prompted, child can identify that 'The dragon's breath was as hot as lava' is a good simile because it helps the reader imagine how hot the dragon's breath was.</p>	<ul style="list-style-type: none"> <li>• Stage 4, Reading (Fiction and poetry): Understand how expressive and descriptive language creates mood.</li> <li>• Stage 4, Reading (Fiction and poetry): Recognise meaning in figurative language.</li> <li>• Stage 4, Reading (Fiction and poetry): Explore the impact of imagery and figurative language in poetry, including alliteration and simile, e.g. <i>as ... as a ...</i></li> <li>• Stage 5, Reading (Fiction and poetry): Comment on a writer's use of language and explain reasons for writer's choices.</li> <li>• Stage 5, Reading (Fiction and poetry): Begin to interpret imagery and techniques, e.g. metaphor, personification, simile, adding to understanding beyond the literal.</li> <li>• Stage 5, Reading (Fiction and poetry): Discuss metaphorical expressions and figures of speech.</li> <li>• Stage 6, Reading (Fiction and poetry): Comment on writer's use of language, demonstrating awareness of its impact on the reader.</li> </ul>	<ul style="list-style-type: none"> <li>• Stage 4, Reading (Fiction and poetry): Investigate how settings and characters are built up from details and identify key words and phrases.</li> <li>• Stage 5, Reading (Non-fiction): Note the use of persuasive devices, words and phrases in print and other media.</li> <li>• Stage 5, Reading (Non-fiction): Read and evaluate non-fiction texts for purpose, style, clarity and organisation.</li> <li>• Stage 5, Reading (Non-fiction): Compare writing that informs and persuades.</li> <li>• Stage 6, Reading (Fiction and poetry): Explore how poets manipulate and play with words and their sounds.</li> <li>• Stage 6, Reading (Non-fiction): Compare the language, style and impact of a range of non-fiction writing.</li> <li>• Stage 6, Reading (Non-fiction): Distinguish between fact and opinion in a range of texts and other media.</li> </ul>
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	<p>With support, discuss how the author's style affects the reader's understanding of the text, in cases where this is signalled straightforwardly in the text.</p> <p>Example: Child can explain that the short sentences in a paragraph help to build up tension by drawing the reader's attention to those sentences, suggesting that something is about to happen.</p>	<ul style="list-style-type: none"> <li>• Stage 4, Reading (Fiction and poetry): Understand how expressive and descriptive language creates mood.</li> <li>• Stage 4, Reading (Fiction and poetry): Recognise meaning in figurative language.</li> <li>• Stage 4, Reading (Fiction and poetry): Explore the impact of imagery and figurative language in poetry, including alliteration and simile, e.g. <i>as ... as a ...</i></li> <li>• Stage 5, Reading (Fiction and poetry): Comment on a writer's use of language and explain reasons for writer's choices.</li> <li>• Stage 5, Reading (Fiction and poetry): Begin to interpret imagery and techniques, e.g. metaphor, personification, simile, adding to understanding beyond the literal.</li> <li>• Stage 5, Reading (Fiction and poetry): Discuss metaphorical expressions and figures of speech.</li> <li>• Stage 6, Reading (Fiction and poetry): Comment on writer's use of language, demonstrating awareness of its impact on the reader.</li> </ul>	<ul style="list-style-type: none"> <li>• Stage 4, Reading (Fiction and poetry): Investigate how settings and characters are built up from details and identify key words and phrases.</li> <li>• Stage 5, Reading (Non-fiction): Note the use of persuasive devices, words and phrases in print and other media.</li> <li>• Stage 5, Reading (Non-fiction): Understand the use of impersonal style in explanatory texts.</li> <li>• Stage 5, Reading (Non-fiction): Read and evaluate non-fiction texts for purpose, style, clarity and organisation.</li> <li>• Stage 5, Reading (Non-fiction): Compare writing that informs and persuades.</li> <li>• Stage 6, Reading (Fiction and poetry): Explore how poets manipulate and play with words and their sounds.</li> <li>• Stage 6, Reading (Non-fiction): Compare the language, style and impact of a range of non-fiction writing.</li> <li>• Stage 6, Reading (Non-fiction): Distinguish between fact and opinion in a range of texts and other media.</li> </ul>
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<p>BLUE B</p>	<p>Participate in discussion about an author's choice of language and show understanding of how some language choices affect the reader's understanding.</p> <p>Example: Child can notice that a particular character uses a lot of dialect words, and explain how that affects reactions to that character; or note that use of technical language in a non-fiction text helps to give a formal feel to the text.</p>	<ul style="list-style-type: none"> <li>• Stage 4, Reading (Fiction and poetry): Investigate how settings and characters are built up from details and identify key words and phrases.</li> <li>• Stage 4, Reading (Fiction and poetry): Understand how expressive and descriptive language creates mood.</li> <li>• Stage 4, Reading (Fiction and poetry): Recognise meaning in figurative language.</li> <li>• Stage 4, Reading (Fiction and poetry): Explore the impact of imagery and figurative language in poetry, including alliteration and simile, e.g. as ... as a ...</li> <li>• Stage 5, Reading (Fiction and poetry): Comment on a writer's use of language and explain reasons for writer's choices.</li> <li>• Stage 5, Reading (Fiction and poetry): Begin to interpret imagery and techniques, e.g. metaphor, personification, simile, adding to understanding beyond the literal.</li> <li>• Stage 5, Reading (Fiction and poetry): Discuss metaphorical expressions and figures of speech.</li> <li>• Stage 6, Reading (Fiction and poetry): Comment on writer's use of language, demonstrating awareness of its impact on the reader.</li> <li>• Stage 6, Reading (Fiction and poetry): Explore how poets manipulate and play with words and their sounds.</li> </ul>	<ul style="list-style-type: none"> <li>• Stage 4, Reading (Fiction and poetry): Investigate how settings and characters are built up from details and identify key words and phrases.</li> <li>• Stage 5, Reading (Non-fiction): Note the use of persuasive devices, words and phrases in print and other media.</li> <li>• Stage 5, Reading (Non-fiction): Understand the use of impersonal style in explanatory texts.</li> <li>• Stage 5, Reading (Non-fiction): Read and evaluate non-fiction texts for purpose, style, clarity and organisation.</li> <li>• Stage 5, Reading (Non-fiction): Compare writing that informs and persuades.</li> <li>• Stage 6, Reading (Fiction and poetry): Explore how poets manipulate and play with words and their sounds.</li> <li>• Stage 6, Reading (Non-fiction): Compare the language, style and impact of a range of non-fiction writing.</li> <li>• Stage 6, Reading (Non-fiction): Distinguish between fact and opinion in a range of texts and other media.</li> </ul>
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Vocabulary Development (VOC)			
BLUE A	<p>Independently use a dictionary to quickly check the meaning of a word that is unfamiliar to them, and can then explain the word's meaning to someone else.</p> <p>Example: When child comes across an unknown word, they can find the word in a dictionary, and use the definition to explain what the word means.</p>	<ul style="list-style-type: none"> <li>• Stage 4, Phonics, spelling and vocabulary: Use all the letters in sequence for alphabetical ordering.</li> <li>• Stage 5, Phonics, spelling and vocabulary: Use dictionaries efficiently and carry out IT spell checks.</li> <li>• Stage 5, Phonics, spelling and vocabulary: Identify unfamiliar words, explore definitions and use new words in context.</li> <li>• Stage 5, Phonics, spelling and vocabulary: Use a thesaurus to extend vocabulary and choice of words.</li> <li>• Stage 6, Phonics, spelling and vocabulary: Explore definitions and shades of meaning and use new words in context.</li> </ul>	<ul style="list-style-type: none"> <li>• Stage 5, Reading (Non-fiction): Look for information in non-fiction texts to build on what is already known.</li> <li>• Stage 5, Reading (Non-fiction): Locate information confidently and efficiently from different sources.</li> </ul>
Range of Texts (RGE)			
BLUE A	<p>Familiar with and can discuss a wide range of fiction, poetry, plays, non-fiction and reference books, including myths, legends and traditional stories, modern fiction and books from other cultures and traditions.</p> <p>Example: When asked to talk about how different text types convey information, child's answers show some understanding of the purpose and form of the text types.</p>	<ul style="list-style-type: none"> <li>• Stage 5, Reading (Fiction and poetry): Read widely and explore the features of different fiction genres.</li> <li>• Stage 5, Reading (Fiction and poetry): Compare the structure of different stories.</li> <li>• Stage 5, Reading (Fiction and poetry): Read poems by significant poets and compare style, forms and themes.</li> <li>• Stage 5, Reading (Non-fiction): Read and evaluate non-fiction texts for purpose, style, clarity and organisation.</li> <li>• Stage 6, Reading (Non-fiction): Recognise key characteristics of a range of non-fiction text types.</li> <li>• Stage 6, Reading (Non-fiction): Compare the language, style and impact of a range of non-fiction writing.</li> <li>• Stage 6, Reading (Non-fiction): Distinguish between fact and opinion in a range of texts and other media.</li> </ul>	<ul style="list-style-type: none"> <li>• Stage 4, Reading (Fiction and poetry): Read and perform play-scripts, exploring how scenes are built up.</li> <li>• Stage 4, Reading (Fiction and poetry): Compare and contrast poems and investigate poetic features.</li> <li>• Stage 4, Reading (Non-fiction): Read newspaper reports and consider how they engage the reader.</li> <li>• Stage 5, Reading (Non-fiction): Locate information confidently and efficiently from different sources.</li> <li>• Stage 6, Reading (Non-fiction): Explore autobiography and biography, and first and third person narration.</li> <li>• Stage 6, Reading (Non-fiction): Identify features of balanced written arguments.</li> </ul>

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<p>BLUE B</p>	<p>With support, identify and discuss themes and conventions in and across selected texts.</p> <p>Example: In response to the question: 'What do the main characters of these two books have in common?' child can identify a common theme, e.g. 'They have both lost something important to them, but they react differently.'</p>	<ul style="list-style-type: none"> <li>• Stage 4, Reading (Non-fiction): Identify different types of non-fiction text and their known key features.</li> <li>• Stage 5, Reading (Fiction and poetry): Read widely and explore the features of different fiction genres.</li> <li>• Stage 5, Reading (Fiction and poetry): Compare the structure of different stories.</li> <li>• Stage 5, Reading (Fiction and poetry): Read and identify characteristics of myths, legends and fables.</li> <li>• Stage 5, Reading (Non-fiction): Explore the features of texts which are about events and experiences, e.g. diaries.</li> <li>• Stage 5, Reading (Non-fiction): Understand the use of impersonal style in explanatory texts.</li> <li>• Stage 6, Reading (Fiction and poetry): Develop familiarity with the work of established authors and poets, identifying features which are common to more than one text.</li> <li>• Stage 6, Reading (Non-fiction): Recognise key characteristics of a range of non-fiction text types.</li> </ul>	<ul style="list-style-type: none"> <li>• Stage 4, Reading (Fiction and poetry): Understand the main stages in a story from introduction to resolution.</li> <li>• Stage 4, Reading (Fiction and poetry): Explore narrative order and the focus on significant events.</li> <li>• Stage 5, Reading (Non-fiction): Note the use of persuasive devices, words and phrases in print and other media.</li> <li>• Stage 5, Reading (Non-fiction): Compare writing that informs and persuades.</li> <li>• Stage 6, Reading (Non-fiction): Identify features of balanced written arguments.</li> </ul>
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Year 5

	<p>Read for a range of purposes.</p> <p>Example: Child can choose appropriate books to read for pleasure and read from a range of sources to find out information about a history, geography or science topic.</p>	<ul style="list-style-type: none"> <li>• Stage 5, Reading (Fiction and poetry): Read widely and explore the features of different fiction genres.</li> <li>• Stage 5, Reading (Fiction and poetry): Compare the structure of different stories.</li> <li>• Stage 5, Reading (Fiction and poetry): Read poems by significant poets and compare style, forms and themes.</li> <li>• Stage 5, Reading (Non-fiction): Read and evaluate non-fiction texts for purpose, style, clarity and organisation.</li> <li>• Stage 6, Reading (Non-fiction): Recognise key characteristics of a range of non-fiction text types.</li> <li>• Stage 6, Reading (Non-fiction): Compare the language, style and impact of a range of non-fiction writing.</li> <li>• Stage 6, Reading (Non-fiction): Distinguish between fact and opinion in a range of texts and other media.</li> </ul>	<ul style="list-style-type: none"> <li>• Stage 4, Reading (Fiction and poetry): Read and perform play-scripts, exploring how scenes are built up.</li> <li>• Stage 4, Reading (Fiction and poetry): Compare and contrast poems and investigate poetic features.</li> <li>• Stage 4, Reading (Non-fiction): Read newspaper reports and consider how they engage the reader.</li> <li>• Stage 5, Reading (Non-fiction): Locate information confidently and efficiently from different sources.</li> <li>• Stage 6, Reading (Non-fiction): Explore autobiography and biography, and first and third person narration.</li> <li>• Stage 6, Reading (Non-fiction): Identify features of balanced written arguments.</li> </ul>
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## Year 5

	<p>With support, identify how language, structure and presentation contribute to meaning in a range of straightforward texts.</p> <p>Example: Child can identify how the school website uses language, structure and presentation to let parents and pupils know what is happening in school.</p>	<ul style="list-style-type: none"> <li>• Stage 4, Reading (Fiction and poetry): Recognise meaning in figurative language.</li> <li>• Stage 4, Reading (Fiction and poetry): Explore narrative order and the focus on significant events.</li> <li>• Stage 4, Reading (Fiction and poetry): Understand how expressive and descriptive language creates mood.</li> <li>• Stage 4, Reading (Non-fiction): Understand how points are ordered to make a coherent argument.</li> <li>• Stage 5, Reading (Fiction and poetry): Compare the structure of different stories.</li> <li>• Stage 5, Reading (Fiction and poetry): Comment on a writer's use of language and explain reasons for writer's choices.</li> <li>• Stage 5, Reading (Fiction and poetry): Read poems by significant poets and compare style, forms and themes.</li> <li>• Stage 5, Reading (Non-fiction): Read and evaluate non-fiction texts for purpose, style, clarity and organisation.</li> <li>• Stage 6, Reading (Fiction and poetry): Understand aspects of narrative structure, e.g. the handling of time.</li> <li>• Stage 6, Reading (Fiction and poetry): Comment on writer's use of language, demonstrating awareness of its impact on the reader.</li> <li>• Stage 6, Reading (Fiction and poetry): Discuss and express preferences in terms of language, style and themes.</li> <li>• Stage 6, Reading (Fiction and poetry): Explore how poets manipulate and play with words and their sounds.</li> <li>• Stage 6, Reading (Non-fiction): Analyse how paragraphs and chapters are structured and linked.</li> <li>• Stage 6, Reading (Non-fiction): Compare the language, style and impact of a range of non-fiction writing.</li> </ul>	<ul style="list-style-type: none"> <li>• Stage 4, Reading (Fiction and poetry): Investigate how settings and characters are built up from details and identify key words and phrases.</li> <li>• Stage 6, Reading (Fiction and poetry): Consider how the author manipulates the reaction of the reader, e.g. how characters and settings are presented.</li> </ul>
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Text Structure (STRC)			
BLUE A	<p>With minimal support, identify some of the ways in which fiction and non-fiction texts are structured and sometimes identify why the author might have chosen this structure.</p> <p>Example: In a short non-fiction text, child can pick up that the last paragraph links back to the beginning, and can say that this makes the ending more satisfying.</p>	<ul style="list-style-type: none"> <li>• Stage 4, Reading (Fiction and poetry): Explore narrative order and the focus on significant events.</li> <li>• Stage 4, Reading (Non-fiction): Understand how points are ordered to make a coherent argument.</li> <li>• Stage 5, Reading (Fiction and poetry): Compare the structure of different stories.</li> <li>• Stage 5, Reading (Fiction and poetry): Read poems by significant poets and compare style, forms and themes.</li> <li>• Stage 5, Reading (Non-fiction): Read and evaluate non-fiction texts for purpose, style, clarity and organisation.</li> <li>• Stage 6, Reading (Fiction and poetry): Understand aspects of narrative structure, e.g. the handling of time.</li> <li>• Stage 6, Reading (Non-fiction): Analyse how paragraphs and chapters are structured and linked.</li> <li>• Stage 6, Reading (Non-fiction): Compare the language, style and impact of a range of non-fiction writing.</li> </ul>	
BLUE B	<p>Identify some of the ways in which fiction texts are structured, e.g. through use of chapters, and can say why this is effective.</p> <p>Example: Child can identify that the use of very short chapters in a particular book helps to build a feeling of excitement and keeps the reader reading.</p>	<ul style="list-style-type: none"> <li>• Stage 4, Reading (Fiction and poetry): Explore narrative order and the focus on significant events.</li> <li>• Stage 5, Reading (Fiction and poetry): Compare the structure of different stories.</li> <li>• Stage 5, Reading (Fiction and poetry): Read poems by significant poets and compare style, forms and themes.</li> <li>• Stage 6, Reading (Fiction and poetry): Understand aspects of narrative structure, e.g. the handling of time.</li> <li>• Stage 6, Reading (Non-fiction): Analyse how paragraphs and chapters are structured and linked.</li> </ul>	



Bug Club		Cambridge Primary English Learning Objectives	
Indicative Book Band	Objective	Relevant Cambridge objective <i>Full match</i>	Relevant Cambridge objective <i>Partial match</i>
<b>YEAR 6</b>			
<b>Literal Comprehension (LIT)</b>			
RED A	<p>Summarise main ideas drawn from more than one paragraph, and with minimal prompting identify some key details that support the main ideas.</p> <p>Example: In a non-fiction chapter about global warming, child can explain what global warming is and how it affects us, and can find some examples from the text of ways it affects us.</p>	<ul style="list-style-type: none"> <li>• Stage 5, Reading (Non-fiction): Skim read to gain an overall sense of a text and scan for specific information.</li> <li>• Stage 5, Reading (Non-fiction): Develop note-taking to extract key points and to group and link ideas.</li> <li>• Stage 6, Reading (Fiction and poetry): Paraphrase explicit meanings based on information at more than one point in the text.</li> <li>• Stage 6, Writing (Non-fiction): Summarise a passage, chapter or text in a given number of words.</li> </ul>	
RED B	<p>Ask questions to improve understanding of a text.</p> <p>Example: When reading about a non-fiction topic, child is able to ask appropriate questions to further knowledge of the topic, e.g. about why something happens or what might happen in the future. When reading fiction, child can formulate questions to help understand reasons why a particular event happens.</p>	<ul style="list-style-type: none"> <li>• Stage 5, Speaking and listening: Ask questions to develop ideas and extend understanding.</li> <li>• Stage 6, Speaking and listening: Pay close attention in discussion to what others say, asking and answering questions to introduce new ideas.</li> </ul>	
	<p>Use knowledge of idiom and figurative language to help understand meaning of a text.</p> <p>Example: When child finds an idiom, e.g. 'He let the cat out of the bag', they recognise the literal meaning does not make sense in the context and can make a sensible guess at the meaning.</p>	<ul style="list-style-type: none"> <li>• Stage 5, Reading (Fiction and poetry): Begin to interpret imagery and techniques, e.g. metaphor, personification, simile, adding to understanding beyond the literal.</li> <li>• Stage 5, Reading (Fiction and poetry): Discuss metaphorical expressions and figures of speech.</li> </ul>	<ul style="list-style-type: none"> <li>• Stage 6, Reading (Fiction and poetry): Look for implicit meanings, and make plausible inferences based on more than one point in the text.</li> <li>• Stage 6, Reading (Fiction and poetry): Comment on writer's use of language, demonstrating awareness of its impact on the reader.</li> <li>• Stage 6, Reading (Fiction and poetry): Read and interpret poems in which meanings are implied or multilayered.</li> </ul>

Year 6

	<p>Summarise main ideas drawn from across a chapter or section, identifying key details that support main ideas.</p> <p>Example: In a section of a non-fiction book, child can sum up that the main idea is to convey that life in the Second World War was difficult for people in the UK, and supporting details include information about shortages and rationing.</p>	<ul style="list-style-type: none"> <li>• Stage 5, Reading (Non-fiction): Skim read to gain an overall sense of a text and scan for specific information.</li> <li>• Stage 5, Reading (Non-fiction): Develop note-taking to extract key points and to group and link ideas.</li> <li>• Stage 6, Reading (Fiction and poetry): Paraphrase explicit meanings based on information at more than one point in the text.</li> <li>• Stage 6, Writing (Non-fiction): Summarise a passage, chapter or text in a given number of words.</li> </ul>	
<b>Literal Comprehension: Sequencing (SEQ)</b>			
RED B	<p>Track and retell sequence of events in a longer and more complex novel or sequentially organised non-fiction text.</p> <p>Example: After reading a novel, child is able to describe main sequence of events, maybe in the form of a flow chart or numbered list.</p>	<ul style="list-style-type: none"> <li>• <b>Stage 4, Reading (Fiction and poetry): Retell or paraphrase events from the text in response to questions.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Stage 5, Reading (Fiction and poetry): Compare the structure of different stories.</li> <li>• Stage 5, Reading (Non-fiction): Skim read to gain an overall sense of a text and scan for specific information.</li> <li>• Stage 6, Reading (Fiction and poetry): Understand aspects of narrative structure, e.g. the handling of time.</li> <li>• Stage 6, Reading (Fiction and poetry): Paraphrase explicit meanings based on information at more than one point in the text.</li> <li>• Stage 6, Reading (Non-fiction): Analyse how paragraphs and chapters are structured and linked.</li> </ul>

Information Retrieval (IR)			
RED A	<p>Retrieve, record and present straightforward information from fiction and non-fiction for a clear purpose, often without support.</p> <p>Example: When researching a history topic, child can locate information quickly, e.g. by skimming (for a general impression) and scanning (for specific information) and can record or present information, e.g. by making notes, PowerPoint presentation or debate. When looking for specific information in fiction texts, child can use skimming and scanning skills to find relevant details quickly and accurately, recording their findings in note form or in full sentences.</p>	<ul style="list-style-type: none"> <li>• Stage 5, Reading (Fiction and poetry): Provide accurate textual reference from more than one point in a story to support answers to questions.</li> <li>• Stage 5, Reading (Non-fiction): Look for information in non-fiction texts to build on what is already known.</li> <li>• Stage 5, Reading (Non-fiction): Locate information confidently and efficiently from different sources.</li> <li>• Stage 5, Reading (Non-fiction): Skim read to gain an overall sense of a text and scan for specific information.</li> <li>• Stage 5, Reading (Non-fiction): Develop note-taking to extract key points and to group and link ideas.</li> <li>• Stage 6, Reading (Fiction and poetry): Paraphrase explicit meanings based on information at more than one point in the text.</li> </ul>	<ul style="list-style-type: none"> <li>• Stage 5, Reading (Non-fiction): Explore the features of texts which are about events and experiences, e.g. diaries.</li> <li>• Stage 5, Reading (Non-fiction): Read and evaluate non-fiction texts for purpose, style, clarity and organisation.</li> <li>• Stage 6, Reading (Non-fiction): Analyse how paragraphs and chapters are structured and linked.</li> <li>• Stage 6, Reading (Non-fiction): Recognise key characteristics of a range of non-fiction text types.</li> <li>• Stage 6, Reading (Non-fiction): Distinguish between fact and opinion in a range of texts and other media.</li> </ul>
RED B	<p>Start to select information independently from more than one source and often summarise it (in speech or note form).</p> <p>Example: When researching a project on the Second World War, child selects appropriate books, websites and other information sources, and can draw together information appropriately in order to present it. When writing a review or answering detailed questions about a story, child can draw on details from across the story, and may sometimes refer to similarities and differences between this and other stories.</p>	<ul style="list-style-type: none"> <li>• Stage 5, Reading (Fiction and poetry): Provide accurate textual reference from more than one point in a story to support answers to questions.</li> <li>• Stage 5, Reading (Non-fiction): Look for information in non-fiction texts to build on what is already known.</li> <li>• Stage 5, Reading (Non-fiction): Locate information confidently and efficiently from different sources.</li> <li>• Stage 5, Reading (Non-fiction): Skim read to gain an overall sense of a text and scan for specific information.</li> <li>• Stage 5, Reading (Non-fiction): Develop note-taking to extract key points and to group and link ideas.</li> <li>• Stage 6, Writing (Non-fiction): Summarise a passage, chapter or text in a given number of words.</li> </ul>	<ul style="list-style-type: none"> <li>• Stage 5, Reading (Non-fiction): Read and evaluate non-fiction texts for purpose, style, clarity and organisation.</li> <li>• Stage 6, Reading (Fiction and poetry): Paraphrase explicit meanings based on information at more than one point in the text.</li> <li>• Stage 6, Reading (Non-fiction): Recognise key characteristics of a range of non-fiction text types.</li> </ul>

## Year 6

	<p>Retrieve, record and present information from fiction and non-fiction.</p> <p>Example: When researching a topic, child can use more than one source to locate relevant information, and can record the information in an appropriate format which will help them develop it into a written or oral presentation. When retrieving information from fiction, the child can choose an appropriate format for recording their findings (e.g. notes or margin annotations) and then use these to present their conclusion in an appropriate written or oral format.</p>	<ul style="list-style-type: none"> <li>• Stage 5, Reading (Fiction and poetry): Provide accurate textual reference from more than one point in a story to support answers to questions.</li> <li>• Stage 5, Reading (Non-fiction): Look for information in non-fiction texts to build on what is already known.</li> <li>• Stage 5, Reading (Non-fiction): Locate information confidently and efficiently from different sources.</li> <li>• Stage 5, Reading (Non-fiction): Skim read to gain an overall sense of a text and scan for specific information.</li> <li>• Stage 5, Reading (Non-fiction): Develop note-taking to extract key points and to group and link ideas.</li> <li>• Stage 6, Reading (Fiction and poetry): Paraphrase explicit meanings based on information at more than one point in the text.</li> </ul>	<ul style="list-style-type: none"> <li>• Stage 5, Reading (Non-fiction): Explore the features of texts which are about events and experiences, e.g. diaries.</li> <li>• Stage 5, Reading (Non-fiction): Read and evaluate non-fiction texts for purpose, style, clarity and organisation.</li> <li>• Stage 6, Reading (Non-fiction): Analyse how paragraphs and chapters are structured and linked.</li> <li>• Stage 6, Reading (Non-fiction): Recognise key characteristics of a range of non-fiction text types.</li> <li>• Stage 6, Reading (Non-fiction): Distinguish between fact and opinion in a range of texts and other media.</li> </ul>
<b>Accuracy (ACC)</b>			
RED B	<p>Check that text makes sense, discussing their understanding and explaining the meaning of words in context.</p> <p>Example: Child spots errors and miscues during reading, even when subject matter of book is relatively unfamiliar, and goes back to make corrections. When asked, child can explain meanings of words from the context, or can use dictionary to find out meanings.</p>	<ul style="list-style-type: none"> <li>• Stage 5, Phonics, spelling and vocabulary: Identify unfamiliar words, explore definitions and use new words in context.</li> <li>• Stage 6, Phonics, spelling and vocabulary: Explore definitions and shades of meaning and use new words in context.</li> </ul>	
<b>Making Inferences (INF)</b>			
RED A	<p>Draw inferences such as characters' feelings, thoughts and motives from their actions, and with minimal support can justify inferences which may sometimes be based on implied details.</p> <p>Example: In discussing a story, child might point out that Janna helped the old man to his feet after his fall but that was only so that people would think she was a nice, helpful girl.</p>	<ul style="list-style-type: none"> <li>• Stage 6, Reading (Fiction and poetry): Look for implicit meanings, and make plausible inferences based on more than one point in the text.</li> <li>• Stage 6, Reading (Fiction and poetry): Read and interpret poems in which meanings are implied or multilayered.</li> </ul>	<ul style="list-style-type: none"> <li>• Stage 5, Reading (Fiction and poetry): Begin to interpret imagery and techniques, e.g. metaphor, personification, simile, adding to understanding beyond the literal.</li> <li>• Stage 5, Reading (Fiction and poetry): Discuss metaphorical expressions and figures of speech.</li> <li>• Stage 6, Reading (Fiction and poetry): Take account of viewpoint in a novel, and distinguish voice of author from that of narrator.</li> </ul>

Year 6

	<p>Answer questions about similarities and differences between two books on a similar topic.</p> <p>Example: Having read two stories set in Ancient Egypt, child can answer questions such as: 'How was each slave treated by his master?'</p>	<ul style="list-style-type: none"> <li>• Stage 5, Reading (Fiction and poetry): Compare and evaluate the print and film versions of a novel or play.</li> <li>• Stage 6, Reading (Fiction and poetry): Develop familiarity with the work of established authors and poets, identifying features which are common to more than one text.</li> <li>• Stage 6, Reading (Non-fiction): Compare the language, style and impact of a range of non-fiction writing.</li> </ul>	<ul style="list-style-type: none"> <li>• Stage 5, Reading (Fiction and poetry): Comment on a writer's use of language and explain reasons for writer's choices.</li> <li>• Stage 6, Reading (Fiction and poetry): Comment on writer's use of language, demonstrating awareness of its impact on the reader.</li> </ul>
RED B	<p>Make comparisons within and across books.</p> <p>Example: Child can identify some ways in which two or three texts are similar or different, e.g. comparing key characters' actions when confronted by similar events, and using inference to explain why their reactions might be different.</p>	<ul style="list-style-type: none"> <li>• Stage 5, Reading (Fiction and poetry): Compare the structure of different stories.</li> <li>• Stage 6, Reading (Fiction and poetry): Develop familiarity with the work of established authors and poets, identifying features which are common to more than one text.</li> <li>• Stage 6, Reading (Non-fiction): Compare the language, style and impact of a range of non-fiction writing.</li> </ul>	<ul style="list-style-type: none"> <li>• Stage 5, Reading (Fiction and poetry): Compare the structure of different stories.</li> <li>• Stage 5, Reading (Fiction and poetry): Comment on a writer's use of language and explain reasons for writer's choices.</li> <li>• Stage 5, Reading (Fiction and poetry): Identify the point of view from which a story is told.</li> <li>• Stage 5, Reading (Fiction and poetry): Consider how a writer expresses their own point of view, e.g. how characters are presented.</li> <li>• Stage 6, Reading (Fiction and poetry): Comment on writer's use of language, demonstrating awareness of its impact on the reader.</li> <li>• Stage 6, Reading (Fiction and poetry): Take account of viewpoint in a novel, and distinguish voice of author from that of narrator.</li> </ul>
	<p>Distinguish between statements of fact and opinion in fiction and non-fiction and explain the difference.</p> <p>Example: In a text about the role of zoos in animal conservation on a zoo's website, child can distinguish between facts and opinions and recognises that writer is attempting to influence readers' views.</p>	<ul style="list-style-type: none"> <li>• Stage 6, Reading (Non-fiction): Distinguish between fact and opinion in a range of texts and other media.</li> </ul>	<ul style="list-style-type: none"> <li>• Stage 5, Reading (Non-fiction): Explore the features of texts which are about events and experiences, e.g. diaries.</li> <li>• Stage 5, Reading (Non-fiction): Compare writing that informs and persuades.</li> </ul>

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	<p>Infer characters' feelings, thoughts and motives from their actions, and justify inferences with evidence.</p> <p>Example: Child can use context of what they know about characters to recognise when a character means something different from what they say, e.g. being sarcastic or patronising.</p>	<ul style="list-style-type: none"> <li>• Stage 6, Reading (Fiction and poetry): Look for implicit meanings, and make plausible inferences based on more than one point in the text.</li> <li>• Stage 6, Reading (Fiction and poetry): Read and interpret poems in which meanings are implied or multilayered.</li> </ul>	<ul style="list-style-type: none"> <li>• Stage 5, Reading (Fiction and poetry): Begin to interpret imagery and techniques, e.g. metaphor, personification, simile, adding to understanding beyond the literal.</li> <li>• Stage 5, Reading (Fiction and poetry): Discuss metaphorical expressions and figures of speech.</li> <li>• Stage 6, Reading (Fiction and poetry): Take account of viewpoint in a novel, and distinguish voice of author from that of narrator.</li> </ul>
<b>Prediction (PRED)</b>			
RED A	<p>Predict what might happen from details based on character and/or setting, identifying the evidence in the text.</p> <p>Example: Child can identify relevant details in the text and predict that if other characters seem afraid of a character the author presents as nice, the character is probably not trustworthy and will do something bad.</p>	<ul style="list-style-type: none"> <li>• Stage 5, Reading (Fiction and poetry): Provide accurate textual reference from more than one point in a story to support answers to questions.</li> <li>• Stage 5, Writing (Non-fiction): Record ideas, reflections and predictions about books, e.g. in a reading log.</li> <li>• Stage 6, Reading (Fiction and poetry): Look for implicit meanings, and make plausible inferences based on more than one point in the text.</li> <li>• Stage 6, Reading (Fiction and poetry): Understand aspects of narrative structure, e.g. the handling of time.</li> </ul>	<ul style="list-style-type: none"> <li>• Stage 5, Reading (Fiction and poetry): Begin to interpret imagery and techniques, e.g. metaphor, personification, simile, adding to understanding beyond the literal.</li> </ul>
RED B	<p>Predict what might happen next in a range of texts, including those which are less predictably structured, based on stated and implied details from the text and their wider reading.</p> <p>Example: In a story about a character facing a particular challenge, child can predict how the character might overcome this challenge, drawing on evidence from the text and comparisons with other texts on a similar theme.</p>	<ul style="list-style-type: none"> <li>• Stage 5, Reading (Fiction and poetry): Provide accurate textual reference from more than one point in a story to support answers to questions.</li> <li>• Stage 5, Reading (Fiction and poetry): Read and identify characteristics of myths, legends and fables.</li> <li>• Stage 5, Writing (Non-fiction): Record ideas, reflections and predictions about books, e.g. in a reading log.</li> <li>• Stage 6, Reading (Fiction and poetry): Look for implicit meanings, and make plausible inferences based on more than one point in the text.</li> <li>• Stage 6, Reading (Fiction and poetry): Understand aspects of narrative structure, e.g. the handling of time.</li> </ul>	<ul style="list-style-type: none"> <li>• Stage 5, Reading (Fiction and poetry): Begin to interpret imagery and techniques, e.g. metaphor, personification, simile, adding to understanding beyond the literal.</li> <li>• Stage 6, Reading (Fiction and poetry): Look for implicit meanings, and make plausible inferences based on more than one point in the text.</li> </ul>

Personal Response and Evaluation of Text (PRS)			
RED A	<p>Begin to be able to compare two different treatments of the same non-fiction topic and give reasoned opinions about which is better and why.</p> <p>Example: When child has used several different books to research a history project, they can explain which book was most useful and why.</p>	<ul style="list-style-type: none"> <li>• Stage 5, Reading (Non-fiction): Read and evaluate non-fiction texts for purpose, style, clarity and organisation.</li> <li>• Stage 6, Reading (Fiction and poetry): Articulate personal responses to reading, with close reference to the text.</li> <li>• Stage 6, Reading (Non-fiction): Compare the language, style and impact of a range of non-fiction writing.</li> </ul>	<ul style="list-style-type: none"> <li>• Stage 6, Reading (Fiction and poetry): Comment on writer's use of language, demonstrating awareness of its impact on the reader.</li> <li>• Stage 6, Reading (Fiction and poetry): Begin to develop awareness that the context for which the writer is writing and the context in which the reader is reading can impact on how the text is understood.</li> <li>• Stage 6, Reading (Fiction and poetry): Discuss and express preferences in terms of language, style and themes.</li> <li>• Stage 6, Reading (Non-fiction): Recognise key characteristics of a range of non-fiction text types.</li> </ul>
RED B	<p>Participate in discussions about books, asking and answering questions, building on their own and others' ideas and challenging views courteously.</p> <p>Example: In a group discussion about a dilemma in a book, child contributes and develops their own ideas in response to others' views and new information. In role-play based on the dilemma, they are able to ask and answer appropriate questions in character.</p>	<ul style="list-style-type: none"> <li>• Stage 5, Reading (Fiction and poetry): Provide accurate textual reference from more than one point in a story to support answers to questions.</li> <li>• Stage 5, Speaking and listening: Ask questions to develop ideas and extend understanding.</li> <li>• Stage 6, Reading (Fiction and poetry): Discuss and express preferences in terms of language, style and themes.</li> <li>• Stage 6, Reading (Fiction and poetry): Articulate personal responses to reading, with close reference to the text.</li> <li>• Stage 6, Speaking and listening: Pay close attention in discussion to what others say, asking and answering questions to introduce new ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• Stage 5, Speaking and listening: Talk confidently in extended turns and listen purposefully in a range of contexts.</li> <li>• Stage 6, Speaking and listening: Express and explain ideas clearly, making meaning explicit.</li> <li>• Stage 6, Speaking and listening: Help to move group discussion forward, e.g. by clarifying, summarising.</li> </ul>
	<p>Provide reasoned justifications for their views.</p> <p>Example: Child can prepare a well thought-out response to a question about a story or narrative poem, e.g. 'Was the Highwayman a hero or a villain?'</p>	<ul style="list-style-type: none"> <li>• Stage 5, Reading (Fiction and poetry): Provide accurate textual reference from more than one point in a story to support answers to questions.</li> <li>• Stage 6, Reading (Fiction and poetry): Discuss and express preferences in terms of language, style and themes.</li> <li>• Stage 6, Reading (Fiction and poetry): Articulate personal responses to reading, with close reference to the text.</li> </ul>	

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	<p>Recommend books to peers, giving reasons for their choices and comparing it to other books on the same theme or by the same author.</p> <p>Example: Child can explain why someone would like the book and compare it to other books by the same author, or film versions, discussing similarities and differences, e.g. 'If you liked <i>The Secret Garden</i> you will love <i>The Little Princess</i> because...'</p>	<ul style="list-style-type: none"> <li>• Stage 5, Reading (Fiction and poetry): Provide accurate textual reference from more than one point in a story to support answers to questions.</li> <li>• Stage 5, Reading (Fiction and poetry): Read poems by significant poets and compare style, forms and themes.</li> <li>• Stage 6, Reading (Fiction and poetry): Develop familiarity with the work of established authors and poets, identifying features which are common to more than one text.</li> <li>• Stage 6, Reading (Fiction and poetry): Discuss and express preferences in terms of language, style and themes.</li> <li>• Stage 6, Reading (Fiction and poetry): Articulate personal responses to reading, with close reference to the text.</li> </ul>	<ul style="list-style-type: none"> <li>• Stage 6, Reading (Fiction and poetry): Begin to develop awareness that the context for which the writer is writing and the context in which the reader is reading can impact on how the text is understood.</li> <li>• Stage 6, Reading (Non-fiction): Compare the language, style and impact of a range of non-fiction writing.</li> </ul>
<b>Performance (PERF)</b>			



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RED A	<p>With support, explain and discuss their understanding of what they have read, including through formal presentations and debates, usually maintaining a focus on the topic and using notes where necessary.</p> <p>Example: After reading about a topical subject, child can put forward one point of view in a debate, referring to their notes to support their argument.</p>	<ul style="list-style-type: none"> <li>• Stage 5, Speaking and listening: Describe events and convey opinions with increasing clarity and detail.</li> <li>• Stage 5, Reading (Non-fiction): Develop note-taking to extract key points and to group and link ideas.</li> <li>• Stage 5, Speaking and listening: Talk confidently in extended turns and listen purposefully in a range of contexts.</li> <li>• Stage 5, Speaking and listening: Prepare and present an argument to persuade others to adopt a point of view.</li> <li>• Stage 5, Speaking and listening: Report back to a group, using notes to present findings about a topic studied. Evaluate what is heard and give reasons for agreement or disagreement.</li> <li>• Stage 6, Writing (Non-fiction): Summarise a passage, chapter or text in a given number of words.</li> <li>• Stage 6, Speaking and listening: Use spoken language well to persuade, instruct or make a case, e.g. in a debate.</li> <li>• Stage 6, Speaking and listening: Speak confidently in formal and informal contexts.</li> </ul>	<ul style="list-style-type: none"> <li>• Stage 5, Speaking and listening: Shape and organise ideas clearly when speaking to aid listener.</li> <li>• Stage 6, Speaking and listening: Express and explain ideas clearly, making meaning explicit.</li> <li>• Stage 6, Speaking and listening: Vary vocabulary, expression and tone of voice to engage the listener and suit the audience, purpose and context.</li> <li>• Stage 6, Speaking and listening: Structure talk to aid a listener's understanding and engagement.</li> <li>• Stage 6, Speaking and listening: Prepare, practise and improve a spoken presentation or performance.</li> </ul>
RED B	<p>Learn a variety of poems by heart and perform them in a way that conveys the meaning to the audience.</p> <p>Example: Child can select a favourite poem to perform, and choose how to perform it in order to enhance the meaning.</p>	<ul style="list-style-type: none"> <li>• Stage 5, Reading (Fiction and poetry): Read and perform narrative poems.</li> <li>• Stage 6, Speaking and listening: Prepare, practise and improve a spoken presentation or performance.</li> </ul>	<ul style="list-style-type: none"> <li>• Stage 5, Reading (Fiction and poetry): Read poems by significant poets and compare style, forms and themes.</li> <li>• Stage 6, Reading (Fiction and poetry): Explore how poets manipulate and play with words and their sounds.</li> <li>• Stage 6, Reading (Fiction and poetry): Read and interpret poems in which meanings are implied or multilayered.</li> </ul>

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	<p>Explain and discuss their understanding of what they have read through formal presentations and debates, maintaining a focus on the topic, using notes appropriately and answering some questions about it.</p> <p>Example: After reading about forms of transport, child can argue for or against banning cars, referring to their notes to support their argument, and can answer some questions from the audience.</p>	<ul style="list-style-type: none"> <li>• Stage 5, Speaking and listening: Describe events and convey opinions with increasing clarity and detail.</li> <li>• Stage 5, Reading (Non-fiction): Develop note-taking to extract key points and to group and link ideas.</li> <li>• Stage 5, Speaking and listening: Talk confidently in extended turns and listen purposefully in a range of contexts.</li> <li>• Stage 5, Speaking and listening: Prepare and present an argument to persuade others to adopt a point of view.</li> <li>• Stage 5, Speaking and listening: Report back to a group, using notes to present findings about a topic studied. Evaluate what is heard and give reasons for agreement or disagreement.</li> <li>• Stage 6, Writing (Non-fiction): Summarise a passage, chapter or text in a given number of words.</li> <li>• Stage 6, Speaking and listening: Use spoken language well to persuade, instruct or make a case, e.g. in a debate.</li> <li>• Stage 6, Speaking and listening: Speak confidently in formal and informal contexts.</li> </ul>	<ul style="list-style-type: none"> <li>• Stage 5, Speaking and listening: Shape and organise ideas clearly when speaking to aid listener.</li> <li>• Stage 6, Speaking and listening: Express and explain ideas clearly, making meaning explicit.</li> <li>• Stage 6, Speaking and listening: Vary vocabulary, expression and tone of voice to engage the listener and suit the audience, purpose and context.</li> <li>• Stage 6, Speaking and listening: Structure talk to aid a listener's understanding and engagement.</li> <li>• Stage 6, Speaking and listening: Prepare, practise and improve a spoken presentation or performance.</li> </ul>
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Literary Language (LANG)			
RED A	<p>Discuss and, with support, evaluate how authors use some common types of literary or subject-specific language, considering the impact on the reader.</p> <p>Example: Child can identify imagery, e.g. they know that 'At night, the cat is a prowling shadow' is a metaphor. With support they can understand that it creates a sinister effect to help the reader see the cat as a dangerous hunter. In a non-fiction text, child can identify whether the text uses a formal or informal style, and give an opinion on whether the chosen style is appropriate or interesting.</p>	<ul style="list-style-type: none"> <li>• Stage 5, Reading (Fiction and poetry): Comment on a writer's use of language and explain reasons for writer's choices.</li> <li>• Stage 5, Reading (Fiction and poetry): Begin to interpret imagery and techniques, e.g. metaphor, personification, simile, adding to understanding beyond the literal.</li> <li>• Stage 5, Reading (Fiction and poetry): Discuss metaphorical expressions and figures of speech.</li> <li>• Stage 6, Reading (Fiction and poetry): Comment on writer's use of language, demonstrating awareness of its impact on the reader.</li> </ul>	<ul style="list-style-type: none"> <li>• Stage 6, Reading (Fiction and poetry): Explore how poets manipulate and play with words and their sounds.</li> </ul>
RED B	<p>When prompted, identify uses of language in a non-fiction text that are intended to cause a response in the reader.</p> <p>Example: Child can point out examples of emotive language in a persuasive text, or detailed and sequential instructions in a procedural text.</p>	<ul style="list-style-type: none"> <li>• Stage 5, Reading (Non-fiction): Note the use of persuasive devices, words and phrases in print and other media.</li> <li>• Stage 5, Reading (Non-fiction): Understand the use of impersonal style in explanatory texts.</li> <li>• Stage 5, Reading (Non-fiction): Read and evaluate non-fiction texts for purpose, style, clarity and organisation.</li> <li>• Stage 5, Reading (Non-fiction): Compare writing that informs and persuades.</li> <li>• Stage 6, Reading (Non-fiction): Compare the language, style and impact of a range of non-fiction writing.</li> <li>• Stage 6, Reading (Non-fiction): Distinguish between fact and opinion in a range of texts and other media.</li> </ul>	<ul style="list-style-type: none"> <li>• Stage 5, Reading (Fiction and poetry): Comment on a writer's use of language and explain reasons for writer's choices.</li> <li>• Stage 6, Reading (Fiction and poetry): Comment on writer's use of language, demonstrating awareness of its impact on the reader.</li> </ul>

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	<p>Discuss and evaluate how authors use figurative language, considering the impact on the reader.</p> <p>Example: In response to directed questions, child can identify that a poem about the sun and the moon could be an analogy for two people with very different personalities.</p>	<ul style="list-style-type: none"> <li>• Stage 5, Reading (Fiction and poetry): Comment on a writer's use of language and explain reasons for writer's choices.</li> <li>• Stage 5, Reading (Fiction and poetry): Begin to interpret imagery and techniques, e.g. metaphor, personification, simile, adding to understanding beyond the literal.</li> <li>• Stage 5, Reading (Fiction and poetry): Discuss metaphorical expressions and figures of speech.</li> <li>• Stage 6, Reading (Fiction and poetry): Comment on writer's use of language, demonstrating awareness of its impact on the reader.</li> <li>• Stage 6, Reading (Fiction and poetry): Explore how poets manipulate and play with words and their sounds.</li> </ul>	
<b>Vocabulary Development (VOC)</b>			
RED A	<p>Independently use a dictionary to quickly check the meaning of a word that is unfamiliar to them, and find an alternative word or phrase with a similar meaning (using a thesaurus if necessary).</p> <p>Example: Child can use the dictionary to work out the meaning of the word 'inscription' when they find it in a text, and they can use the phrase 'words carved into stone' as a synonym.</p>	<ul style="list-style-type: none"> <li>• Stage 5, Phonics, spelling and vocabulary: Use dictionaries efficiently and carry out IT spell checks.</li> <li>• Stage 5, Phonics, spelling and vocabulary: Identify unfamiliar words, explore definitions and use new words in context.</li> <li>• Stage 5, Phonics, spelling and vocabulary: Use a thesaurus to extend vocabulary and choice of words.</li> <li>• Stage 6, Phonics, spelling and vocabulary: Explore definitions and shades of meaning and use new words in context.</li> </ul>	<ul style="list-style-type: none"> <li>• Stage 5, Reading (Non-fiction): Look for information in non-fiction texts to build on what is already known.</li> <li>• Stage 5, Reading (Non-fiction): Locate information confidently and efficiently from different sources.</li> </ul>
RED B	<p>Take part in discussion to explore words with different or similar meanings, based on their reading.</p> <p>Example: Child is able to find interesting or unusual words in a passage of text, and define them from context or using a dictionary. They can usually find or think of a synonym or alternative word.</p>	<ul style="list-style-type: none"> <li>• Stage 5, Phonics, spelling and vocabulary: Identify unfamiliar words, explore definitions and use new words in context.</li> <li>• Stage 5, Speaking and listening: Begin to discuss how and why language choices vary in different situations.</li> <li>• Stage 6, Phonics, spelling and vocabulary: Explore definitions and shades of meaning and use new words in context.</li> </ul>	<ul style="list-style-type: none"> <li>• Stage 5, Speaking and listening: Ask questions to develop ideas and extend understanding.</li> <li>• Stage 6, Speaking and listening: Pay close attention in discussion to what others say, asking and answering questions to introduce new ideas.</li> <li>• Stage 6, Speaking and listening: Help to move group discussion forward, e.g. by clarifying, summarising.</li> </ul>

Range of Texts (RGE)			
RED A	<p>Identify and discuss themes and conventions in and across two related books they have read.</p> <p>Example: Child can identify the theme of heroism in two books they have read and can compare the two heroes.</p>	<ul style="list-style-type: none"> <li>• Stage 5, Reading (Fiction and poetry): Read widely and explore the features of different fiction genres.</li> <li>• Stage 5, Reading (Fiction and poetry): Compare the structure of different stories.</li> <li>• Stage 5, Reading (Fiction and poetry): Read and identify characteristics of myths, legends and fables.</li> <li>• Stage 5, Reading (Non-fiction): Explore the features of texts which are about events and experiences, e.g. diaries.</li> <li>• Stage 5, Reading (Non-fiction): Understand the use of impersonal style in explanatory texts.</li> <li>• Stage 6, Reading (Fiction and poetry): Develop familiarity with the work of established authors and poets, identifying features which are common to more than one text.</li> <li>• Stage 6, Reading (Non-fiction): Recognise key characteristics of a range of non-fiction text types.</li> </ul>	<ul style="list-style-type: none"> <li>• Stage 5, Reading (Non-fiction): Note the use of persuasive devices, words and phrases in print and other media.</li> <li>• Stage 5, Reading (Non-fiction): Compare writing that informs and persuades.</li> <li>• Stage 6, Reading (Non-fiction): Identify features of balanced written arguments.</li> </ul>
	<p>Read for a range of purposes, including some more sophisticated or formal texts not primarily intended for children.</p> <p>Example: Child can use guidebooks and websites to find out information about a place they are visiting, showing good understanding of the text structure and layout, and using dictionaries or asking questions to help them understand unfamiliar language.</p>	<ul style="list-style-type: none"> <li>• Stage 5, Reading (Fiction and poetry): Read widely and explore the features of different fiction genres.</li> <li>• Stage 5, Reading (Fiction and poetry): Compare the structure of different stories.</li> <li>• Stage 5, Reading (Fiction and poetry): Read poems by significant poets and compare style, forms and themes.</li> <li>• Stage 5, Reading (Non-fiction): Read and evaluate non-fiction texts for purpose, style, clarity and organisation.</li> <li>• Stage 6, Reading (Non-fiction): Recognise key characteristics of a range of non-fiction text types.</li> <li>• Stage 6, Reading (Non-fiction): Compare the language, style and impact of a range of non-fiction writing.</li> <li>• Stage 6, Reading (Non-fiction): Distinguish between fact and opinion in a range of texts and other media.</li> </ul>	<ul style="list-style-type: none"> <li>• Stage 5, Reading (Non-fiction): Locate information confidently and efficiently from different sources.</li> <li>• Stage 6, Reading (Non-fiction): Explore autobiography and biography, and first and third person narration.</li> <li>• Stage 6, Reading (Non-fiction): Identify features of balanced written arguments.</li> </ul>

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<p>RED B</p>	<p>Familiar with and can discuss a wide range of fiction, poetry, plays, non-fiction and reference books or text books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.</p> <p>Example: Child regularly contributes to discussions about the features and language of a wide range of books, including classic fiction.</p>	<ul style="list-style-type: none"> <li>• Stage 5, Reading (Fiction and poetry): Read widely and explore the features of different fiction genres.</li> <li>• Stage 5, Reading (Fiction and poetry): Compare the structure of different stories.</li> <li>• Stage 5, Reading (Fiction and poetry): Read poems by significant poets and compare style, forms and themes.</li> <li>• Stage 5, Reading (Non-fiction): Read and evaluate non-fiction texts for purpose, style, clarity and organisation.</li> <li>• Stage 6, Reading (Non-fiction): Recognise key characteristics of a range of non-fiction text types.</li> <li>• Stage 6, Reading (Non-fiction): Compare the language, style and impact of a range of non-fiction writing.</li> <li>• Stage 6, Reading (Non-fiction): Distinguish between fact and opinion in a range of texts and other media.</li> </ul>	<ul style="list-style-type: none"> <li>• Stage 5, Reading (Non-fiction): Locate information confidently and efficiently from different sources.</li> <li>• Stage 6, Reading (Non-fiction): Explore autobiography and biography, and first and third person narration.</li> <li>• Stage 6, Reading (Non-fiction): Identify features of balanced written arguments.</li> </ul>
	<p>Identify and discuss themes and conventions in and across a wide range of writing.</p> <p>Example: Child can identify the theme of heroism in two books they have read and can compare the two heroes, comparing their viewpoints and reactions to a similar situation.</p>	<ul style="list-style-type: none"> <li>• Stage 5, Reading (Fiction and poetry): Read widely and explore the features of different fiction genres.</li> <li>• Stage 5, Reading (Fiction and poetry): Compare the structure of different stories.</li> <li>• Stage 5, Reading (Fiction and poetry): Read and identify characteristics of myths, legends and fables.</li> <li>• Stage 5, Reading (Non-fiction): Explore the features of texts which are about events and experiences, e.g. diaries.</li> <li>• Stage 5, Reading (Non-fiction): Understand the use of impersonal style in explanatory texts.</li> <li>• Stage 6, Reading (Fiction and poetry): Develop familiarity with the work of established authors and poets, identifying features which are common to more than one text.</li> <li>• Stage 6, Reading (Non-fiction): Recognise key characteristics of a range of non-fiction text types.</li> </ul>	<ul style="list-style-type: none"> <li>• Stage 5, Reading (Non-fiction): Note the use of persuasive devices, words and phrases in print and other media.</li> <li>• Stage 5, Reading (Non-fiction): Compare writing that informs and persuades.</li> <li>• Stage 6, Reading (Non-fiction): Identify features of balanced written arguments.</li> </ul>

Text Structure (STRC)			
RED A	<p>Identify how structure and presentation contribute to meaning in an increasing range of text types.</p> <p>Example: Child can explain that diaries and autobiographies are written in the first person and that this helps the reader to understand that it is the narrator's point of view.</p>	<ul style="list-style-type: none"> <li>• Stage 5, Reading (Fiction and poetry): Compare the structure of different stories.</li> <li>• Stage 5, Reading (Fiction and poetry): Read poems by significant poets and compare style, forms and themes.</li> <li>• Stage 5, Reading (Non-fiction): Read and evaluate non-fiction texts for purpose, style, clarity and organisation.</li> <li>• Stage 6, Reading (Fiction and poetry): Understand aspects of narrative structure, e.g. the handling of time.</li> <li>• Stage 6, Reading (Non-fiction): Analyse how paragraphs and chapters are structured and linked.</li> <li>• Stage 6, Reading (Non-fiction): Compare the language, style and impact of a range of non-fiction writing.</li> </ul>	
RED B	<p>Read books that are structured in different ways, and read for a range of purposes.</p> <p>Example: Child is familiar with the structure and features of a wide range of fiction and non-fiction texts, and can confidently use text structures to navigate around a text. They can read for different purposes, including for enjoyment and in order to find and present specific information.</p>	<ul style="list-style-type: none"> <li>• Stage 5, Reading (Fiction and poetry): Compare the structure of different stories.</li> <li>• Stage 5, Reading (Fiction and poetry): Read poems by significant poets and compare style, forms and themes.</li> <li>• Stage 5, Reading (Non-fiction): Read and evaluate non-fiction texts for purpose, style, clarity and organisation.</li> <li>• Stage 6, Reading (Fiction and poetry): Understand aspects of narrative structure, e.g. the handling of time.</li> <li>• Stage 6, Reading (Non-fiction): Analyse how paragraphs and chapters are structured and linked.</li> <li>• Stage 6, Reading (Non-fiction): Compare the language, style and impact of a range of non-fiction writing.</li> </ul>	

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	<p>Identify how language, structure and presentation contribute to meaning.</p> <p>Example: Child can compare language, structure and presentation of two texts on a similar theme, e.g. a history text and a diary from the same time, explaining how these contribute to the impact on the reader in each text..</p>	<ul style="list-style-type: none"> <li>• Stage 5, Reading (Non-fiction): Read and evaluate non-fiction texts for purpose, style, clarity and organisation.</li> <li>• Stage 5, Reading (Non-fiction): Locate information confidently and efficiently from different sources.</li> <li>• Stage 5, Reading (Non-fiction): Read and evaluate non-fiction texts for purpose, style, clarity and organisation.</li> <li>• Stage 6, Reading (Non-fiction): Recognise key characteristics of a range of non-fiction text types.</li> <li>• Stage 6, Reading (Non-fiction): Compare the language, style and impact of a range of non-fiction writing.</li> <li>• Stage 6, Reading (Non-fiction): Explore autobiography and biography, and first and third person narration.</li> <li>• Stage 6, Reading (Non-fiction): Distinguish between fact and opinion in a range of texts and other media.</li> <li>• Stage 6, Reading (Non-fiction): Compare the language, style and impact of a range of non-fiction writing.</li> </ul>	
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Year 6 +

Bug Club		Cambridge Primary English Learning Objectives	
Indicative Book Band	Objective	Relevant Cambridge objective <i>Full match</i>	Relevant Cambridge objective <i>Partial match</i>
YEAR 6 PLUS			
Literal Comprehension (LIT)			
RED PLUS A	<p>Participate in discussion about the similarities and differences between two books on a similar topic or by the same author.</p> <p>Example: Having read two stories by Michael Morpurgo, child can talk about how the characters in each book are affected by war.</p>	<ul style="list-style-type: none"> <li>• Stage 5, Reading (Fiction and poetry): Compare and evaluate the print and film versions of a novel or play.</li> <li>• Stage 5, Reading (Fiction and poetry): Read poems by significant poets and compare style, forms and themes.</li> <li>• Stage 6, Reading (Fiction and poetry): Develop familiarity with the work of established authors and poets, identifying features which are common to more than one text.</li> <li>• Stage 6, Reading (Non-fiction): Compare the language, style and impact of a range of non-fiction writing.</li> </ul>	<ul style="list-style-type: none"> <li>• Stage 5, Reading (Fiction and poetry): Compare the structure of different stories.</li> <li>• Stage 5, Reading (Fiction and poetry): Comment on a writer's use of language and explain reasons for writer's choices.</li> <li>• Stage 5, Reading (Fiction and poetry): Identify the point of view from which a story is told.</li> <li>• Stage 5, Reading (Fiction and poetry): Consider how a writer expresses their own point of view, e.g. how characters are presented.</li> <li>• Stage 6, Reading (Fiction and poetry): Comment on writer's use of language, demonstrating awareness of its impact on the reader.</li> <li>• Stage 6, Reading (Fiction and poetry): Take account of viewpoint in a novel, and distinguish voice of author from that of narrator.</li> </ul>
	<p>Summarise main ideas and concerns in a book, identifying key details that support main ideas.</p> <p>Example: In a non-fiction book, child can summarise main ideas in the text and explain the author's point of view, with reference to the text.</p>	<ul style="list-style-type: none"> <li>• Stage 5, Reading (Non-fiction): Skim read to gain an overall sense of a text and scan for specific information.</li> <li>• Stage 5, Reading (Non-fiction): Develop note-taking to extract key points and to group and link ideas.</li> <li>• Stage 6, Reading (Fiction and poetry): Paraphrase explicit meanings based on information at more than one point in the text.</li> <li>• Stage 6, Writing (Non-fiction): Summarise a passage, chapter or text in a given number of words.</li> </ul>	

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	<p>Draw links between different pieces of evidence and paraphrase them when asked to provide evidence for views on a text.</p> <p>Example: When asked to find three pieces of evidence to show that a character is unlikeable, child can find three relevant pieces of evidence and make links between them.</p>	<ul style="list-style-type: none"> <li>• Stage 5, Reading (Non-fiction): Develop note-taking to extract key points and to group and link ideas.</li> <li>• Stage 6, Reading (Fiction and poetry): Paraphrase explicit meanings based on information at more than one point in the text.</li> <li>• Stage 6, Writing (Non-fiction): Summarise a passage, chapter or text in a given number of words.</li> </ul>	
RED PLUS B	<p>Participate in discussion about similarities and differences between viewpoints of authors or characters in two or more texts.</p> <p>Example: Child can compare and discuss the viewpoints of the main characters of stories set in Second World War, e.g. one from the viewpoint of an evacuee and a child in the Blitz.</p>	<ul style="list-style-type: none"> <li>• Stage 5, Reading (Fiction and poetry): Identify the point of view from which a story is told.</li> <li>• Stage 5, Reading (Fiction and poetry): Consider how a writer expresses their own point of view, e.g. how characters are presented.</li> <li>• Stage 6, Reading (Fiction and poetry): Take account of viewpoint in a novel, and distinguish voice of author from that of narrator.</li> </ul>	<ul style="list-style-type: none"> <li>• Stage 5, Reading (Fiction and poetry): Comment on a writer's use of language and explain reasons for writer's choices.</li> <li>• Stage 6, Reading (Fiction and poetry): Comment on writer's use of language, demonstrating awareness of its impact on the reader.</li> <li>• Stage 6, Reading (Fiction and poetry): Develop familiarity with the work of established authors and poets, identifying features which are common to more than one text.</li> <li>• Stage 6, Reading (Non-fiction): Compare the language, style and impact of a range of non-fiction writing.</li> </ul>

Information Retrieval (IR)			
RED PLUS B	<p>Collate and summarise ideas in writing using quotations when asked to identify specific details from more than one text.</p> <p>Example: When child is asked to explain how the lives of a runner and a swimmer are similar based on their diaries, they can find relevant points from more than one text and collate them. In fiction, when comparing two books by the same author, child can locate and quote appropriate information from both texts and combine them to make a convincing argument.</p>	<ul style="list-style-type: none"> <li>• Stage 5, Reading (Fiction and poetry): Provide accurate textual reference from more than one point in a story to support answers to questions.</li> <li>• Stage 5, Reading (Non-fiction): Develop note-taking to extract key points and to group and link ideas.</li> <li>• Stage 6, Writing (Non-fiction): Summarise a passage, chapter or text in a given number of words.</li> </ul>	<ul style="list-style-type: none"> <li>• Stage 5, Reading (Non-fiction): Look for information in non-fiction texts to build on what is already known.</li> <li>• Stage 5, Reading (Non-fiction): Locate information confidently and efficiently from different sources.</li> <li>• Stage 5, Reading (Non-fiction): Skim read to gain an overall sense of a text and scan for specific information.</li> <li>• Stage 5, Reading (Non-fiction): Read and evaluate non-fiction texts for purpose, style, clarity and organisation.</li> <li>• Stage 6, Reading (Fiction and poetry): Paraphrase explicit meanings based on information at more than one point in the text.</li> <li>• Stage 6, Reading (Non-fiction): Recognise key characteristics of a range of non-fiction text types.</li> </ul>
Accuracy (ACC)			
RED PLUS A	<p>Accurately track meaning of text during reading, seldom needing to pause to self-correct. Beginning to use wider context of text to support their understanding of a sentence with unfamiliar words or syntax.</p> <p>Example: When reading a text that uses old-fashioned language, child can explain meaning of a passage with some accuracy even if they do not know the meaning of all the words.</p>		<ul style="list-style-type: none"> <li>• Stage 5, Phonics, spelling and vocabulary: Identify unfamiliar words, explore definitions and use new words in context.</li> <li>• Stage 6, Phonics, spelling and vocabulary: Explore definitions and shades of meaning and use new words in context.</li> </ul>

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RED PLUS B	<p>Accurately track meaning of text during reading, self-correcting as necessary without obvious pauses in the reading. Increasingly confident in using wider context of text to support their understanding of a sentence with unfamiliar words or syntax.</p> <p>Example: When reading a text that uses some unfamiliar and complex technical language, can explain meaning of a passage even if they do not know the meaning of all the words.</p>		<ul style="list-style-type: none"> <li>• Stage 5, Phonics, spelling and vocabulary: Identify unfamiliar words, explore definitions and use new words in context.</li> <li>• Stage 6, Phonics, spelling and vocabulary: Explore definitions and shades of meaning and use new words in context.</li> </ul>
<b>Making Inferences (INF)</b>			
RED PLUS A	<p>Read between the lines and explain different possible interpretations of an event in a fiction or non-fiction text.</p> <p>Example: In a drama exercise in a non-fiction context, child can take part in a discussion about a proposed new housing development, taking the point of view of a council member.</p>	<ul style="list-style-type: none"> <li>• Stage 5, Reading (Fiction and poetry): Begin to interpret imagery and techniques, e.g. metaphor, personification, simile, adding to understanding beyond the literal.</li> <li>• Stage 6, Reading (Fiction and poetry): Look for implicit meanings, and make plausible inferences based on more than one point in the text.</li> <li>• Stage 6, Reading (Fiction and poetry): Understand aspects of narrative structure, e.g. the handling of time.</li> </ul>	<ul style="list-style-type: none"> <li>• Stage 5, Reading (Fiction and poetry): Provide accurate textual reference from more than one point in a story to support answers to questions.</li> <li>• Stage 6, Reading (Fiction and poetry): Take account of viewpoint in a novel, and distinguish voice of author from that of narrator.</li> </ul>
	<p>Participate in discussion about views expressed in two texts on a similar topic or by same author, taking into account differences in purpose and audience.</p> <p>Example: When discussing a recent news story, child can explain the different views of the author of a relevant website and the author of a newspaper article.</p>	<ul style="list-style-type: none"> <li>• Stage 5, Reading (Fiction and poetry): Compare and evaluate the print and film versions of a novel or play.</li> <li>• Stage 5, Reading (Fiction and poetry): Read poems by significant poets and compare style, forms and themes.</li> <li>• Stage 6, Reading (Fiction and poetry): Develop familiarity with the work of established authors and poets, identifying features which are common to more than one text.</li> <li>• Stage 6, Reading (Fiction and poetry): Begin to develop awareness that the context for which the writer is writing and the context in which the reader is reading can impact on how the text is understood.</li> <li>• Stage 6, Reading (Non-fiction): Compare the language, style and impact of a range of non-fiction writing.</li> </ul>	<ul style="list-style-type: none"> <li>• Stage 5, Reading (Fiction and poetry): Compare the structure of different stories.</li> <li>• Stage 5, Reading (Fiction and poetry): Comment on a writer's use of language and explain reasons for writer's choices.</li> <li>• Stage 5, Reading (Fiction and poetry): Identify the point of view from which a story is told.</li> <li>• Stage 5, Reading (Fiction and poetry): Consider how a writer expresses their own point of view, e.g. how characters are presented.</li> <li>• Stage 6, Reading (Fiction and poetry): Comment on writer's use of language, demonstrating awareness of its impact on the reader.</li> <li>• Stage 6, Reading (Fiction and poetry): Take account of viewpoint in a novel, and distinguish voice of author from that of narrator.</li> </ul>

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RED PLUS B	<p>Identify techniques author has used to evoke and manipulate reader's response to a text, both through language choices and through events the author chooses to portray.</p> <p>Example: In the poem <i>The Highwayman</i>, child can identify how the poet presents a law-breaker as a very sympathetic character and can find implied evidence to show this.</p>	<ul style="list-style-type: none"> <li>• Stage 5, Reading (Fiction and poetry): Comment on a writer's use of language and explain reasons for writer's choices.</li> <li>• Stage 5, Reading (Fiction and poetry): Begin to interpret imagery and techniques, e.g. metaphor, personification, simile, adding to understanding beyond the literal.</li> <li>• Stage 5, Reading (Fiction and poetry): Discuss metaphorical expressions and figures of speech.</li> <li>• Stage 6, Reading (Fiction and poetry): Consider how the author manipulates the reaction of the reader, e.g. how characters and settings are presented.</li> <li>• Stage 6, Reading (Fiction and poetry): Comment on writer's use of language, demonstrating awareness of its impact on the reader.</li> </ul>	<ul style="list-style-type: none"> <li>• Stage 6, Reading (Fiction and poetry): Explore how poets manipulate and play with words and their sounds.</li> <li>• Stage 6, Reading (Non-fiction): Distinguish between fact and opinion in a range of texts and other media.</li> </ul>
	<p>Evaluate techniques the author has used to evoke and manipulate reader's response to a text.</p> <p>Example: In a story where a character who is initially unpleasant to the main character later comes to his rescue, child can analyse how author chose to reveal certain facts about the character in order to change the reader's perception of that character.</p>	<ul style="list-style-type: none"> <li>• Stage 5, Reading (Fiction and poetry): Comment on a writer's use of language and explain reasons for writer's choices.</li> <li>• Stage 5, Reading (Fiction and poetry): Begin to interpret imagery and techniques, e.g. metaphor, personification, simile, adding to understanding beyond the literal.</li> <li>• Stage 5, Reading (Fiction and poetry): Discuss metaphorical expressions and figures of speech.</li> <li>• Stage 5, Reading (Fiction and poetry): Identify the point of view from which a story is told.</li> <li>• Stage 5, Reading (Fiction and poetry): Consider how a writer expresses their own point of view, e.g. how characters are presented.</li> <li>• Stage 6, Reading (Fiction and poetry): Consider how the author manipulates the reaction of the reader, e.g. how characters and settings are presented.</li> <li>• Stage 6, Reading (Fiction and poetry): Comment on writer's use of language, demonstrating awareness of its impact on the reader.</li> <li>• Stage 6, Reading (Fiction and poetry): Take account of viewpoint in a novel, and distinguish voice of author from that of narrator.</li> </ul>	<ul style="list-style-type: none"> <li>• Stage 6, Reading (Fiction and poetry): Explore how poets manipulate and play with words and their sounds.</li> <li>• Stage 6, Reading (Non-fiction): Distinguish between fact and opinion in a range of texts and other media.</li> </ul>

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<p>Recognise the purpose, audience and context of a piece of biased writing and, with direction, can use this knowledge to support their comprehension.</p> <p>Example: In response to questions such as: 'Is this a complete picture of what happened?' and 'Can you trust that everything this says is true?' child can explain that the text is an opinion and may not give the full picture.</p>	<ul style="list-style-type: none"> <li>• Stage 5, Reading (Non-fiction): Compare writing that informs and persuades.</li> <li>• Stage 6, Reading (Fiction and poetry): Begin to develop awareness that the context for which the writer is writing and the context in which the reader is reading can impact on how the text is understood.</li> <li>• Stage 6, Reading (Non-fiction): Compare the language, style and impact of a range of non-fiction writing.</li> <li>• Stage 6, Reading (Non-fiction): Distinguish between fact and opinion in a range of texts and other media.</li> </ul>	<ul style="list-style-type: none"> <li>• Stage 5, Reading (Fiction and poetry): Comment on a writer's use of language and explain reasons for writer's choices.</li> <li>• Stage 5, Reading (Fiction and poetry): Identify the point of view from which a story is told.</li> <li>• Stage 5, Reading (Fiction and poetry): Consider how a writer expresses their own point of view, e.g. how characters are presented.</li> <li>• Stage 5, Reading (Non-fiction): Explore the features of texts which are about events and experiences, e.g. diaries.</li> <li>• Stage 6, Reading (Fiction and poetry): Comment on writer's use of language, demonstrating awareness of its impact on the reader.</li> <li>• Stage 6, Reading (Fiction and poetry): Take account of viewpoint in a novel, and distinguish voice of author from that of narrator.</li> </ul>
<p>Recognise layers of meaning in a text and track details throughout the text, explaining how they contribute to overall meaning.</p> <p>Example: Having read a book, e.g. a detective story, child can find the subtle clues that have been woven throughout the story and use them as evidence to explain how author deliberately tricks reader into making one interpretation which turns out to be false as text unfolds.</p>	<ul style="list-style-type: none"> <li>• Stage 6, Reading (Fiction and poetry): Look for implicit meanings, and make plausible inferences based on more than one point in the text.</li> <li>• Stage 6, Reading (Fiction and poetry): Read and interpret poems in which meanings are implied or multilayered.</li> </ul>	<ul style="list-style-type: none"> <li>• Stage 5, Reading (Fiction and poetry): Begin to interpret imagery and techniques, e.g. metaphor, personification, simile, adding to understanding beyond the literal.</li> <li>• Stage 5, Reading (Fiction and poetry): Discuss metaphorical expressions and figures of speech.</li> <li>• Stage 6, Reading (Fiction and poetry): Take account of viewpoint in a novel, and distinguish voice of author from that of narrator.</li> </ul>

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	<p>Begin to make critical comparisons across texts and can give a written response to a question, explaining their answer.</p> <p>Example: Child can combine details from each text and explain their answer, e.g. explaining why some animals are endangered with reference to the texts.</p>	<ul style="list-style-type: none"> <li>• Stage 5, Reading (Fiction and poetry): Compare and evaluate the print and film versions of a novel or play.</li> <li>• Stage 5, Reading (Fiction and poetry): Read poems by significant poets and compare style, forms and themes.</li> <li>• Stage 5, Writing (Non-fiction): Write non-chronological reports and explanations.</li> <li>• Stage 5, Writing (Non-fiction): Write a commentary on an issue, setting out and justifying a personal view.</li> <li>• Stage 6, Reading (Fiction and poetry): Develop familiarity with the work of established authors and poets, identifying features which are common to more than one text.</li> <li>• Stage 6, Reading (Non-fiction): Compare the language, style and impact of a range of non-fiction writing.</li> <li>• Stage 6, Writing (Non-fiction): Argue a case in writing, developing points logically and convincingly.</li> </ul>	<ul style="list-style-type: none"> <li>• Stage 5, Reading (Fiction and poetry): Compare the structure of different stories.</li> <li>• Stage 5, Reading (Fiction and poetry): Comment on a writer's use of language and explain reasons for writer's choices.</li> <li>• Stage 5, Reading (Fiction and poetry): Identify the point of view from which a story is told.</li> <li>• Stage 5, Reading (Fiction and poetry): Consider how a writer expresses their own point of view, e.g. how characters are presented.</li> <li>• Stage 6, Reading (Fiction and poetry): Comment on writer's use of language, demonstrating awareness of its impact on the reader.</li> <li>• Stage 6, Reading (Fiction and poetry): Begin to develop awareness that the context for which the writer is writing and the context in which the reader is reading can impact on how the text is understood.</li> <li>• Stage 6, Reading (Fiction and poetry): Take account of viewpoint in a novel, and distinguish voice of author from that of narrator.</li> </ul>
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Prediction (PRED)			
RED PLUS A	<p>With minimal prompting, read between the lines to predict what might happen from details stated and implied.</p> <p>Example: Before meeting the White Queen in <i>The Lion, The Witch and the Wardrobe</i>, child can predict that she will be cruel, and can justify this prediction with stated and implied details, e.g. 'Mr Tumnus seems scared of her.'</p>	<ul style="list-style-type: none"> <li>• Stage 5, Reading (Fiction and poetry): Begin to interpret imagery and techniques, e.g. metaphor, personification, simile, adding to understanding beyond the literal.</li> <li>• Stage 6, Reading (Fiction and poetry): Look for implicit meanings, and make plausible inferences based on more than one point in the text.</li> <li>• Stage 6, Reading (Fiction and poetry): Understand aspects of narrative structure, e.g. the handling of time.</li> </ul>	<ul style="list-style-type: none"> <li>• Stage 5, Reading (Fiction and poetry): Provide accurate textual reference from more than one point in a story to support answers to questions.</li> <li>• Stage 6, Reading (Fiction and poetry): Take account of viewpoint in a novel, and distinguish voice of author from that of narrator.</li> </ul>
	<p>With support, participate in discussion about different possible endings or events that might happen in a story and can justify each prediction using stated and implied evidence.</p> <p>Example: When directed to a turning point in a story, child can suggest some alternative ways in which the story might unfold, using clues from the text to justify their predictions.</p>	<ul style="list-style-type: none"> <li>• Stage 5, Reading (Fiction and poetry): Provide accurate textual reference from more than one point in a story to support answers to questions.</li> <li>• Stage 5, Writing (Non-fiction): Record ideas, reflections and predictions about books, e.g. in a reading log.</li> <li>• Stage 5, Speaking and listening: Talk confidently in extended turns and listen purposefully in a range of contexts.</li> <li>• Stage 5, Speaking and listening: Describe events and convey opinions with increasing clarity and detail.</li> <li>• Stage 6, Reading (Fiction and poetry): Look for implicit meanings, and make plausible inferences based on more than one point in the text.</li> <li>• Stage 6, Reading (Fiction and poetry): Understand aspects of narrative structure, e.g. the handling of time.</li> <li>• Stage 6, Speaking and listening: Pay close attention in discussion to what others say, asking and answering questions to introduce new ideas.</li> <li>• Stage 6, Speaking and listening: Help to move group discussion forward, e.g. by clarifying, summarising.</li> </ul>	<ul style="list-style-type: none"> <li>• Stage 5, Reading (Fiction and poetry): Begin to interpret imagery and techniques, e.g. metaphor, personification, simile, adding to understanding beyond the literal.</li> <li>• Stage 6, Reading (Fiction and poetry): Look for implicit meanings, and make plausible inferences based on more than one point in the text.</li> <li>• Stage 6, Reading (Fiction and poetry): Take account of viewpoint in a novel, and distinguish voice of author from that of narrator.</li> </ul>



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<p>RED PLUS B</p>	<p>Volunteer suggestions independently when discussing different possible endings or events that might happen in a story, and can justify each prediction using stated and implied evidence.</p> <p>Example: Child can participate in a group discussion about different ways in which a story might unfold, building on their own and others' ideas and using clues and evidence from the text to justify each idea.</p>	<ul style="list-style-type: none"> <li>• Stage 5, Reading (Fiction and poetry): Provide accurate textual reference from more than one point in a story to support answers to questions.</li> <li>• Stage 5, Writing (Non-fiction): Record ideas, reflections and predictions about books, e.g. in a reading log.</li> <li>• Stage 5, Speaking and listening: Talk confidently in extended turns and listen purposefully in a range of contexts.</li> <li>• Stage 5, Speaking and listening: Describe events and convey opinions with increasing clarity and detail.</li> <li>• Stage 6, Reading (Fiction and poetry): Look for implicit meanings, and make plausible inferences based on more than one point in the text.</li> <li>• Stage 6, Reading (Fiction and poetry): Understand aspects of narrative structure, e.g. the handling of time.</li> <li>• Stage 6, Speaking and listening: Help to move group discussion forward, e.g. by clarifying, summarising.</li> </ul>	<ul style="list-style-type: none"> <li>• Stage 5, Reading (Fiction and poetry): Begin to interpret imagery and techniques, e.g. metaphor, personification, simile, adding to understanding beyond the literal.</li> <li>• Stage 6, Reading (Fiction and poetry): Take account of viewpoint in a novel, and distinguish voice of author from that of narrator.</li> </ul>
	<p>Speculate about different possible endings or events that might happen in a story and can justify each prediction using stated and implied evidence.</p> <p>Example: When part-way through a novel, child can suggest different ways in which the story might unfold, giving reasons and using clues and evidence from the text to justify each prediction.</p>	<ul style="list-style-type: none"> <li>• Stage 5, Reading (Fiction and poetry): Provide accurate textual reference from more than one point in a story to support answers to questions.</li> <li>• Stage 5, Writing (Non-fiction): Record ideas, reflections and predictions about books, e.g. in a reading log.</li> <li>• Stage 6, Reading (Fiction and poetry): Look for implicit meanings, and make plausible inferences based on more than one point in the text.</li> <li>• Stage 6, Reading (Fiction and poetry): Understand aspects of narrative structure, e.g. the handling of time.</li> </ul>	<ul style="list-style-type: none"> <li>• Stage 5, Reading (Fiction and poetry): Begin to interpret imagery and techniques, e.g. metaphor, personification, simile, adding to understanding beyond the literal.</li> <li>• Stage 6, Reading (Fiction and poetry): Take account of viewpoint in a novel, and distinguish voice of author from that of narrator.</li> </ul>

Personal Response and Evaluation of Text (PRS)			
RED PLUS A	<p>Respond to a moral dilemma in a text, giving their own opinion of the topic discussed and justifying this with evidence from the text.</p> <p>Example: In response to a story in which a character has to decide whether to break the rules in order to help a friend, child can explain what they would do using details from the text to justify their view.</p>		<ul style="list-style-type: none"> <li>• Stage 5, Reading (Fiction and poetry): Provide accurate textual reference from more than one point in a story to support answers to questions.</li> <li>• Stage 6, Reading (Fiction and poetry): Take account of viewpoint in a novel, and distinguish voice of author from that of narrator.</li> <li>• Stage 6, Reading (Fiction and poetry): Articulate personal responses to reading, with close reference to the text.</li> </ul>
	<p>Sometimes able to identify how own reaction to a character in fiction changes across the course of a book, and pinpoint some reasons for this.</p> <p>Example: When reading a book where the central character makes friends with someone who was previously a bully, child notices how the central character's attitude changes and can pick out some reasons why this has happened.</p>		<ul style="list-style-type: none"> <li>• Stage 5, Reading (Fiction and poetry): Provide accurate textual reference from more than one point in a story to support answers to questions.</li> <li>• Stage 6, Reading (Fiction and poetry): Consider how the author manipulates the reaction of the reader, e.g. how characters and settings are presented.</li> <li>• Stage 6, Reading (Fiction and poetry): Discuss and express preferences in terms of language, style and themes.</li> <li>• Stage 6, Reading (Fiction and poetry): Articulate personal responses to reading, with close reference to the text.</li> </ul>
	<p>Recommend books to peers, giving reasons for their choices and considering how the context of the story distinguishes it from other books on a similar theme or by the same author.</p> <p>Example: Child can explain why someone would like the book even if they disliked comparable books on the same theme, e.g. 'Even if you don't usually like reading sci-fi, this book has lots of interesting characters and dilemmas.'</p>	<ul style="list-style-type: none"> <li>• Stage 5, Reading (Fiction and poetry): Provide accurate textual reference from more than one point in a story to support answers to questions.</li> <li>• Stage 5, Reading (Fiction and poetry): Read poems by significant poets and compare style, forms and themes.</li> <li>• Stage 6, Reading (Fiction and poetry): Develop familiarity with the work of established authors and poets, identifying features which are common to more than one text.</li> <li>• Stage 6, Reading (Fiction and poetry): Discuss and express preferences in terms of language, style and themes.</li> <li>• Stage 6, Reading (Fiction and poetry): Articulate personal responses to reading, with close reference to the text.</li> </ul>	<ul style="list-style-type: none"> <li>• Stage 6, Reading (Fiction and poetry): Begin to develop awareness that the context for which the writer is writing and the context in which the reader is reading can impact on how the text is understood.</li> <li>• Stage 6, Reading (Non-fiction): Compare the language, style and impact of a range of non-fiction writing.</li> </ul>

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	<p>Formulate own opinion of a topic in response to a book that sparks debate and justifies this with evidence from the text.</p> <p>Example: In response to a book about renewable energy that outlines reasons for and against it, child can explain their own opinion about solar power using details from the text.</p>	<ul style="list-style-type: none"> <li>• Stage 5, Reading (Fiction and poetry): Provide accurate textual reference from more than one point in a story to support answers to questions.</li> <li>• Stage 5, Speaking and listening: Ask questions to develop ideas and extend understanding.</li> <li>• Stage 6, Reading (Fiction and poetry): Discuss and express preferences in terms of language, style and themes.</li> <li>• Stage 6, Reading (Fiction and poetry): Articulate personal responses to reading, with close reference to the text.</li> <li>• Stage 6, Speaking and listening: Pay close attention in discussion to what others say, asking and answering questions to introduce new ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• Stage 5, Speaking and listening: Talk confidently in extended turns and listen purposefully in a range of contexts.</li> <li>• Stage 6, Speaking and listening: Express and explain ideas clearly, making meaning explicit.</li> <li>• Stage 6, Speaking and listening: Use spoken language well to persuade, instruct or make a case, e.g. in a debate.</li> <li>• Stage 6, Speaking and listening: Help to move group discussion forward, e.g. by clarifying, summarising.</li> </ul>
	<p>With support, evaluate how effectively the author has created a particular mood, and can discuss their own response to it.</p> <p>Example: In a chapter designed to build tension and make the reader afraid, child can, in response to questions, evaluate how successful the author has been and describe the effect the text has had on them.</p>	<ul style="list-style-type: none"> <li>• Stage 5, Reading (Fiction and poetry): Comment on a writer's use of language and explain reasons for writer's choices.</li> <li>• Stage 6, Reading (Fiction and poetry): Consider how the author manipulates the reaction of the reader, e.g. how characters and settings are presented.</li> <li>• Stage 6, Reading (Fiction and poetry): Analyse the success of writing in evoking particular moods, e.g. suspense.</li> <li>• Stage 6, Reading (Fiction and poetry): Discuss and express preferences in terms of language, style and themes.</li> <li>• Stage 6, Reading (Fiction and poetry): Articulate personal responses to reading, with close reference to the text.</li> </ul>	<ul style="list-style-type: none"> <li>• Stage 5, Speaking and listening: Talk confidently in extended turns and listen purposefully in a range of contexts.</li> <li>• Stage 6, Speaking and listening: Express and explain ideas clearly, making meaning explicit.</li> <li>• Stage 6, Speaking and listening: Pay close attention in discussion to what others say, asking and answering questions to introduce new ideas.</li> <li>• Stage 6, Speaking and listening: Help to move group discussion forward, e.g. by clarifying, summarising.</li> </ul>

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RED PLUS B	<p>Use breadth of reading to discuss their opinions of authors and themes and, with support, can justify why they like these.</p> <p>Example: In response to questions, child can explain that their favourite author is C.S. Lewis and gives reasons for this, drawing on common themes, characters and settings between books.</p>	<ul style="list-style-type: none"> <li>• Stage 5, Reading (Fiction and poetry): Provide accurate textual reference from more than one point in a story to support answers to questions.</li> <li>• Stage 6, Reading (Fiction and poetry): Consider how the author manipulates the reaction of the reader, e.g. how characters and settings are presented.</li> <li>• Stage 6, Reading (Fiction and poetry): Discuss and express preferences in terms of language, style and themes.</li> <li>• Stage 6, Reading (Fiction and poetry): Articulate personal responses to reading, with close reference to the text.</li> </ul>	
	<p>Evaluate how effectively the author has attempted to alter the reader's opinion, and can discuss their own response to it.</p> <p>Example: In a chapter designed to make the reader sympathise with an otherwise unpleasant character, child can evaluate how successful the author has been and explain whether this has changed their opinion of the character.</p>	<ul style="list-style-type: none"> <li>• Stage 5, Reading (Fiction and poetry): Comment on a writer's use of language and explain reasons for writer's choices.</li> <li>• Stage 5, Reading (Non-fiction): Note the use of persuasive devices, words and phrases in print and other media.</li> <li>• Stage 5, Reading (Non-fiction): Read and evaluate non-fiction texts for purpose, style, clarity and organisation.</li> <li>• Stage 5, Reading (Non-fiction): Compare writing that informs and persuades.</li> <li>• Stage 6, Reading (Fiction and poetry): Consider how the author manipulates the reaction of the reader, e.g. how characters and settings are presented.</li> <li>• Stage 6, Reading (Fiction and poetry): Discuss and express preferences in terms of language, style and themes.</li> <li>• Stage 6, Reading (Fiction and poetry): Articulate personal responses to reading, with close reference to the text.</li> <li>• Stage 6, Reading (Non-fiction): Compare the language, style and impact of a range of non-fiction writing.</li> <li>• Stage 6, Reading (Non-fiction): Distinguish between fact and opinion in a range of texts and other media.</li> </ul>	<ul style="list-style-type: none"> <li>• Stage 5, Speaking and listening: Talk confidently in extended turns and listen purposefully in a range of contexts.</li> <li>• Stage 6, Speaking and listening: Express and explain ideas clearly, making meaning explicit.</li> <li>• Stage 6, Speaking and listening: Pay close attention in discussion to what others say, asking and answering questions to introduce new ideas.</li> <li>• Stage 6, Speaking and listening: Help to move group discussion forward, e.g. by clarifying, summarising.</li> </ul>

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	<p>Use breadth of reading to discuss their opinions of authors, themes and styles and, with support, can justify why they like these.</p> <p>Example: In response to questions, child can explain why they like some styles of fantasy but not others, e.g. 'I prefer fantasy books that mix real life with magical elements to those that are set in a completely different world, because I like to imagine myself as the characters, but I find it hard to relate to them if the world is completely imaginary.'</p>	<ul style="list-style-type: none"> <li>• Stage 5, Reading (Fiction and poetry): Provide accurate textual reference from more than one point in a story to support answers to questions.</li> <li>• Stage 6, Reading (Fiction and poetry): Consider how the author manipulates the reaction of the reader, e.g. how characters and settings are presented.</li> <li>• Stage 6, Reading (Fiction and poetry): Discuss and express preferences in terms of language, style and themes.</li> <li>• Stage 6, Reading (Fiction and poetry): Articulate personal responses to reading, with close reference to the text.</li> </ul>	
	<p>Evaluate how effectively the author has used humour, and can discuss their own response to it.</p> <p>Example: In a book with some humorous elements, child can analyse how successful the author has been in achieving humour and explain what effect the humour has had on their opinions of characters or events.</p>		<ul style="list-style-type: none"> <li>• Stage 5, Reading (Fiction and poetry): Comment on a writer's use of language and explain reasons for writer's choices.</li> <li>• Stage 5, Speaking and listening: Talk confidently in extended turns and listen purposefully in a range of contexts.</li> <li>• Stage 6, Reading (Fiction and poetry): Consider how the author manipulates the reaction of the reader, e.g. how characters and settings are presented.</li> <li>• Stage 6, Reading (Fiction and poetry): Analyse the success of writing in evoking particular moods, e.g. suspense.</li> <li>• Stage 6, Reading (Fiction and poetry): Discuss and express preferences in terms of language, style and themes.</li> <li>• Stage 6, Reading (Fiction and poetry): Articulate personal responses to reading, with close reference to the text.</li> <li>• Stage 6, Speaking and listening: Express and explain ideas clearly, making meaning explicit.</li> <li>• Stage 6, Speaking and listening: Pay close attention in discussion to what others say, asking and answering questions to introduce new ideas.</li> <li>• Stage 6, Speaking and listening: Help to move group discussion forward, e.g. by clarifying, summarising.</li> </ul>

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	<p>Use breadth of reading to discuss their opinions of authors, themes and styles and can justify why they like these.</p> <p>Example: Child can explain why they like some styles of historical novels but not others, e.g. 'I prefer books that are fully set in the past, such as those by Rosemary Sutcliffe, to those that involve time-travellers, because stories set fully in the past help me to imagine better what life was like at the time, and I find it more believable.'</p>	<ul style="list-style-type: none"> <li>• Stage 5, Reading (Fiction and poetry): Provide accurate textual reference from more than one point in a story to support answers to questions.</li> <li>• Stage 6, Reading (Fiction and poetry): Consider how the author manipulates the reaction of the reader, e.g. how characters and settings are presented.</li> <li>• Stage 6, Reading (Fiction and poetry): Discuss and express preferences in terms of language, style and themes.</li> <li>• Stage 6, Reading (Fiction and poetry): Articulate personal responses to reading, with close reference to the text.</li> </ul>	
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Performance (PERF)			
RED PLUS A	<p>Make increasingly sophisticated decisions about what material to select to support their argument in presentation or debate.</p> <p>Example: Child can use evidence from different parts of a novel to present a convincing argument about a character's motivations, and use evidence from the text to respond to questions.</p>	<ul style="list-style-type: none"> <li>• Stage 5, Reading (Fiction and poetry): Provide accurate textual reference from more than one point in a story to support answers to questions.</li> <li>• Stage 5, Reading (Non-fiction): Locate information confidently and efficiently from different sources.</li> <li>• Stage 5, Reading (Non-fiction): Develop note-taking to extract key points and to group and link ideas.</li> <li>• Stage 5, Speaking and listening: Prepare and present an argument to persuade others to adopt a point of view.</li> <li>• Stage 5, Speaking and listening: Report back to a group, using notes to present findings about a topic studied. Evaluate what is heard and give reasons for agreement or disagreement.</li> <li>• Stage 6, Reading (Fiction and poetry): Paraphrase explicit meanings based on information at more than one point in the text.</li> <li>• Stage 6, Writing (Non-fiction): Summarise a passage, chapter or text in a given number of words.</li> <li>• Stage 6, Speaking and listening: Use spoken language well to persuade, instruct or make a case, e.g. in a debate.</li> <li>• Stage 6, Speaking and listening: Prepare, practise and improve a spoken presentation or performance.</li> </ul>	<ul style="list-style-type: none"> <li>• Stage 5, Speaking and listening: Describe events and convey opinions with increasing clarity and detail.</li> <li>• Stage 5, Speaking and listening: Talk confidently in extended turns and listen purposefully in a range of contexts.</li> <li>• Stage 5, Speaking and listening: Shape and organise ideas clearly when speaking to aid listener.</li> <li>• Stage 6, Speaking and listening: Speak confidently in formal and informal contexts.</li> <li>• Stage 6, Speaking and listening: Express and explain ideas clearly, making meaning explicit.</li> <li>• Stage 6, Speaking and listening: Vary vocabulary, expression and tone of voice to engage the listener and suit the audience, purpose and context.</li> <li>• Stage 6, Speaking and listening: Structure talk to aid a listener's understanding and engagement.</li> </ul>

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	<p>Select appropriate evidence and ideas from more than one source and use it to deliver a well-reasoned and balanced presentation based on what they have read.</p> <p>Example: Child can deliver a well-researched and engaging presentation about whether animals should be kept in zoos, giving arguments for and against the topic.</p>	<ul style="list-style-type: none"> <li>• Stage 5, Reading (Fiction and poetry): Provide accurate textual reference from more than one point in a story to support answers to questions.</li> <li>• Stage 5, Reading (Non-fiction): Locate information confidently and efficiently from different sources.</li> <li>• Stage 5, Reading (Non-fiction): Develop note-taking to extract key points and to group and link ideas.</li> <li>• Stage 5, Speaking and listening: Prepare and present an argument to persuade others to adopt a point of view.</li> <li>• Stage 5, Speaking and listening: Report back to a group, using notes to present findings about a topic studied. Evaluate what is heard and give reasons for agreement or disagreement.</li> <li>• Stage 6, Reading (Fiction and poetry): Paraphrase explicit meanings based on information at more than one point in the text.</li> <li>• Stage 6, Reading (Fiction and poetry): Identify features of balanced written arguments.</li> <li>• Stage 6, Writing (Non-fiction): Summarise a passage, chapter or text in a given number of words.</li> <li>• Stage 6, Speaking and listening: Use spoken language well to persuade, instruct or make a case, e.g. in a debate.</li> <li>• Stage 6, Speaking and listening: Prepare, practise and improve a spoken presentation or performance.</li> </ul>	<ul style="list-style-type: none"> <li>• Stage 5, Speaking and listening: Describe events and convey opinions with increasing clarity and detail.</li> <li>• Stage 5, Speaking and listening: Talk confidently in extended turns and listen purposefully in a range of contexts.</li> <li>• Stage 5, Speaking and listening: Shape and organise ideas clearly when speaking to aid listener.</li> <li>• Stage 6, Speaking and listening: Speak confidently in formal and informal contexts.</li> <li>• Stage 6, Speaking and listening: Express and explain ideas clearly, making meaning explicit.</li> <li>• Stage 6, Speaking and listening: Vary vocabulary, expression and tone of voice to engage the listener and suit the audience, purpose and context.</li> <li>• Stage 6, Speaking and listening: Structure talk to aid a listener's understanding and engagement.</li> </ul>
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<p>RED B</p>	<p>Select and use appropriate evidence and ideas from research and/or close reading of a text and, with support, can anticipate some counter-arguments from the opposing side.</p> <p>Example: When planning their arguments for a debate about renewable energy, child can, with guidance, anticipate what the opposing side may say against wind farms, and can research a counter-argument.</p>	<ul style="list-style-type: none"> <li>• Stage 5, Reading (Fiction and poetry): Provide accurate textual reference from more than one point in a story to support answers to questions.</li> <li>• Stage 5, Reading (Non-fiction): Locate information confidently and efficiently from different sources.</li> <li>• Stage 5, Reading (Non-fiction): Develop note-taking to extract key points and to group and link ideas.</li> <li>• Stage 5, Speaking and listening: Prepare and present an argument to persuade others to adopt a point of view.</li> <li>• Stage 5, Speaking and listening: Report back to a group, using notes to present findings about a topic studied. Evaluate what is heard and give reasons for agreement or disagreement.</li> <li>• Stage 6, Reading (Fiction and poetry): Paraphrase explicit meanings based on information at more than one point in the text.</li> <li>• Stage 6, Reading (Fiction and poetry): Identify features of balanced written arguments.</li> <li>• Stage 6, Writing (Non-fiction): Summarise a passage, chapter or text in a given number of words.</li> <li>• Stage 6, Speaking and listening: Use spoken language well to persuade, instruct or make a case, e.g. in a debate.</li> <li>• Stage 6, Speaking and listening: Prepare, practise and improve a spoken presentation or performance.</li> </ul>	<ul style="list-style-type: none"> <li>• Stage 5, Speaking and listening: Describe events and convey opinions with increasing clarity and detail.</li> <li>• Stage 5, Speaking and listening: Talk confidently in extended turns and listen purposefully in a range of contexts.</li> <li>• Stage 5, Speaking and listening: Shape and organise ideas clearly when speaking to aid listener.</li> <li>• Stage 6, Speaking and listening: Speak confidently in formal and informal contexts.</li> <li>• Stage 6, Speaking and listening: Express and explain ideas clearly, making meaning explicit.</li> <li>• Stage 6, Speaking and listening: Vary vocabulary, expression and tone of voice to engage the listener and suit the audience, purpose and context.</li> <li>• Stage 6, Speaking and listening: Structure talk to aid a listener's understanding and engagement.</li> </ul>
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	<p>Select and use appropriate evidence and ideas from research and/or close reading of a text to sustain a well-reasoned point of view in a debate.</p> <p>Example: Child can defend their point of view in a sustained argument, using evidence from the text to support the argument and courteously countering opposing opinions.</p>	<ul style="list-style-type: none"> <li>• Stage 5, Reading (Fiction and poetry): Provide accurate textual reference from more than one point in a story to support answers to questions.</li> <li>• Stage 5, Reading (Non-fiction): Locate information confidently and efficiently from different sources.</li> <li>• Stage 5, Reading (Non-fiction): Develop note-taking to extract key points and to group and link ideas.</li> <li>• Stage 5, Speaking and listening: Prepare and present an argument to persuade others to adopt a point of view.</li> <li>• Stage 5, Speaking and listening: Report back to a group, using notes to present findings about a topic studied. Evaluate what is heard and give reasons for agreement or disagreement.</li> <li>• Stage 6, Reading (Fiction and poetry): Paraphrase explicit meanings based on information at more than one point in the text.</li> <li>• Stage 6, Reading (Fiction and poetry): Identify features of balanced written arguments.</li> <li>• Stage 6, Writing (Non-fiction): Summarise a passage, chapter or text in a given number of words.</li> <li>• Stage 6, Speaking and listening: Use spoken language well to persuade, instruct or make a case, e.g. in a debate.</li> <li>• Stage 6, Speaking and listening: Prepare, practise and improve a spoken presentation or performance.</li> </ul>	<ul style="list-style-type: none"> <li>• Stage 5, Speaking and listening: Describe events and convey opinions with increasing clarity and detail.</li> <li>• Stage 5, Speaking and listening: Talk confidently in extended turns and listen purposefully in a range of contexts.</li> <li>• Stage 5, Speaking and listening: Shape and organise ideas clearly when speaking to aid listener.</li> <li>• Stage 6, Speaking and listening: Speak confidently in formal and informal contexts.</li> <li>• Stage 6, Speaking and listening: Express and explain ideas clearly, making meaning explicit.</li> <li>• Stage 6, Speaking and listening: Vary vocabulary, expression and tone of voice to engage the listener and suit the audience, purpose and context.</li> <li>• Stage 6, Speaking and listening: Structure talk to aid a listener's understanding and engagement.</li> </ul>
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Literary Language (LANG)			
RED PLUS A	<p>Discuss and evaluate how writers use language, including analogy, considering the impact on the reader.</p> <p>Example: When asked how a poet has helped the reader to picture a scene, child can identify examples of figurative language and analogy and explain how these affect the reader.</p>	<ul style="list-style-type: none"> <li>• Stage 5, Reading (Fiction and poetry): Comment on a writer's use of language and explain reasons for writer's choices.</li> <li>• Stage 5, Reading (Fiction and poetry): Begin to interpret imagery and techniques, e.g. metaphor, personification, simile, adding to understanding beyond the literal.</li> <li>• Stage 5, Reading (Fiction and poetry): Discuss metaphorical expressions and figures of speech.</li> <li>• Stage 6, Reading (Fiction and poetry): Comment on writer's use of language, demonstrating awareness of its impact on the reader.</li> </ul>	<ul style="list-style-type: none"> <li>• Stage 6, Reading (Fiction and poetry): Explore how poets manipulate and play with words and their sounds.</li> </ul>
	<p>With support, evaluate how author has used language for a particular effect, finding examples and explaining how they impact on the reader.</p> <p>Example: In response to directed questions, child can find some examples of language for effect, e.g. contrasting sentence lengths, unusual vocabulary and imagery, and can explain how these contribute to the overall effect.</p>	<ul style="list-style-type: none"> <li>• Stage 5, Reading (Fiction and poetry): Provide accurate textual reference from more than one point in a story to support answers to questions.</li> <li>• Stage 5, Reading (Fiction and poetry): Comment on a writer's use of language and explain reasons for writer's choices.</li> <li>• Stage 5, Reading (Fiction and poetry): Begin to interpret imagery and techniques, e.g. metaphor, personification, simile, adding to understanding beyond the literal.</li> <li>• Stage 5, Reading (Fiction and poetry): Discuss metaphorical expressions and figures of speech.</li> <li>• Stage 6, Reading (Fiction and poetry): Comment on writer's use of language, demonstrating awareness of its impact on the reader.</li> <li>• Stage 6, Reading (Fiction and poetry): Consider how the author manipulates the reaction of the reader, e.g. how characters and settings are presented.</li> <li>• Stage 6, Reading (Fiction and poetry): Discuss and express preferences in terms of language, style and themes.</li> <li>• Stage 6, Reading (Fiction and poetry): Explore how poets manipulate and play with words and their sounds.</li> </ul>	

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RED PLUS B	<p>Discuss and evaluate how authors use language, including irony and sarcasm, considering the impact on the reader.</p> <p>Example: Child can identify irony in answer to directed questions, and can suggest reasons why the author may have decided to use irony.</p>		<ul style="list-style-type: none"><li>• Stage 5, Reading (Fiction and poetry): Comment on a writer's use of language and explain reasons for writer's choices.</li><li>• Stage 6, Reading (Fiction and poetry): Consider how the author manipulates the reaction of the reader, e.g. how characters and settings are presented.</li><li>• Stage 6, Reading (Fiction and poetry): Analyse the success of writing in evoking particular moods, e.g. suspense.</li><li>• Stage 6, Reading (Fiction and poetry): Discuss and express preferences in terms of language, style and themes.</li><li>• Stage 6, Reading (Fiction and poetry): Articulate personal responses to reading, with close reference to the text.</li><li>• Stage 6, Speaking and listening: Pay close attention in discussion to what others say, asking and answering questions to introduce new ideas.</li><li>• Stage 6, Speaking and listening: Help to move group discussion forward, e.g. by clarifying, summarising.</li></ul>
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	<p>Observe and evaluate how author has used language for a particular effect, finding examples and explaining how they impact on the reader.</p> <p>Example: Child independently observes examples of contrasting sentence lengths, irony, imagery and unusual vocabulary and can explain how these contribute to the overall effect.</p>	<ul style="list-style-type: none"> <li>• Stage 5, Reading (Fiction and poetry): Provide accurate textual reference from more than one point in a story to support answers to questions.</li> <li>• Stage 5, Reading (Fiction and poetry): Comment on a writer's use of language and explain reasons for writer's choices.</li> <li>• Stage 5, Reading (Fiction and poetry): Begin to interpret imagery and techniques, e.g. metaphor, personification, simile, adding to understanding beyond the literal.</li> <li>• Stage 5, Reading (Fiction and poetry): Discuss metaphorical expressions and figures of speech.</li> <li>• Stage 6, Reading (Fiction and poetry): Comment on writer's use of language, demonstrating awareness of its impact on the reader.</li> <li>• Stage 6, Reading (Fiction and poetry): Consider how the author manipulates the reaction of the reader, e.g. how characters and settings are presented.</li> <li>• Stage 6, Reading (Fiction and poetry): Discuss and express preferences in terms of language, style and themes.</li> <li>• Stage 6, Reading (Fiction and poetry): Explore how poets manipulate and play with words and their sounds.</li> </ul>	
<b>Vocabulary Development (VOC)</b>			
RED PLUS A	<p>Explore words with similar meanings but different degrees of formality or complexity.</p> <p>Example: Child is often able to suggest an alternative word with a similar meaning to a common word, and can comment on the degree of formality or familiarity of the word chosen by the author.</p>	<ul style="list-style-type: none"> <li>• Stage 5, Phonics, spelling and vocabulary: Identify unfamiliar words, explore definitions and use new words in context.</li> <li>• Stage 5, Phonics, spelling and vocabulary: Use a thesaurus to extend vocabulary and choice of words.</li> <li>• Stage 5, Speaking and listening: Begin to discuss how and why language choices vary in different situations.</li> <li>• Stage 6, Phonics, spelling and vocabulary: Explore definitions and shades of meaning and use new words in context.</li> </ul>	

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RED PLUS B	<p>Discuss and compare words with similar meanings or opposing meanings, and give a view about whether a particular word is a good choice or not.</p> <p>Example: Child can use different types of dictionaries and thesauruses to explore unfamiliar or technical language, and can sometimes discuss how appropriate or helpful specific words are in the context of a text.</p>	<ul style="list-style-type: none"> <li>• Stage 5, Phonics, spelling and vocabulary: Identify unfamiliar words, explore definitions and use new words in context.</li> <li>• Stage 5, Speaking and listening: Begin to discuss how and why language choices vary in different situations.</li> <li>• Stage 6, Phonics, spelling and vocabulary: Explore definitions and shades of meaning and use new words in context.</li> <li>• Stage 6, Reading (Fiction and poetry): Discuss and express preferences in terms of language, style and themes.</li> </ul>	<ul style="list-style-type: none"> <li>• Stage 5, Speaking and listening: Ask questions to develop ideas and extend understanding.</li> <li>• Stage 6, Speaking and listening: Pay close attention in discussion to what others say, asking and answering questions to introduce new ideas.</li> <li>• Stage 6, Speaking and listening: Help to move group discussion forward, e.g. by clarifying, summarising.</li> </ul>
<b>Range of Texts (RGE)</b>			
RED PLUS A	<p>Read for a wider range of purposes.</p> <p>Example: Child can choose appropriate books, websites, leaflets and newspapers or magazines to read for pleasure and to find out more about a topic that interests them.</p>	<ul style="list-style-type: none"> <li>• Stage 5, Reading (Fiction and poetry): Read widely and explore the features of different fiction genres.</li> <li>• Stage 5, Reading (Fiction and poetry): Compare the structure of different stories.</li> <li>• Stage 5, Reading (Fiction and poetry): Read poems by significant poets and compare style, forms and themes.</li> <li>• Stage 5, Reading (Non-fiction): Read and evaluate non-fiction texts for purpose, style, clarity and organisation.</li> <li>• Stage 6, Reading (Non-fiction): Recognise key characteristics of a range of non-fiction text types.</li> <li>• Stage 6, Reading (Non-fiction): Compare the language, style and impact of a range of non-fiction writing.</li> <li>• Stage 6, Reading (Non-fiction): Distinguish between fact and opinion in a range of texts and other media.</li> </ul>	<ul style="list-style-type: none"> <li>• Stage 5, Reading (Non-fiction): Locate information confidently and efficiently from different sources.</li> <li>• Stage 6, Reading (Non-fiction): Explore autobiography and biography, and first and third person narration.</li> <li>• Stage 6, Reading (Non-fiction): Identify features of balanced written arguments.</li> </ul>

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<p>Regularly read a wide range of texts including longer fiction, and a wide range of non-fiction texts including online research, and can identify the most pertinent points.</p> <p>Example: When researching life in the Second World War, child is able to select useful books and websites and makes links between them.</p>	<ul style="list-style-type: none"> <li>• Stage 5, Reading (Fiction and poetry): Read widely and explore the features of different fiction genres.</li> <li>• Stage 5, Reading (Fiction and poetry): Compare the structure of different stories.</li> <li>• Stage 5, Reading (Fiction and poetry): Read poems by significant poets and compare style, forms and themes.</li> <li>• Stage 5, Reading (Non-fiction): Read and evaluate non-fiction texts for purpose, style, clarity and organisation.</li> <li>• Stage 6, Reading (Non-fiction): Recognise key characteristics of a range of non-fiction text types.</li> <li>• Stage 6, Reading (Non-fiction): Compare the language, style and impact of a range of non-fiction writing.</li> <li>• Stage 6, Reading (Non-fiction): Distinguish between fact and opinion in a range of texts and other media.</li> </ul>	<ul style="list-style-type: none"> <li>• Stage 5, Reading (Non-fiction): Locate information confidently and efficiently from different sources.</li> <li>• Stage 6, Reading (Non-fiction): Explore autobiography and biography, and first and third person narration.</li> <li>• Stage 6, Reading (Non-fiction): Identify features of balanced written arguments.</li> </ul>
<p>Regularly contribute to discussions about a wide range of books, including modern classic fiction and a range of non-fiction sources, and can make thematic links between texts.</p> <p>Example: Child can respond to peers' preferences in reading and can draw on their own breadth of reading to recommend further books on similar themes.</p>	<ul style="list-style-type: none"> <li>• Stage 5, Reading (Fiction and poetry): Read widely and explore the features of different fiction genres.</li> <li>• Stage 5, Reading (Fiction and poetry): Compare the structure of different stories.</li> <li>• Stage 5, Reading (Fiction and poetry): Read poems by significant poets and compare style, forms and themes.</li> <li>• Stage 5, Reading (Non-fiction): Read and evaluate non-fiction texts for purpose, style, clarity and organisation.</li> <li>• Stage 6, Reading (Non-fiction): Recognise key characteristics of a range of non-fiction text types.</li> <li>• Stage 6, Reading (Non-fiction): Compare the language, style and impact of a range of non-fiction writing.</li> <li>• Stage 6, Reading (Non-fiction): Distinguish between fact and opinion in a range of texts and other media.</li> </ul>	<ul style="list-style-type: none"> <li>• Stage 5, Reading (Non-fiction): Locate information confidently and efficiently from different sources.</li> <li>• Stage 5, Speaking and listening: Ask questions to develop ideas and extend understanding.</li> <li>• Stage 6, Reading (Non-fiction): Explore autobiography and biography, and first and third person narration.</li> <li>• Stage 6, Reading (Non-fiction): Identify features of balanced written arguments.</li> <li>• Stage 6, Speaking and listening: Pay close attention in discussion to what others say, asking and answering questions to introduce new ideas.</li> <li>• Stage 6, Speaking and listening: Help to move group discussion forward, e.g. by clarifying, summarising.</li> </ul>

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RED PLUS B	<p>Regularly contribute to discussions about a wide range of books, including classic fiction and more in-depth non-fiction, and can make thematic links between texts.</p> <p>Example: In a discussion about <i>Black Beauty</i>, child is able to comment that book has themes of cruelty and kindness and compares it with another book they have read with similar themes.</p>	<ul style="list-style-type: none"> <li>• Stage 5, Reading (Fiction and poetry): Read widely and explore the features of different fiction genres.</li> <li>• Stage 5, Reading (Fiction and poetry): Compare the structure of different stories.</li> <li>• Stage 5, Reading (Fiction and poetry): Read poems by significant poets and compare style, forms and themes.</li> <li>• Stage 5, Reading (Non-fiction): Read and evaluate non-fiction texts for purpose, style, clarity and organisation.</li> <li>• Stage 6, Reading (Non-fiction): Recognise key characteristics of a range of non-fiction text types.</li> <li>• Stage 6, Reading (Non-fiction): Compare the language, style and impact of a range of non-fiction writing.</li> <li>• Stage 6, Reading (Non-fiction): Distinguish between fact and opinion in a range of texts and other media.</li> </ul>	<ul style="list-style-type: none"> <li>• Stage 5, Reading (Non-fiction): Locate information confidently and efficiently from different sources.</li> <li>• Stage 5, Speaking and listening: Ask questions to develop ideas and extend understanding.</li> <li>• Stage 6, Reading (Non-fiction): Explore autobiography and biography, and first and third person narration.</li> <li>• Stage 6, Reading (Non-fiction): Identify features of balanced written arguments.</li> <li>• Stage 6, Speaking and listening: Pay close attention in discussion to what others say, asking and answering questions to introduce new ideas.</li> <li>• Stage 6, Speaking and listening: Help to move group discussion forward, e.g. by clarifying, summarising.</li> </ul>
	<p>Read a wide range of high-quality fiction and non-fiction, including in particular whole books, short stories, poems and plays with a wide coverage of genres, historical periods, forms and authors.</p> <p>Example: Child selects a wide range of challenging books to read, e.g. books by Eoin Colfer or Philippa Pearce, and can talk about them, making links between similar texts.</p>	<ul style="list-style-type: none"> <li>• Stage 5, Reading (Fiction and poetry): Read widely and explore the features of different fiction genres.</li> <li>• Stage 5, Reading (Fiction and poetry): Compare the structure of different stories.</li> <li>• Stage 5, Reading (Fiction and poetry): Read poems by significant poets and compare style, forms and themes.</li> <li>• Stage 5, Reading (Non-fiction): Read and evaluate non-fiction texts for purpose, style, clarity and organisation.</li> <li>• Stage 6, Reading (Non-fiction): Recognise key characteristics of a range of non-fiction text types.</li> <li>• Stage 6, Reading (Non-fiction): Compare the language, style and impact of a range of non-fiction writing.</li> <li>• Stage 6, Reading (Non-fiction): Distinguish between fact and opinion in a range of texts and other media.</li> </ul>	



Text Structure (STRC)			
	<p>Discuss and evaluate how texts are structured and presented, and can comment on the impact on the reader.</p> <p>Example: In a fiction text that includes flashbacks to an earlier time, the child can identify that the author has chosen this structure and comments that this helps to build up suspense.</p>	<ul style="list-style-type: none"> <li>• Stage 5, Reading (Fiction and poetry): Compare the structure of different stories.</li> <li>• Stage 5, Reading (Fiction and poetry): Read poems by significant poets and compare style, forms and themes.</li> <li>• Stage 5, Reading (Non-fiction): Read and evaluate non-fiction texts for purpose, style, clarity and organisation.</li> <li>• Stage 6, Reading (Fiction and poetry): Understand aspects of narrative structure, e.g. the handling of time.</li> <li>• Stage 6, Reading (Non-fiction): Analyse how paragraphs and chapters are structured and linked.</li> <li>• Stage 6, Reading (Non-fiction): Compare the language, style and impact of a range of non-fiction writing.</li> </ul>	<ul style="list-style-type: none"> <li>• Stage 5, Speaking and listening: Ask questions to develop ideas and extend understanding.</li> <li>• Stage 6, Speaking and listening: Pay close attention in discussion to what others say, asking and answering questions to introduce new ideas.</li> <li>• Stage 6, Speaking and listening: Help to move group discussion forward, e.g. by clarifying, summarising.</li> </ul>
RED PLUS A	<p>Evaluate the author's choice of text structure in terms of the impact on the reader.</p> <p>Example: Child can suggest why author might have chosen to tell an episode of history through biography rather than historical fiction.</p>	<ul style="list-style-type: none"> <li>• Stage 5, Reading (Fiction and poetry): Compare the structure of different stories.</li> <li>• Stage 5, Reading (Fiction and poetry): Read poems by significant poets and compare style, forms and themes.</li> <li>• Stage 5, Reading (Non-fiction): Read and evaluate non-fiction texts for purpose, style, clarity and organisation.</li> <li>• Stage 6, Reading (Fiction and poetry): Understand aspects of narrative structure, e.g. the handling of time.</li> <li>• Stage 6, Reading (Non-fiction): Analyse how paragraphs and chapters are structured and linked.</li> <li>• Stage 6, Reading (Non-fiction): Compare the language, style and impact of a range of non-fiction writing.</li> </ul>	

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RED PLUS B	<p>With support, evaluate how the choice of text structure supports the writer's theme and purpose.</p> <p>Example: In answer to directed questions, child can compare a haiku and a longer rhyming poem, both about a cat, and suggest reasons why each poet may have chosen that form of poetry.</p>	<ul style="list-style-type: none"> <li>• Stage 5, Reading (Fiction and poetry): Compare the structure of different stories.</li> <li>• Stage 5, Reading (Fiction and poetry): Read poems by significant poets and compare style, forms and themes.</li> <li>• Stage 5, Reading (Non-fiction): Read and evaluate non-fiction texts for purpose, style, clarity and organisation.</li> <li>• Stage 6, Reading (Fiction and poetry): Understand aspects of narrative structure, e.g. the handling of time.</li> <li>• Stage 6, Reading (Non-fiction): Analyse how paragraphs and chapters are structured and linked.</li> <li>• Stage 6, Reading (Non-fiction): Compare the language, style and impact of a range of non-fiction writing.</li> </ul>	
	<p>Discuss a range of structural features and evaluate how these contribute to the effects achieved.</p> <p>Example: Child can hypothesise about why an author may have chosen to use unusual text features, e.g. the use of maps, letters or songs within a story, evaluating the effects of these features.</p>	<ul style="list-style-type: none"> <li>• Stage 5, Reading (Fiction and poetry): Compare the structure of different stories.</li> <li>• Stage 5, Reading (Fiction and poetry): Read poems by significant poets and compare style, forms and themes.</li> <li>• Stage 5, Reading (Non-fiction): Read and evaluate non-fiction texts for purpose, style, clarity and organisation.</li> <li>• Stage 6, Reading (Fiction and poetry): Understand aspects of narrative structure, e.g. the handling of time.</li> <li>• Stage 6, Reading (Non-fiction): Analyse how paragraphs and chapters are structured and linked.</li> <li>• Stage 6, Reading (Non-fiction): Compare the language, style and impact of a range of non-fiction writing.</li> </ul>	<ul style="list-style-type: none"> <li>• Stage 5, Speaking and listening: Ask questions to develop ideas and extend understanding.</li> <li>• Stage 6, Speaking and listening: Pay close attention in discussion to what others say, asking and answering questions to introduce new ideas.</li> <li>• Stage 6, Speaking and listening: Help to move group discussion forward, e.g. by clarifying, summarising.</li> </ul>

Word Reading and Fluency

Bug Club		Cambridge Primary English Learning Objectives	
Phonics Phase	Objective	Relevant Cambridge objective <i>Full match</i>	Relevant Cambridge objective <i>Partial match</i>
<b>WORD READING AND FLUENCY</b>			
<b>Letter Identification (LI)</b>			
Phase 1	Match letters to their shapes.  Example: Teacher shows child a written 's' and asks child to find another 's' from a selection of magnetic letters.	<ul style="list-style-type: none"> <li>• Stage 1, Phonics, spelling and vocabulary: Hear, read and write initial letter sounds.</li> <li>• Stage 1, Phonics, spelling and vocabulary: Know the name and most common sound associated with every letter in the English alphabet.</li> </ul>	
	Recognise the capital letter at the beginning of their name and knows that it represents a sound.	<ul style="list-style-type: none"> <li>• Stage 1, Grammar and punctuation (Reading): Know that a capital letter is used for I, for proper nouns and for the start of a sentence.</li> </ul>	<ul style="list-style-type: none"> <li>• Stage 1, Phonics, spelling and vocabulary: Hear, read and write initial letter sounds.</li> </ul>
	Listens to the alphabet song and can join in with some parts.		<ul style="list-style-type: none"> <li>• Stage 1, Phonics, spelling and vocabulary: Know the name and most common sound associated with every letter in the English alphabet.</li> <li>• Stage 1, Reading (Fiction and poetry): Join in and extend rhymes and refrains, playing with language patterns.</li> </ul>
Phase 2	Know there are upper-case and lower-case letters.  Example: When pointing to a notice or a sign, child can tell teacher whether the letters are capital letters or not.	<ul style="list-style-type: none"> <li>• Stage 1, Grammar and punctuation (Reading): Know that a capital letter is used for I, for proper nouns and for the start of a sentence.</li> </ul>	
	Understand that a word is made up by its sequence of letters.  Example: Child can find the same word in more than one place, or choose the odd word out from a selection.		<ul style="list-style-type: none"> <li>• Stage 1, Phonics, spelling and vocabulary: Use knowledge of sounds to read and write single syllable words with short vowels.</li> </ul>

## Word Reading and Fluency

Phase 3	Sing the alphabet song from start to finish, pointing to and matching relevant lower-case and upper-case letters in order.		<ul style="list-style-type: none"> <li>• Stage 1, Phonics, spelling and vocabulary: Know the name and most common sound associated with every letter in the English alphabet.</li> <li>• Stage 1, Grammar and punctuation (Reading): Know that a capital letter is used for I, for proper nouns and for the start of a sentence.</li> <li>• Stage 1, Reading (Fiction and poetry): Join in and extend rhymes and refrains, playing with language patterns.</li> </ul>
	Know all the names and sounds of the letters of the alphabet.	<ul style="list-style-type: none"> <li>• Stage 1, Phonics, spelling and vocabulary: Know the name and most common sound associated with every letter in the English alphabet.</li> </ul>	
	Know that the equivalent lower-case and upper-case printed letters have the same names and sounds.	<ul style="list-style-type: none"> <li>• Stage 1, Phonics, spelling and vocabulary: Know the name and most common sound associated with every letter in the English alphabet.</li> </ul>	<ul style="list-style-type: none"> <li>• Stage 1, Grammar and punctuation (Reading): Know that a capital letter is used for I, for proper nouns and for the start of a sentence.</li> </ul>
	Know the alphabet and can place all the letters in alphabetical order.  Example: Child can make an alphabet using lower-case magnetic letters.	<ul style="list-style-type: none"> <li>• Stage 1, Phonics, spelling and vocabulary: Know the name and most common sound associated with every letter in the English alphabet.</li> </ul>	
Phase 4	Know the words 'vowel' and 'consonant', and know there are five vowels in the alphabet and that all other letters are consonants.  Example: Child can point to the letter 'a' in the word 'cat' when asked to identify the vowel.		
<b>Letter/Grapheme and Sound Correspondence (LGSC)</b>			
Phase 1	Identify different environmental sounds.  Example: When teacher says: 'What can you hear?' child replies with a sound they can hear, e.g. 'A bird'.		

## Word Reading and Fluency

	<p>Anticipate rhymes in familiar songs.</p> <p>Example: When listening to 'Humpty Dumpty sat on a wall, Humpty Dumpty had a great...' child can anticipate 'fall'.</p>		<ul style="list-style-type: none"> <li>• Stage 1, Phonics, spelling and vocabulary: Use rhyme and relate this to spelling patterns.</li> <li>• Stage 1, Reading (Fiction and poetry): Join in and extend rhymes and refrains, playing with language patterns.</li> </ul>
	<p>Able to copy a rhythm.</p> <p>Example: Child can clap a simple rhythm modelled by teacher.</p>		<ul style="list-style-type: none"> <li>• Stage 2, Reading (Fiction and poetry): Read poems and comment on words and sounds, rhyme and rhythm.</li> </ul>
	<p>Repeat the first sound in a word spoken aloud to them.</p> <p>Example: When teacher says: 'What sound can you hear at the beginning of "fall"?' child replies with the /f/ sound.</p>	<ul style="list-style-type: none"> <li>• Stage 1, Phonics, spelling and vocabulary: Hear, read and write initial letter sounds.</li> </ul>	
	<p>Identify words that start with the same sound.</p> <p>Example: When child is given three objects, e.g. a ball, a bag and a hat, and teacher names them, child can hold up the ball and bag to show that they begin with the same sound.</p>		<ul style="list-style-type: none"> <li>• Stage 1, Phonics, spelling and vocabulary: Hear, read and write initial letter sounds.</li> </ul>
	<p>Tell you some sounds in response to letters.</p> <p>Example: When teacher points to a letter with which child is familiar, e.g. the letter at the start of their name, child can respond with its correct sound.</p>	<ul style="list-style-type: none"> <li>• Stage 1, Phonics, spelling and vocabulary: Know the name and most common sound associated with every letter in the English alphabet.</li> </ul>	
Phase 2	<p>Identify the first eight taught letters, where they appear individually and in any position in words, e.g. at the beginning, in the middle and at the end of words.</p> <p>Example: When child looks at words in print, they can identify s, a, t, p, i, n, m and d where they appear, and say the corresponding sounds.</p>	<ul style="list-style-type: none"> <li>• Stage 1, Phonics, spelling and vocabulary: Know the name and most common sound associated with every letter in the English alphabet.</li> </ul>	

## Word Reading and Fluency

	<p>Identify the next four taught letters, where they appear individually and in any position in words, e.g. at the beginning, in the middle and at the end of words.</p> <p>Example: When child looks at words in print, they can identify the letters g, o, c and k where they appear, and say the corresponding sounds.</p>	<ul style="list-style-type: none"> <li>• Stage 1, Phonics, spelling and vocabulary: Know the name and most common sound associated with every letter in the English alphabet.</li> </ul>	
	<p>Identify the next four taught grapheme-phoneme correspondences (GPC), individually and in any position in words, e.g. at the beginning, in the middle and at the end of words.</p> <p>Example: When child looks at words in print, they can identify ck, e, u, and r where they appear, and say the corresponding sounds.</p>	<ul style="list-style-type: none"> <li>• Stage 1, Phonics, spelling and vocabulary: Know the name and most common sound associated with every letter in the English alphabet.</li> <li>• Stage 1, Phonics, spelling and vocabulary: Identify separate sounds (phonemes) within words, which may be represented by more than one letter, e.g. 'th', 'ch', 'sh'.</li> </ul>	
	<p>Identify the next seven taught grapheme-phoneme correspondences (GPC), where they appear individually and in any position in words, e.g. at the beginning, in the middle and at the end of words.</p> <p>Example: When child looks at words in print, they can identify h, b, f, ff, l, ll and ss where they appear, and say the corresponding sounds.</p>	<ul style="list-style-type: none"> <li>• Stage 1, Phonics, spelling and vocabulary: Know the name and most common sound associated with every letter in the English alphabet.</li> <li>• Stage 1, Phonics, spelling and vocabulary: Identify separate sounds (phonemes) within words, which may be represented by more than one letter, e.g. 'th', 'ch', 'sh'.</li> </ul>	
Phase 3	<p>Identify the next four taught letters, where they appear individually and in any position in words, e.g. at the beginning, in the middle and at the end of words.</p> <p>Example: When child looks at words in print, they can identify j, v, w and x where they appear, and say the corresponding sounds.</p>	<ul style="list-style-type: none"> <li>• Stage 1, Phonics, spelling and vocabulary: Know the name and most common sound associated with every letter in the English alphabet.</li> </ul>	

## Word Reading and Fluency

	<p>Identify the next four taught grapheme-phoneme correspondences (GPC), where they appear individually and in any position in words, e.g. at the beginning, in the middle and at the end of words.</p> <p>Example: When child looks at words in print, they can identify y, z, zz and qu where they appear, and say the corresponding sounds.</p>	<ul style="list-style-type: none"> <li>• Stage 1, Phonics, spelling and vocabulary: Know the name and most common sound associated with every letter in the English alphabet.</li> <li>• Stage 1, Phonics, spelling and vocabulary: Identify separate sounds (phonemes) within words, which may be represented by more than one letter, e.g. 'th', 'ch', 'sh'.</li> </ul>	
	<p>Identify the next four taught grapheme-phoneme correspondences (GPC), where they appear individually and in any position in words, e.g. at the beginning, in the middle and at the end of words.</p> <p>Example: When child looks at words in print, they can identify ch, sh, th and ng where they appear, and say the corresponding sounds.</p>	<ul style="list-style-type: none"> <li>• Stage 1, Phonics, spelling and vocabulary: Identify separate sounds (phonemes) within words, which may be represented by more than one letter, e.g. 'th', 'ch', 'sh'.</li> </ul>	
	<p>Identify the next five taught grapheme-phoneme correspondences (GPC), where they appear individually and in any position in words, e.g. at the beginning, in the middle and at the end of words.</p> <p>Example: When child looks at words in print, they can identify ai, ee, igh, oa and oo where they appear, and say the corresponding sounds.</p>	<ul style="list-style-type: none"> <li>• Stage 1, Phonics, spelling and vocabulary: Begin to learn common spellings of long vowel phonemes, e.g. 'ee', 'ai', 'oo'.</li> </ul>	
	<p>Identify the next five taught grapheme-phoneme correspondences (GPC), where they appear individually and in any position in words, e.g. at the beginning, in the middle and at the end of words.</p> <p>Example: When child looks at words in print, they can identify ar, or, ur, ow and oi where they appear, and say the corresponding sounds.</p>	<ul style="list-style-type: none"> <li>• Stage 1, Phonics, spelling and vocabulary: Begin to learn common spellings of long vowel phonemes, e.g. 'ee', 'ai', 'oo'.</li> <li>• Stage 2, Phonics, spelling and vocabulary: Learn the different common spellings of long vowel phonemes.</li> <li>• Stage 2, Phonics, spelling and vocabulary: Learn the different ways in which vowels can be pronounced, e.g. how, low; apple, apron.</li> </ul>	

## Word Reading and Fluency

	<p>Identify the next four taught grapheme-phoneme correspondences (GPC), where they appear individually and in any position in words, e.g. at the beginning, in the middle and at the end of words.</p> <p>Example: When child looks at words in print, they can identify ear, air, ure and er where they appear, and say the corresponding sounds.</p>	<ul style="list-style-type: none"> <li>• Stage 1, Phonics, spelling and vocabulary: Begin to learn common spellings of long vowel phonemes, e.g. 'ee', 'ai', 'oo'.</li> <li>• Stage 2, Phonics, spelling and vocabulary: Learn the different common spellings of long vowel phonemes.</li> <li>• Stage 2, Phonics, spelling and vocabulary: Learn the different ways in which vowels can be pronounced, e.g. how, low; apple, apron.</li> </ul>	
Phase 5	<p>Understand that sometimes the same grapheme can be used to represent different sounds, e.g. 'ea' in 'head' and 'bead'.</p>	<ul style="list-style-type: none"> <li>• Stage 2, Phonics, spelling and vocabulary: Learn the different ways in which vowels can be pronounced, e.g. how, low; apple, apron.</li> </ul>	
	<p>Identify alternative spellings of some consonants, e.g. w and f, where they appear individually and in any position in words, e.g. at the beginning, in the middle and at the end of words.</p> <p>Example: When child looks at words in print, they can identify wh and ph where they appear, and say the corresponding sounds.</p>	<ul style="list-style-type: none"> <li>• Stage 1, Phonics, spelling and vocabulary: Identify separate sounds (phonemes) within words, which may be represented by more than one letter, e.g. 'th', 'ch', 'sh'.</li> </ul>	
	<p>Identify alternative spellings of the vowel sound /ai/, where they appear individually and in any position in words, e.g. at the beginning, in the middle and at the end of words.</p> <p>Example: When child looks at words in print, they can identify ay, a-e, eigh, ey and ei where they appear, and say the corresponding sounds.</p>	<ul style="list-style-type: none"> <li>• Stage 1, Phonics, spelling and vocabulary: Begin to learn common spellings of long vowel phonemes, e.g. 'ee', 'ai', 'oo'.</li> <li>• Stage 2, Phonics, spelling and vocabulary: Learn the different common spellings of long vowel phonemes.</li> <li>• Stage 2, Phonics, spelling and vocabulary: Learn the different ways in which vowels can be pronounced, e.g. how, low; apple, apron.</li> </ul>	
	<p>Identify alternative spellings of the vowel sound /ee/, where they appear individually and in any position in words, e.g. at the beginning, in the middle and at the end of words.</p> <p>Example: When child looks at words in print, they can identify ea, e-e, ie, ey and y where they appear, and say the corresponding sounds.</p>	<ul style="list-style-type: none"> <li>• Stage 1, Phonics, spelling and vocabulary: Begin to learn common spellings of long vowel phonemes, e.g. 'ee', 'ai', 'oo'.</li> <li>• Stage 2, Phonics, spelling and vocabulary: Learn the different common spellings of long vowel phonemes.</li> <li>• Stage 2, Phonics, spelling and vocabulary: Learn the different ways in which vowels can be pronounced, e.g. how, low; apple, apron.</li> </ul>	



## Word Reading and Fluency

<p>Identify alternative spellings of the vowel sound /igh/, where they appear individually and in any position in words, e.g. at the beginning, in the middle and at the end of words.</p> <p>Example: When child looks at words in print, they can identify ie, i-e, y and i where they appear, and say the corresponding sounds.</p>	<ul style="list-style-type: none"> <li>• Stage 1, Phonics, spelling and vocabulary: Begin to learn common spellings of long vowel phonemes, e.g. 'ee', 'ai', 'oo'.</li> <li>• Stage 2, Phonics, spelling and vocabulary: Learn the different common spellings of long vowel phonemes.</li> <li>• Stage 2, Phonics, spelling and vocabulary: Learn the different ways in which vowels can be pronounced, e.g. how, low; apple, apron.</li> </ul>	
<p>Identify alternative spellings of the vowel sound /oa/, where they appear individually and in any position in words, e.g. at the beginning, in the middle and at the end of words.</p> <p>Example: When child looks at words in print, they can identify ow, o-e, o and oe where they appear, and say the corresponding sounds.</p>	<ul style="list-style-type: none"> <li>• Stage 1, Phonics, spelling and vocabulary: Begin to learn common spellings of long vowel phonemes, e.g. 'ee', 'ai', 'oo'.</li> <li>• Stage 2, Phonics, spelling and vocabulary: Learn the different common spellings of long vowel phonemes.</li> <li>• Stage 2, Phonics, spelling and vocabulary: Learn the different ways in which vowels can be pronounced, e.g. how, low; apple, apron.</li> </ul>	
<p>Identify alternative spellings of the vowel sound /oo/, where they appear individually and in any position in words, e.g. at the beginning, in the middle and at the end of words.</p> <p>Example: When child looks at words in print, they can identify ew, ue, u-e, u and oul where they appear, and say the corresponding sounds.</p>	<ul style="list-style-type: none"> <li>• Stage 1, Phonics, spelling and vocabulary: Begin to learn common spellings of long vowel phonemes, e.g. 'ee', 'ai', 'oo'.</li> <li>• Stage 2, Phonics, spelling and vocabulary: Learn the different common spellings of long vowel phonemes.</li> <li>• Stage 2, Phonics, spelling and vocabulary: Learn the different ways in which vowels can be pronounced, e.g. how, low; apple, apron.</li> </ul>	
<p>Identify alternative spellings of the vowel sound /or/, where they appear individually and in any position in words, e.g. at the beginning, in the middle and at the end of words.</p> <p>Example: When child looks at words in print, they can identify aw, au and al where they appear, and say the corresponding sounds.</p>	<ul style="list-style-type: none"> <li>• Stage 1, Phonics, spelling and vocabulary: Begin to learn common spellings of long vowel phonemes, e.g. 'ee', 'ai', 'oo'.</li> <li>• Stage 2, Phonics, spelling and vocabulary: Learn the different common spellings of long vowel phonemes.</li> <li>• Stage 2, Phonics, spelling and vocabulary: Learn the different ways in which vowels can be pronounced, e.g. how, low; apple, apron.</li> </ul>	

## Word Reading and Fluency

	<p>Identify alternative spellings of the vowel sound /ur/, where they appear individually and in any position in words, e.g. at the beginning, in the middle and at the end of words.</p> <p>Example: When child looks at words in print, they can identify ir, er and ear where they appear, and say the corresponding sounds.</p>	<ul style="list-style-type: none"> <li>• Stage 1, Phonics, spelling and vocabulary: Begin to learn common spellings of long vowel phonemes, e.g. 'ee', 'ai', 'oo'.</li> <li>• Stage 2, Phonics, spelling and vocabulary: Learn the different common spellings of long vowel phonemes.</li> <li>• Stage 2, Phonics, spelling and vocabulary: Learn the different ways in which vowels can be pronounced, e.g. how, low; apple, apron.</li> </ul>	
	<p>Identify alternative spellings of the vowel sounds /ow/ and /oi/, where they appear individually and in any position in words, e.g. at the beginning, in the middle and at the end of words.</p> <p>Example: When child looks at words in print, they can identify ou and oy where they appear, and say the corresponding sounds.</p>	<ul style="list-style-type: none"> <li>• Stage 1, Phonics, spelling and vocabulary: Begin to learn common spellings of long vowel phonemes, e.g. 'ee', 'ai', 'oo'.</li> <li>• Stage 2, Phonics, spelling and vocabulary: Learn the different common spellings of long vowel phonemes.</li> <li>• Stage 2, Phonics, spelling and vocabulary: Learn the different ways in which vowels can be pronounced, e.g. how, low; apple, apron.</li> </ul>	
	<p>Identify alternative spellings of the vowel sounds /ear/ and /air/, where they appear individually and in any position in words, e.g. at the beginning, in the middle and at the end of words.</p> <p>Example: When child looks at words in print, they can identify ere, eer, are and ear where they appear, and say the corresponding sounds.</p>	<ul style="list-style-type: none"> <li>• Stage 1, Phonics, spelling and vocabulary: Begin to learn common spellings of long vowel phonemes, e.g. 'ee', 'ai', 'oo'.</li> <li>• Stage 2, Phonics, spelling and vocabulary: Learn the different common spellings of long vowel phonemes.</li> <li>• Stage 2, Phonics, spelling and vocabulary: Learn the different ways in which vowels can be pronounced, e.g. how, low; apple, apron.</li> </ul>	
	<p>Identify alternative spellings of the consonant sound /k/, where they appear individually and in any position in words, e.g. at the beginning, in the middle and at the end of words.</p> <p>Example: When child looks at words in print, they can identify c, ck and ch where they appear, and say the corresponding sounds.</p>	<ul style="list-style-type: none"> <li>• Stage 1, Phonics, spelling and vocabulary: Know the name and most common sound associated with every letter in the English alphabet.</li> <li>• Stage 1, Phonics, spelling and vocabulary: Identify separate sounds (phonemes) within words, which may be represented by more than one letter, e.g. 'th', 'ch', 'sh'.</li> </ul>	

## Word Reading and Fluency

	<p>Identify alternative spellings of the consonant sounds /s/ and /z/, where they appear individually and in any position in words, e.g. at the beginning, in the middle and at the end of words.</p> <p>Example: When child looks at words in print, they can identify ce, c(i), c(y), sc, st, se where they appear, and say the corresponding sounds.</p>	<ul style="list-style-type: none"> <li>• Stage 1, Phonics, spelling and vocabulary: Know the name and most common sound associated with every letter in the English alphabet.</li> <li>• Stage 1, Phonics, spelling and vocabulary: Identify separate sounds (phonemes) within words, which may be represented by more than one letter, e.g. 'th', 'ch', 'sh'.</li> </ul>	
	<p>Identify alternative spellings of the consonant sound /j/, where they appear individually and in any position in words, e.g. at the beginning, in the middle and at the end of words.</p> <p>Example: When child looks at words in print, they can identify ge, g(i), g(y) and dge where they appear, and say the corresponding sounds.</p>	<ul style="list-style-type: none"> <li>• Stage 1, Phonics, spelling and vocabulary: Know the name and most common sound associated with every letter in the English alphabet.</li> <li>• Stage 1, Phonics, spelling and vocabulary: Identify separate sounds (phonemes) within words, which may be represented by more than one letter, e.g. 'th', 'ch', 'sh'.</li> </ul>	
	<p>Identify alternative spellings of the consonant sounds /l/, /m/, /n/ and /r/, where they appear individually and in any position in words, e.g. at the beginning, in the middle and at the end of words.</p> <p>Example: When child looks at words in print, they can identify le, mb, kn, gn, and wr where they appear, and say the corresponding sounds.</p>	<ul style="list-style-type: none"> <li>• Stage 1, Phonics, spelling and vocabulary: Know the name and most common sound associated with every letter in the English alphabet.</li> <li>• Stage 1, Phonics, spelling and vocabulary: Identify separate sounds (phonemes) within words, which may be represented by more than one letter, e.g. 'th', 'ch', 'sh'.</li> </ul>	
	<p>Respond to the grapheme le at the ends of words by reading it as a separate syllable.</p> <p>Example: When child looks at words such as table, bottle and puddle in print, they can identify le where it appears and say the corresponding sound.</p>	<ul style="list-style-type: none"> <li>• Stage 1, Phonics, spelling and vocabulary: Know the name and most common sound associated with every letter in the English alphabet.</li> <li>• Stage 1, Phonics, spelling and vocabulary: Identify separate sounds (phonemes) within words, which may be represented by more than one letter, e.g. 'th', 'ch', 'sh'.</li> </ul>	

## Word Reading and Fluency

	<p>Identify alternative spellings of the consonant sounds /ch/ and /sh/ and the vowel sounds /e/, /o/ and /u/, where they appear individually and in any position in words, e.g. at the beginning, in the middle and at the end of words.</p> <p>Example: When child looks at words in print, they can identify tch, c(i), ss(i), t(i), ea, (w)a and (w)o where they appear, and say the corresponding sounds.</p>	<ul style="list-style-type: none"> <li>• Stage 1, Phonics, spelling and vocabulary: Know the name and most common sound associated with every letter in the English alphabet.</li> <li>• Stage 1, Phonics, spelling and vocabulary: Identify separate sounds (phonemes) within words, which may be represented by more than one letter, e.g. 'th', 'ch', 'sh'.</li> <li>• Stage 1, Phonics, spelling and vocabulary: Begin to learn common spellings of long vowel phonemes, e.g. 'ee', 'ai', 'oo'.</li> <li>• Stage 2, Phonics, spelling and vocabulary: Learn the different common spellings of long vowel phonemes.</li> <li>• Stage 2, Phonics, spelling and vocabulary: Learn the different ways in which vowels can be pronounced, e.g. how, low; apple, apron.</li> <li>• <b>Stage 6, Phonics, spelling and vocabulary: Learn word endings with different spellings but the same pronunciation, e.g. -tion, -cian, -sion, -ssion; -ance, -ence.</b></li> </ul>	
Phase 6	<p>Know that the letter 'a' can represent the sound /ar/ (in some accents).</p>	<ul style="list-style-type: none"> <li>• Stage 2, Phonics, spelling and vocabulary: Learn the different ways in which vowels can be pronounced, e.g. how, low; apple, apron.</li> </ul>	

## Word Reading and Fluency

Key Stage 2	<p>Continue to apply knowledge of new prefixes and suffixes to read aloud and understand the meaning of new words they encounter.</p> <p>Example: When child looks at words in print, they can identify the following suffixes where they appear, and say the corresponding sounds.</p> <p>‘-cious’, ‘-tious’</p> <p>‘-ant’, ‘-ance’, ‘-ancy’</p> <p>‘-ent’, ‘-ence’, ‘-ency’</p> <p>‘-able’, ‘-ably’</p> <p>‘-ible’, ‘-ibly’</p>	<ul style="list-style-type: none"> <li>• Stage 2, Phonics, spelling and vocabulary: Spell words with common prefixes and suffixes, e.g. un-, dis-, -ful, -ly.</li> <li>• Stage 3, Phonics, spelling and vocabulary: Extend earlier work on prefixes and suffixes.</li> <li>• Stage 4, Extend knowledge and use of spelling patterns, e.g. vowel phonemes, double consonants, silent letters, common prefixes and suffixes.</li> <li>• Stage 4, Phonics, spelling and vocabulary: Extend earlier work on prefixes and suffixes.</li> <li>• Stage 5, Phonics, spelling and vocabulary: Extend earlier work on prefixes and suffixes, recognising that different spelling rules apply for suffixes which begin with vowels and those that begin with consonants.</li> <li>• Stage 5, Phonics, spelling and vocabulary: Investigate ways of creating opposites, e.g. un-, im- and comparatives, e.g. -er, -est.</li> <li>• Stage 6, Phonics, spelling and vocabulary: Develop knowledge of word roots, prefixes and suffixes, including recognising variations, e.g. im, in, ir, il; ad, ap, af, al and knowing when to use double consonants.</li> <li>• Stage 6, Phonics, spelling and vocabulary: Know how to transform meaning with prefixes and suffixes.</li> </ul>	
<b>Segmenting (S)</b>			
Phase 1	<p>Mirror oral segmenting modelled by the teacher on single-syllable words.</p> <p>Example: If teacher says: ‘Pin: p-i-n’, child can repeat ‘Pin: p-i-n’ accurately.</p>	<ul style="list-style-type: none"> <li>• Stage 1, Phonics, spelling and vocabulary: Use knowledge of sounds to read and write single syllable words with short vowels.</li> </ul>	
Phase 2	<p>In response to any of the eight taught sounds, can write the appropriate letter shape.</p> <p>Example: When teacher says: ‘/s/’, child can write ‘s’ on individual whiteboard.</p>	<ul style="list-style-type: none"> <li>• Stage 1, Phonics, spelling and vocabulary: Hear, read and write initial letter sounds.</li> </ul>	

## Word Reading and Fluency

	<p>Segment simple CVC words using the eight taught sounds.</p> <p>Example: When teacher says: 'sat', child can orally segment the word to say: '/s/-a/-t/' and then write 'sat'.</p>	<ul style="list-style-type: none"> <li>• Stage 1, Phonics, spelling and vocabulary: Use knowledge of sounds to read and write single syllable words with short vowels.</li> <li>• Stage 1, Phonics, spelling and vocabulary: Use knowledge of sounds to write simple regular words, and to attempt other words.</li> </ul>	
	<p>In response to a spoken sound, can write the letter shape.</p> <p>Example: When teacher says: '/g/', child can write 'g' on individual whiteboard.</p>	<ul style="list-style-type: none"> <li>• Stage 1, Phonics, spelling and vocabulary: Hear, read and write initial letter sounds.</li> </ul>	
	<p>Segment simple CVC words using the next four taught sounds.</p> <p>Example: When the teacher says: 'got', child can orally segment the word to say: '/g/-o/-t/' and then write 'got'.</p>	<ul style="list-style-type: none"> <li>• Stage 1, Phonics, spelling and vocabulary: Use knowledge of sounds to read and write single syllable words with short vowels.</li> <li>• Stage 1, Phonics, spelling and vocabulary: Use knowledge of sounds to write simple regular words, and to attempt other words.</li> </ul>	
	<p>In response to a spoken sound, can write the letter shape.</p> <p>Example: When teacher says: '/e/', child can write 'e' on their individual whiteboard.</p>	<ul style="list-style-type: none"> <li>• Stage 1, Phonics, spelling and vocabulary: Hear, read and write initial letter sounds.</li> </ul>	
	<p>Segment simple CVC words using the next four taught sounds.</p> <p>Example: When the teacher says: 'sock', child can orally segment the word to say: '/s/-o/-ck/' and then write 'sock'.</p>	<ul style="list-style-type: none"> <li>• Stage 1, Phonics, spelling and vocabulary: Use knowledge of sounds to read and write single syllable words with short vowels.</li> <li>• Stage 1, Phonics, spelling and vocabulary: Use knowledge of sounds to write simple regular words, and to attempt other words.</li> </ul>	
	<p>In response to a spoken sound, can write the letter shape.</p> <p>Example: When teacher says: '/b/', child can write 'b' on individual whiteboard.</p>	<ul style="list-style-type: none"> <li>• Stage 1, Phonics, spelling and vocabulary: Hear, read and write initial letter sounds.</li> </ul>	

## Word Reading and Fluency

	<p>Segment simple CVC words using the next seven taught sounds.</p> <p>Example: When teacher says: 'hill', child can orally segment the word to say: '/h/-i/-ll/' and then write 'hill'.</p>	<ul style="list-style-type: none"> <li>• Stage 1, Phonics, spelling and vocabulary: Use knowledge of sounds to read and write single syllable words with short vowels.</li> <li>• Stage 1, Phonics, spelling and vocabulary: Use knowledge of sounds to write simple regular words, and to attempt other words.</li> </ul>	
Phase 3	<p>Segment simple CVC words using the next four taught sounds.</p> <p>Example: When teacher says: 'box', child can orally segment the word to say: '/b/-o/-x/' and then write 'box'.</p>	<ul style="list-style-type: none"> <li>• Stage 1, Phonics, spelling and vocabulary: Use knowledge of sounds to read and write single syllable words with short vowels.</li> <li>• Stage 1, Phonics, spelling and vocabulary: Use knowledge of sounds to write simple regular words, and to attempt other words.</li> </ul>	
	<p>Segment simple CVC words using the next four taught sounds.</p> <p>Example: When the teacher says: 'quiz', child can orally segment the word to say: '/qu/-i/-z/' and then write 'quiz'.</p>	<ul style="list-style-type: none"> <li>• Stage 1, Phonics, spelling and vocabulary: Use knowledge of sounds to read and write single syllable words with short vowels.</li> <li>• Stage 1, Phonics, spelling and vocabulary: Use knowledge of sounds to write simple regular words, and to attempt other words.</li> </ul>	
	<p>Segment simple CVC words using the next four taught sounds.</p> <p>Example: When teacher says: 'thing', child can orally segment the word to say: '/th/-i/-ng/' and then write 'thing'.</p>	<ul style="list-style-type: none"> <li>• Stage 1, Phonics, spelling and vocabulary: Use knowledge of sounds to read and write single syllable words with short vowels.</li> <li>• Stage 1, Phonics, spelling and vocabulary: Use knowledge of sounds to write simple regular words, and to attempt other words.</li> </ul>	
	<p>Segment simple CVC words using the next five taught sounds.</p> <p>Example: When teacher says 'sight', child can orally segment the word to say: '/s/-igh/-t/' and then write 'sight'.</p>	<ul style="list-style-type: none"> <li>• Stage 1, Phonics, spelling and vocabulary: Begin to learn common spellings of long vowel phonemes, e.g. 'ee', 'ai', 'oo'.</li> <li>• Stage 1, Phonics, spelling and vocabulary: Use knowledge of sounds to write simple regular words, and to attempt other words.</li> <li>• Stage 2, Phonics, spelling and vocabulary: Learn the different common spellings of long vowel phonemes.</li> </ul>	

## Word Reading and Fluency

	<p>Segment simple CVC words using the next five taught sounds.</p> <p>Example: When teacher says: 'town', child can orally segment the word to say: '/t/-ow/-n/' and then write 'town'.</p>	<ul style="list-style-type: none"> <li>• Stage 1, Phonics, spelling and vocabulary: Begin to learn common spellings of long vowel phonemes, e.g. 'ee', 'ai', 'oo'.</li> <li>• Stage 1, Phonics, spelling and vocabulary: Use knowledge of sounds to write simple regular words, and to attempt other words.</li> <li>• Stage 2, Phonics, spelling and vocabulary: Learn the different common spellings of long vowel phonemes.</li> </ul>	
	<p>Segment simple CVC words using the next four taught sounds.</p> <p>Example: When teacher says: 'chairs', child can orally segment the word to say: '/ch/-air/-s/' and then write 'chairs'.</p>	<ul style="list-style-type: none"> <li>• Stage 1, Phonics, spelling and vocabulary: Begin to learn common spellings of long vowel phonemes, e.g. 'ee', 'ai', 'oo'.</li> <li>• Stage 1, Phonics, spelling and vocabulary: Use knowledge of sounds to write simple regular words, and to attempt other words.</li> <li>• Stage 2, Phonics, spelling and vocabulary: Learn the different common spellings of long vowel phonemes.</li> </ul>	
Phase 4	<p>Segment words with two adjacent consonants (CC).</p> <p>Example: When teacher says: 'drip', child can orally segment the word to say: '/d/-r/-i/-p/' and then write 'drip'.</p>	<ul style="list-style-type: none"> <li>• Stage 1, Phonics, spelling and vocabulary: Use knowledge of sounds to read and write single syllable words with short vowels.</li> <li>• Stage 1, Phonics, spelling and vocabulary: Blend to read, and segment to spell, words with final and initial adjacent consonants, e.g. b-l, n-d.</li> <li>• Stage 1, Phonics, spelling and vocabulary: Use knowledge of sounds to write simple regular words, and to attempt other words.</li> </ul>	
	<p>Segment words with three adjacent consonants (CCC).</p> <p>Example: When teacher says: 'splat', child can orally segment the word to say: '/s/-l/-p/-l/-a/-t/' and then write 'splat'.</p>		<ul style="list-style-type: none"> <li>• Stage 1, Phonics, spelling and vocabulary: Use knowledge of sounds to read and write single syllable words with short vowels.</li> <li>• Stage 1, Phonics, spelling and vocabulary: Blend to read, and segment to spell, words with final and initial adjacent consonants, e.g. b-l, n-d.</li> <li>• Stage 1, Phonics, spelling and vocabulary: Use knowledge of sounds to write simple regular words, and to attempt other words.</li> </ul>



## Word Reading and Fluency

Phase 5	<p>Segment simple words that contain the next two taught grapheme-phoneme correspondences (GPC).</p> <p>Example: When teacher says: 'when', child can orally segment the word to say: '/wh/-/e/-/n/' and then write 'when'.</p>	<ul style="list-style-type: none"> <li>• Stage 1, Phonics, spelling and vocabulary: Use knowledge of sounds to read and write single syllable words with short vowels.</li> <li>• Stage 1, Phonics, spelling and vocabulary: Blend to read, and segment to spell, words with final and initial adjacent consonants, e.g. b-l, n-d.</li> <li>• Stage 1, Phonics, spelling and vocabulary: Use knowledge of sounds to write simple regular words, and to attempt other words.</li> </ul>	
	<p>Segment simple words that contain the next five taught grapheme-phoneme correspondences (GPC).</p> <p>Example: When teacher says: 'prey', child can orally segment the word to say: '/p/-/r/-/ey/' and then write 'prey'.</p>	<ul style="list-style-type: none"> <li>• Stage 1, Phonics, spelling and vocabulary: Blend to read, and segment to spell, words with final and initial adjacent consonants, e.g. b-l, n-d.</li> <li>• Stage 1, Phonics, spelling and vocabulary: Begin to learn common spellings of long vowel phonemes, e.g. 'ee', 'ai', 'oo'.</li> <li>• Stage 1, Phonics, spelling and vocabulary: Use knowledge of sounds to write simple regular words, and to attempt other words.</li> <li>• Stage 2, Phonics, spelling and vocabulary: Learn the different common spellings of long vowel phonemes.</li> </ul>	
	<p>Segment simple words that contain the next five taught grapheme-phoneme correspondences (GPC).</p> <p>Example: When teacher says: 'beach', child can orally segment the word to say: '/b/-/ea/-/ch/' and then write 'beach'.</p>	<ul style="list-style-type: none"> <li>• Stage 1, Phonics, spelling and vocabulary: Blend to read, and segment to spell, words with final and initial adjacent consonants, e.g. b-l, n-d.</li> <li>• Stage 1, Phonics, spelling and vocabulary: Begin to learn common spellings of long vowel phonemes, e.g. 'ee', 'ai', 'oo'.</li> <li>• Stage 1, Phonics, spelling and vocabulary: Use knowledge of sounds to write simple regular words, and to attempt other words.</li> <li>• Stage 2, Phonics, spelling and vocabulary: Learn the different common spellings of long vowel phonemes.</li> </ul>	

## Word Reading and Fluency

	<p>Segment simple words that contain the next four taught grapheme-phoneme correspondences (GPC).</p> <p>Example: When teacher says: 'try', child can orally segment the word to say: '/t/-r/-y/' and then write 'try'.</p>	<ul style="list-style-type: none"> <li>• Stage 1, Phonics, spelling and vocabulary: Blend to read, and segment to spell, words with final and initial adjacent consonants, e.g. b-l, n-d.</li> <li>• Stage 1, Phonics, spelling and vocabulary: Begin to learn common spellings of long vowel phonemes, e.g. 'ee', 'ai', 'oo'.</li> <li>• Stage 1, Phonics, spelling and vocabulary: Use knowledge of sounds to write simple regular words, and to attempt other words.</li> <li>• Stage 2, Phonics, spelling and vocabulary: Learn the different common spellings of long vowel phonemes.</li> </ul>	
	<p>Segment simple words that contain the next four taught grapheme-phoneme correspondences (GPC).</p> <p>Example: When teacher says: 'snow', child can orally segment the word to say: '/s/-n/-ow/' and then write 'snow'.</p>	<ul style="list-style-type: none"> <li>• Stage 1, Phonics, spelling and vocabulary: Blend to read, and segment to spell, words with final and initial adjacent consonants, e.g. b-l, n-d.</li> <li>• Stage 1, Phonics, spelling and vocabulary: Begin to learn common spellings of long vowel phonemes, e.g. 'ee', 'ai', 'oo'.</li> <li>• Stage 1, Phonics, spelling and vocabulary: Use knowledge of sounds to write simple regular words, and to attempt other words.</li> <li>• Stage 2, Phonics, spelling and vocabulary: Learn the different common spellings of long vowel phonemes.</li> </ul>	
	<p>Segment simple words that contain the next five taught grapheme-phoneme correspondences (GPC).</p> <p>Example: When teacher says: 'blue', child can orally segment the word to say: '/b/-l/-ue/' and then write 'blue'.</p>	<ul style="list-style-type: none"> <li>• Stage 1, Phonics, spelling and vocabulary: Blend to read, and segment to spell, words with final and initial adjacent consonants, e.g. b-l, n-d.</li> <li>• Stage 1, Phonics, spelling and vocabulary: Begin to learn common spellings of long vowel phonemes, e.g. 'ee', 'ai', 'oo'.</li> <li>• Stage 1, Phonics, spelling and vocabulary: Use knowledge of sounds to write simple regular words, and to attempt other words.</li> <li>• Stage 2, Phonics, spelling and vocabulary: Learn the different common spellings of long vowel phonemes.</li> </ul>	

## Word Reading and Fluency

	<p>Segment simple words that contain the next three taught grapheme-phoneme correspondences (GPC).</p> <p>Example: When teacher says: 'talk', child can orally segment the word to say: '/t/-al/-/k/' and then write 'talk'.</p>	<ul style="list-style-type: none"> <li>• Stage 1, Phonics, spelling and vocabulary: Blend to read, and segment to spell, words with final and initial adjacent consonants, e.g. b-l, n-d.</li> <li>• Stage 1, Phonics, spelling and vocabulary: Begin to learn common spellings of long vowel phonemes, e.g. 'ee', 'ai', 'oo'.</li> <li>• Stage 1, Phonics, spelling and vocabulary: Use knowledge of sounds to write simple regular words, and to attempt other words.</li> <li>• Stage 2, Phonics, spelling and vocabulary: Learn the different common spellings of long vowel phonemes.</li> </ul>	
	<p>Segment simple words that contain the next three taught grapheme-phoneme correspondences (GPC).</p> <p>Example: When teacher says: 'bird', child can orally segment the word to say: '/b/-ir/-/d/' and then write 'bird'.</p>	<ul style="list-style-type: none"> <li>• Stage 1, Phonics, spelling and vocabulary: Blend to read, and segment to spell, words with final and initial adjacent consonants, e.g. b-l, n-d.</li> <li>• Stage 1, Phonics, spelling and vocabulary: Begin to learn common spellings of long vowel phonemes, e.g. 'ee', 'ai', 'oo'.</li> <li>• Stage 1, Phonics, spelling and vocabulary: Use knowledge of sounds to write simple regular words, and to attempt other words.</li> <li>• Stage 2, Phonics, spelling and vocabulary: Learn the different common spellings of long vowel phonemes.</li> </ul>	
	<p>Segment simple words that contain the next two taught grapheme-phoneme correspondences (GPC).</p> <p>Example: When teacher says: 'toy', child can orally segment the word to say: '/t/-oy/' and then write 'toy'.</p>	<ul style="list-style-type: none"> <li>• Stage 1, Phonics, spelling and vocabulary: Blend to read, and segment to spell, words with final and initial adjacent consonants, e.g. b-l, n-d.</li> <li>• Stage 1, Phonics, spelling and vocabulary: Begin to learn common spellings of long vowel phonemes, e.g. 'ee', 'ai', 'oo'.</li> <li>• Stage 1, Phonics, spelling and vocabulary: Use knowledge of sounds to write simple regular words, and to attempt other words.</li> <li>• Stage 2, Phonics, spelling and vocabulary: Learn the different common spellings of long vowel phonemes.</li> </ul>	

## Word Reading and Fluency

	<p>Segment simple words that contain the next four taught grapheme-phoneme correspondences (GPC).</p> <p>Example: When teacher says: 'glare', child can orally segment the word to say: '/g/-l/-are/' and then write 'glare'.</p>	<ul style="list-style-type: none"> <li>• Stage 1, Phonics, spelling and vocabulary: Blend to read, and segment to spell, words with final and initial adjacent consonants, e.g. b-l, n-d.</li> <li>• Stage 1, Phonics, spelling and vocabulary: Begin to learn common spellings of long vowel phonemes, e.g. 'ee', 'ai', 'oo'.</li> <li>• Stage 1, Phonics, spelling and vocabulary: Use knowledge of sounds to write simple regular words, and to attempt other words.</li> <li>• Stage 2, Phonics, spelling and vocabulary: Learn the different common spellings of long vowel phonemes.</li> </ul>	
	<p>Segment simple words that contain the next three taught grapheme-phoneme correspondences (GPC).</p> <p>Example: When teacher says: 'school', child can orally segment the word to say: '/s/-ch/-oo/-l/' and then write 'school'.</p>	<ul style="list-style-type: none"> <li>• Stage 1, Phonics, spelling and vocabulary: Blend to read, and segment to spell, words with final and initial adjacent consonants, e.g. b-l, n-d.</li> <li>• Stage 1, Phonics, spelling and vocabulary: Begin to learn common spellings of long vowel phonemes, e.g. 'ee', 'ai', 'oo'.</li> <li>• Stage 1, Phonics, spelling and vocabulary: Use knowledge of sounds to write simple regular words, and to attempt other words.</li> <li>• Stage 2, Phonics, spelling and vocabulary: Learn the different common spellings of long vowel phonemes.</li> </ul>	
	<p>Segment simple words that contain the next six taught grapheme-phoneme correspondences (GPC).</p> <p>Example: When teacher says: 'scent', child can orally segment the word to say: '/sc/-e/-n/-t/' and then write 'scent'.</p>	<ul style="list-style-type: none"> <li>• Stage 1, Phonics, spelling and vocabulary: Blend to read, and segment to spell, words with final and initial adjacent consonants, e.g. b-l, n-d.</li> <li>• Stage 1, Phonics, spelling and vocabulary: Begin to learn common spellings of long vowel phonemes, e.g. 'ee', 'ai', 'oo'.</li> <li>• Stage 1, Phonics, spelling and vocabulary: Use knowledge of sounds to write simple regular words, and to attempt other words.</li> <li>• Stage 2, Phonics, spelling and vocabulary: Learn the different common spellings of long vowel phonemes.</li> </ul>	

## Word Reading and Fluency

	<p>Segment simple words that contain the next four taught grapheme-phoneme correspondences (GPC).</p> <p>Example: When teacher says: 'hedge', child can orally segment the word to say: '/h/-/e/-/dge/' and then write 'hedge'.</p>	<ul style="list-style-type: none"> <li>• Stage 1, Phonics, spelling and vocabulary: Blend to read, and segment to spell, words with final and initial adjacent consonants, e.g. b-l, n-d.</li> <li>• Stage 1, Phonics, spelling and vocabulary: Begin to learn common spellings of long vowel phonemes, e.g. 'ee', 'ai', 'oo'.</li> <li>• Stage 1, Phonics, spelling and vocabulary: Use knowledge of sounds to write simple regular words, and to attempt other words.</li> <li>• Stage 2, Phonics, spelling and vocabulary: Learn the different common spellings of long vowel phonemes.</li> </ul>	
	<p>Segment simple words that contain the next five taught grapheme-phoneme correspondences (GPC).</p> <p>Example: When teacher says: 'wrong', child can orally segment the word to say: '/wr/-/o/-/ng/' and then write 'wrong'.</p>	<ul style="list-style-type: none"> <li>• Stage 1, Phonics, spelling and vocabulary: Blend to read, and segment to spell, words with final and initial adjacent consonants, e.g. b-l, n-d.</li> <li>• Stage 1, Phonics, spelling and vocabulary: Begin to learn common spellings of long vowel phonemes, e.g. 'ee', 'ai', 'oo'.</li> <li>• Stage 1, Phonics, spelling and vocabulary: Use knowledge of sounds to write simple regular words, and to attempt other words.</li> <li>• Stage 2, Phonics, spelling and vocabulary: Learn the different common spellings of long vowel phonemes.</li> </ul>	
	<p>Segment simple words that contain the next taught grapheme-phoneme correspondence (GPC).</p> <p>Example: When teacher says 'handle', child can orally segment the word to say: '/h/-/a/-/n/-/d/-/le/' and then write 'handle'.</p>	<ul style="list-style-type: none"> <li>• Stage 1, Phonics, spelling and vocabulary: Blend to read, and segment to spell, words with final and initial adjacent consonants, e.g. b-l, n-d.</li> <li>• Stage 1, Phonics, spelling and vocabulary: Begin to learn common spellings of long vowel phonemes, e.g. 'ee', 'ai', 'oo'.</li> <li>• Stage 1, Phonics, spelling and vocabulary: Use knowledge of sounds to write simple regular words, and to attempt other words.</li> <li>• Stage 2, Phonics, spelling and vocabulary: Learn the different common spellings of long vowel phonemes.</li> </ul>	

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	<p>Segment simple words that contain the next seven taught grapheme-phoneme correspondences (GPC).</p> <p>Example: When teacher says: 'watch', child can orally segment the word to say: '/w/-/a/-/tch/' and then write 'watch'.</p>	<ul style="list-style-type: none"> <li>• Stage 1, Phonics, spelling and vocabulary: Blend to read, and segment to spell, words with final and initial adjacent consonants, e.g. b-l, n-d.</li> <li>• Stage 1, Phonics, spelling and vocabulary: Begin to learn common spellings of long vowel phonemes, e.g. 'ee', 'ai', 'oo'.</li> <li>• Stage 1, Phonics, spelling and vocabulary: Use knowledge of sounds to write simple regular words, and to attempt other words.</li> <li>• Stage 2, Phonics, spelling and vocabulary: Learn the different common spellings of long vowel phonemes.</li> </ul>	
Phase 6	<p>Segment simple words that contain the next taught grapheme-phoneme correspondence (GPC).</p> <p>Example: When teacher says: 'path', child can orally segment the word to say: '/p/-/a/-/th/' and then write 'path'.</p>	<ul style="list-style-type: none"> <li>• Stage 1, Phonics, spelling and vocabulary: Blend to read, and segment to spell, words with final and initial adjacent consonants, e.g. b-l, n-d.</li> <li>• Stage 1, Phonics, spelling and vocabulary: Begin to learn common spellings of long vowel phonemes, e.g. 'ee', 'ai', 'oo'.</li> <li>• Stage 1, Phonics, spelling and vocabulary: Use knowledge of sounds to write simple regular words, and to attempt other words.</li> <li>• Stage 2, Phonics, spelling and vocabulary: Learn the different common spellings of long vowel phonemes.</li> </ul>	
<b>Blending (B)</b>			
Phase 1	<p>Mirror oral blending modelled by teacher on single syllable words.</p> <p>Example: When teacher says: 'S-a-t: sat', child can repeat 'S-a-t: sat', blending the sounds accurately.</p>	<ul style="list-style-type: none"> <li>• Stage 1, Phonics, spelling and vocabulary: Use knowledge of sounds to read and write single syllable words with short vowels.</li> </ul>	
	<p>Identify the correct object from a selection when teacher sounds out the name of that object.</p> <p>Example: When teacher says: '/b/-/a/-/g/', child chooses a bag from a selection of three objects.</p>		<ul style="list-style-type: none"> <li>• Stage 1, Phonics, spelling and vocabulary: Use knowledge of sounds to read and write single syllable words with short vowels.</li> </ul>

## Word Reading and Fluency

	<p>Orally blend a word teacher has orally segmented.</p> <p>Example: When teacher says: '/b/-/a/-/t/', child says 'Bat'.</p>		<ul style="list-style-type: none"> <li>• Stage 1, Phonics, spelling and vocabulary: Use knowledge of sounds to read and write single syllable words with short vowels.</li> </ul>
Phase 2	<p>Blend together simple CVC words using the eight taught letters.</p> <p>Example: Child can read words such as 'sat', 'pin' and 'tap' by sounding them out and blending the sounds.</p>	<ul style="list-style-type: none"> <li>• Stage 1, Phonics, spelling and vocabulary: Use knowledge of sounds to read and write single syllable words with short vowels.</li> </ul>	
	<p>Blend together simple CVC words using the twelve taught letters.</p> <p>Example: Child can read words such as 'cot', 'kid' and 'gas' by sounding them out and blending the sounds.</p>	<ul style="list-style-type: none"> <li>• Stage 1, Phonics, spelling and vocabulary: Use knowledge of sounds to read and write single syllable words with short vowels.</li> </ul>	
	<p>Blend together simple CVC words using the sixteen taught grapheme-phoneme correspondences (GPC).</p> <p>Example: Child can read words such as 'pick', 'peg', 'mud' and 'rug' by sounding them out and blending the sounds.</p>	<ul style="list-style-type: none"> <li>• Stage 1, Phonics, spelling and vocabulary: Identify separate sounds (phonemes) within words, which may be represented by more than one letter, e.g. 'th', 'ch', 'sh'.</li> <li>• Stage 1, Phonics, spelling and vocabulary: Use knowledge of sounds to read and write single syllable words with short vowels.</li> </ul>	
	<p>Blend together simple CVC words using the 23 taught grapheme-phoneme correspondences (GPC).</p> <p>Example: Child can read words such as 'hum', 'bus', 'puff' and 'doll' by sounding them out and blending the sounds.</p>	<ul style="list-style-type: none"> <li>• Stage 1, Phonics, spelling and vocabulary: Identify separate sounds (phonemes) within words, which may be represented by more than one letter, e.g. 'th', 'ch', 'sh'.</li> <li>• Stage 1, Phonics, spelling and vocabulary: Use knowledge of sounds to read and write single syllable words with short vowels.</li> </ul>	
Phase 3	<p>Blend together simple CVC words using the 27 taught grapheme-phoneme correspondences (GPC).</p> <p>Example: Child can read words such as 'job', 'van', 'box' and 'will' by sounding them out and blending the sounds.</p>	<ul style="list-style-type: none"> <li>• Stage 1, Phonics, spelling and vocabulary: Identify separate sounds (phonemes) within words, which may be represented by more than one letter, e.g. 'th', 'ch', 'sh'.</li> <li>• Stage 1, Phonics, spelling and vocabulary: Use knowledge of sounds to read and write single syllable words with short vowels.</li> </ul>	

## Word Reading and Fluency

	<p>Blend together simple CVC words using the 31 taught grapheme-phoneme correspondences (GPC).</p> <p>Example: Child can read words such as 'quick', 'buzz', 'fizz' and 'yelp' by sounding them out and blending the sounds.</p>	<ul style="list-style-type: none"> <li>• Stage 1, Phonics, spelling and vocabulary: Identify separate sounds (phonemes) within words, which may be represented by more than one letter, e.g. 'th', 'ch', 'sh'.</li> <li>• Stage 1, Phonics, spelling and vocabulary: Use knowledge of sounds to read and write single syllable words with short vowels.</li> </ul>	
	<p>Blend together simple CVC words using the 35 taught grapheme-phoneme correspondences (GPC).</p> <p>Example: Child can read words such as 'sing', 'chick', 'flash' and 'bring' by sounding them out and blending the sounds.</p>	<ul style="list-style-type: none"> <li>• Stage 1, Phonics, spelling and vocabulary: Identify separate sounds (phonemes) within words, which may be represented by more than one letter, e.g. 'th', 'ch', 'sh'.</li> <li>• Stage 1, Phonics, spelling and vocabulary: Use knowledge of sounds to read and write single syllable words with short vowels.</li> </ul>	
	<p>Blend together simple CVC words using the 40 taught grapheme-phoneme correspondences (GPC).</p> <p>Example: Child can read words such as 'sigh', 'queen', 'float' and 'plain' by sounding them out and blending the sounds.</p>	<ul style="list-style-type: none"> <li>• Stage 1, Phonics, spelling and vocabulary: Identify separate sounds (phonemes) within words, which may be represented by more than one letter, e.g. 'th', 'ch', 'sh'.</li> <li>• Stage 1, Phonics, spelling and vocabulary: Begin to learn common spellings of long vowel phonemes, e.g. 'ee', 'ai', 'oo'.</li> <li>• Stage 2, Phonics, spelling and vocabulary: Learn the different common spellings of long vowel phonemes.</li> <li>• Stage 2, Phonics, spelling and vocabulary: Learn the different ways in which vowels can be pronounced, e.g. how, low; apple, apron.</li> </ul>	



## Word Reading and Fluency

	<p>Blend together simple CVC words using the 45 taught grapheme-phoneme correspondences (GPC).</p> <p>Example: Child can read words such as 'turnip', 'star', 'corn' and 'coin' by sounding them out and blending the sounds.</p>	<ul style="list-style-type: none"> <li>• Stage 1, Phonics, spelling and vocabulary: Identify separate sounds (phonemes) within words, which may be represented by more than one letter, e.g. 'th', 'ch', 'sh'.</li> <li>• Stage 1, Phonics, spelling and vocabulary: Begin to learn common spellings of long vowel phonemes, e.g. 'ee', 'ai', 'oo'.</li> <li>• Stage 2, Phonics, spelling and vocabulary: Learn the different common spellings of long vowel phonemes.</li> <li>• Stage 2, Phonics, spelling and vocabulary: Learn the different ways in which vowels can be pronounced, e.g. how, low; apple, apron.</li> </ul>	
	<p>Blend together simple CVC words using the 49 taught grapheme-phoneme correspondences (GPC).</p> <p>Example: Child can read words such as 'hair', 'secure', 'near' and 'runner' by sounding them out and blending the sounds.</p>	<ul style="list-style-type: none"> <li>• Stage 1, Phonics, spelling and vocabulary: Identify separate sounds (phonemes) within words, which may be represented by more than one letter, e.g. 'th', 'ch', 'sh'.</li> <li>• Stage 1, Phonics, spelling and vocabulary: Use knowledge of sounds to read and write single syllable words with short vowels.</li> <li>• Stage 1, Phonics, spelling and vocabulary: Begin to learn common spellings of long vowel phonemes, e.g. 'ee', 'ai', 'oo'.</li> <li>• Stage 2, Phonics, spelling and vocabulary: Learn the different common spellings of long vowel phonemes.</li> <li>• Stage 2, Phonics, spelling and vocabulary: Learn the different ways in which vowels can be pronounced, e.g. how, low; apple, apron.</li> </ul>	
Phase 4	<p>Blend together simple words with two adjacent consonants (CC).</p> <p>Example: Child can read words such as 'spin', 'desk', 'blend' and 'crisp' by sounding them out and blending the sounds.</p>	<ul style="list-style-type: none"> <li>• Stage 1, Phonics, spelling and vocabulary: Use knowledge of sounds to read and write single syllable words with short vowels.</li> <li>• Stage 1, Phonics, spelling and vocabulary: Blend to read, and segment to spell, words with final and initial adjacent consonants, e.g. b-l, n-d.</li> </ul>	

## Word Reading and Fluency

	<p>Blend together simple words with three adjacent consonants (CCC).</p> <p>Example: Child can read words such as 'brings', 'shrink', 'thrill' and 'string' by sounding them out and blending the sounds.</p>		<ul style="list-style-type: none"> <li>• Stage 1, Phonics, spelling and vocabulary: Identify separate sounds (phonemes) within words, which may be represented by more than one letter, e.g. 'th', 'ch', 'sh'.</li> <li>• Stage 1, Phonics, spelling and vocabulary: Use knowledge of sounds to read and write single syllable words with short vowels.</li> <li>• Stage 1, Phonics, spelling and vocabulary: Blend to read, and segment to spell, words with final and initial adjacent consonants, e.g. b-l, n-d.</li> </ul>
	<p>Blend together simple two-syllable compound words.</p> <p>Example: Child can read words such as 'hairbrush', 'playground', 'airport' and 'artwork' by sounding them out and blending the sounds.</p>	<ul style="list-style-type: none"> <li>• Stage 1, Phonics, spelling and vocabulary: Identify separate sounds (phonemes) within words, which may be represented by more than one letter, e.g. 'th', 'ch', 'sh'.</li> <li>• Stage 1, Phonics, spelling and vocabulary: Use knowledge of sounds to read and write single syllable words with short vowels.</li> <li>• Stage 1, Phonics, spelling and vocabulary: Blend to read, and segment to spell, words with final and initial adjacent consonants, e.g. b-l, n-d.</li> <li>• Stage 1, Phonics, spelling and vocabulary: Begin to learn common spellings of long vowel phonemes, e.g. 'ee', 'ai', 'oo'.</li> <li>• Stage 2, Phonics, spelling and vocabulary: Learn the different common spellings of long vowel phonemes.</li> <li>• Stage 2, Phonics, spelling and vocabulary: Learn the different ways in which vowels can be pronounced, e.g. how, low; apple, apron.</li> <li>• Stage 2, Phonics, spelling and vocabulary: Identify syllables and split familiar compound words into parts.</li> </ul>	

## Word Reading and Fluency

Phase 5	<p>Blend together simple words that contain the next two taught grapheme-phoneme correspondences (GPC).</p> <p>Example: Child can read words such as 'whizz' and 'graph' by sounding them out and blending the sounds.</p>	<ul style="list-style-type: none"> <li>• Stage 1, Phonics, spelling and vocabulary: Identify separate sounds (phonemes) within words, which may be represented by more than one letter, e.g. 'th', 'ch', 'sh'.</li> <li>• Stage 1, Phonics, spelling and vocabulary: Use knowledge of sounds to read and write single syllable words with short vowels.</li> <li>• Stage 1, Phonics, spelling and vocabulary: Blend to read, and segment to spell, words with final and initial adjacent consonants, e.g. b-l, n-d.</li> </ul>	
	<p>Blend together simple words that contain the next five taught grapheme-phoneme correspondences (GPC).</p> <p>Example: Child can read words such as 'weight', 'vein', 'came', 'they' and 'stay' by sounding them out and blending the sounds.</p>	<ul style="list-style-type: none"> <li>• Stage 1, Phonics, spelling and vocabulary: Identify separate sounds (phonemes) within words, which may be represented by more than one letter, e.g. 'th', 'ch', 'sh'.</li> <li>• Stage 1, Phonics, spelling and vocabulary: Use knowledge of sounds to read and write single syllable words with short vowels.</li> <li>• Stage 1, Phonics, spelling and vocabulary: Blend to read, and segment to spell, words with final and initial adjacent consonants, e.g. b-l, n-d.</li> <li>• Stage 1, Phonics, spelling and vocabulary: Begin to learn common spellings of long vowel phonemes, e.g. 'ee', 'ai', 'oo'.</li> <li>• Stage 2, Phonics, spelling and vocabulary: Learn the different common spellings of long vowel phonemes.</li> <li>• Stage 2, Phonics, spelling and vocabulary: Learn the different ways in which vowels can be pronounced, e.g. how, low; apple, apron.</li> </ul>	

## Word Reading and Fluency

	<p>Blend together simple words that contain the next five taught grapheme-phoneme correspondences (GPC).</p> <p>Example: Child can read words such as 'beak', 'phoneme', 'chief', 'floppy' and 'donkey' by sounding them out and blending the sounds.</p>	<ul style="list-style-type: none"> <li>• Stage 1, Phonics, spelling and vocabulary: Identify separate sounds (phonemes) within words, which may be represented by more than one letter, e.g. 'th', 'ch', 'sh'.</li> <li>• Stage 1, Phonics, spelling and vocabulary: Use knowledge of sounds to read and write single syllable words with short vowels.</li> <li>• Stage 1, Phonics, spelling and vocabulary: Blend to read, and segment to spell, words with final and initial adjacent consonants, e.g. b-l, n-d.</li> <li>• Stage 1, Phonics, spelling and vocabulary: Begin to learn common spellings of long vowel phonemes, e.g. 'ee', 'ai', 'oo'.</li> <li>• Stage 2, Phonics, spelling and vocabulary: Learn the different common spellings of long vowel phonemes.</li> <li>• Stage 2, Phonics, spelling and vocabulary: Learn the different ways in which vowels can be pronounced, e.g. how, low; apple, apron.</li> </ul>	
	<p>Blend together simple words that contain the next four taught grapheme-phoneme correspondences (GPC).</p> <p>Example: Child can read words such as 'tie', 'kite', 'cry' and 'grind' by sounding them out and blending the sounds.</p>	<ul style="list-style-type: none"> <li>• Stage 1, Phonics, spelling and vocabulary: Identify separate sounds (phonemes) within words, which may be represented by more than one letter, e.g. 'th', 'ch', 'sh'.</li> <li>• Stage 1, Phonics, spelling and vocabulary: Use knowledge of sounds to read and write single syllable words with short vowels.</li> <li>• Stage 1, Phonics, spelling and vocabulary: Blend to read, and segment to spell, words with final and initial adjacent consonants, e.g. b-l, n-d.</li> <li>• Stage 1, Phonics, spelling and vocabulary: Begin to learn common spellings of long vowel phonemes, e.g. 'ee', 'ai', 'oo'.</li> <li>• Stage 2, Phonics, spelling and vocabulary: Learn the different common spellings of long vowel phonemes.</li> <li>• Stage 2, Phonics, spelling and vocabulary: Learn the different ways in which vowels can be pronounced, e.g. how, low; apple, apron.</li> </ul>	

## Word Reading and Fluency

	<p>Blend together simple words that contain the next four taught grapheme-phoneme correspondences (GPC).</p> <p>Example: Child can read words such as 'blow', 'rose', 'old' and 'toe' by sounding them out and blending the sounds.</p>	<ul style="list-style-type: none"> <li>• Stage 1, Phonics, spelling and vocabulary: Identify separate sounds (phonemes) within words, which may be represented by more than one letter, e.g. 'th', 'ch', 'sh'.</li> <li>• Stage 1, Phonics, spelling and vocabulary: Use knowledge of sounds to read and write single syllable words with short vowels.</li> <li>• Stage 1, Phonics, spelling and vocabulary: Blend to read, and segment to spell, words with final and initial adjacent consonants, e.g. b-l, n-d.</li> <li>• Stage 1, Phonics, spelling and vocabulary: Begin to learn common spellings of long vowel phonemes, e.g. 'ee', 'ai', 'oo'.</li> <li>• Stage 2, Phonics, spelling and vocabulary: Learn the different common spellings of long vowel phonemes.</li> <li>• Stage 2, Phonics, spelling and vocabulary: Learn the different ways in which vowels can be pronounced, e.g. how, low; apple, apron.</li> </ul>	
	<p>Blend together simple words that contain the next five taught grapheme-phoneme correspondences (GPC).</p> <p>Example: Child can read words such as 'screw', 'glue', 'mule', 'full' and 'would' by sounding them out and blending the sounds.</p>	<ul style="list-style-type: none"> <li>• Stage 1, Phonics, spelling and vocabulary: Identify separate sounds (phonemes) within words, which may be represented by more than one letter, e.g. 'th', 'ch', 'sh'.</li> <li>• Stage 1, Phonics, spelling and vocabulary: Use knowledge of sounds to read and write single syllable words with short vowels.</li> <li>• Stage 1, Phonics, spelling and vocabulary: Blend to read, and segment to spell, words with final and initial adjacent consonants, e.g. b-l, n-d.</li> <li>• Stage 1, Phonics, spelling and vocabulary: Begin to learn common spellings of long vowel phonemes, e.g. 'ee', 'ai', 'oo'.</li> <li>• Stage 2, Phonics, spelling and vocabulary: Learn the different common spellings of long vowel phonemes.</li> <li>• Stage 2, Phonics, spelling and vocabulary: Learn the different ways in which vowels can be pronounced, e.g. how, low; apple, apron.</li> </ul>	

## Word Reading and Fluency

	<p>Blend together simple words that contain the next three taught grapheme-phoneme correspondences (GPC).</p> <p>Example: Child can read words such as 'straw', 'launch' and 'ball' by sounding them out and blending the sounds.</p>	<ul style="list-style-type: none"> <li>• Stage 1, Phonics, spelling and vocabulary: Identify separate sounds (phonemes) within words, which may be represented by more than one letter, e.g. 'th', 'ch', 'sh'.</li> <li>• Stage 1, Phonics, spelling and vocabulary: Use knowledge of sounds to read and write single syllable words with short vowels.</li> <li>• Stage 1, Phonics, spelling and vocabulary: Blend to read, and segment to spell, words with final and initial adjacent consonants, e.g. b-l, n-d.</li> <li>• Stage 1, Phonics, spelling and vocabulary: Begin to learn common spellings of long vowel phonemes, e.g. 'ee', 'ai', 'oo'.</li> <li>• Stage 2, Phonics, spelling and vocabulary: Learn the different common spellings of long vowel phonemes.</li> <li>• Stage 2, Phonics, spelling and vocabulary: Learn the different ways in which vowels can be pronounced, e.g. how, low; apple, apron.</li> </ul>	
	<p>Blend together simple words that contain the next three taught grapheme-phoneme correspondences (GPC).</p> <p>Example: Child can read words such as 'bird', 'stern' and 'heard' by sounding them out and blending the sounds.</p>	<ul style="list-style-type: none"> <li>• Stage 1, Phonics, spelling and vocabulary: Identify separate sounds (phonemes) within words, which may be represented by more than one letter, e.g. 'th', 'ch', 'sh'.</li> <li>• Stage 1, Phonics, spelling and vocabulary: Use knowledge of sounds to read and write single syllable words with short vowels.</li> <li>• Stage 1, Phonics, spelling and vocabulary: Blend to read, and segment to spell, words with final and initial adjacent consonants, e.g. b-l, n-d.</li> <li>• Stage 1, Phonics, spelling and vocabulary: Begin to learn common spellings of long vowel phonemes, e.g. 'ee', 'ai', 'oo'.</li> <li>• Stage 2, Phonics, spelling and vocabulary: Learn the different common spellings of long vowel phonemes.</li> <li>• Stage 2, Phonics, spelling and vocabulary: Learn the different ways in which vowels can be pronounced, e.g. how, low; apple, apron.</li> </ul>	

## Word Reading and Fluency

	<p>Blend together simple words that contain the next two taught grapheme-phoneme correspondences (GPC).</p> <p>Example: Child can read words such as 'count' and 'annoy' by sounding them out and blending the sounds.</p>	<ul style="list-style-type: none"> <li>• Stage 1, Phonics, spelling and vocabulary: Identify separate sounds (phonemes) within words, which may be represented by more than one letter, e.g. 'th', 'ch', 'sh'.</li> <li>• Stage 1, Phonics, spelling and vocabulary: Use knowledge of sounds to read and write single syllable words with short vowels.</li> <li>• Stage 1, Phonics, spelling and vocabulary: Blend to read, and segment to spell, words with final and initial adjacent consonants, e.g. b-l, n-d.</li> <li>• Stage 1, Phonics, spelling and vocabulary: Begin to learn common spellings of long vowel phonemes, e.g. 'ee', 'ai', 'oo'.</li> <li>• Stage 2, Phonics, spelling and vocabulary: Learn the different common spellings of long vowel phonemes.</li> <li>• Stage 2, Phonics, spelling and vocabulary: Learn the different ways in which vowels can be pronounced, e.g. how, low; apple, apron.</li> </ul>	
	<p>Blend together simple words that contain the next four taught grapheme-phoneme correspondences (GPC).</p> <p>Example: Child can read words such as 'mere', 'sneer', 'share' and 'pear' by sounding them out and blending the sounds.</p>	<ul style="list-style-type: none"> <li>• Stage 1, Phonics, spelling and vocabulary: Identify separate sounds (phonemes) within words, which may be represented by more than one letter, e.g. 'th', 'ch', 'sh'.</li> <li>• Stage 1, Phonics, spelling and vocabulary: Use knowledge of sounds to read and write single syllable words with short vowels.</li> <li>• Stage 1, Phonics, spelling and vocabulary: Blend to read, and segment to spell, words with final and initial adjacent consonants, e.g. b-l, n-d.</li> <li>• Stage 1, Phonics, spelling and vocabulary: Begin to learn common spellings of long vowel phonemes, e.g. 'ee', 'ai', 'oo'.</li> <li>• Stage 2, Phonics, spelling and vocabulary: Learn the different common spellings of long vowel phonemes.</li> <li>• Stage 2, Phonics, spelling and vocabulary: Learn the different ways in which vowels can be pronounced, e.g. how, low; apple, apron.</li> </ul>	

## Word Reading and Fluency

	<p>Blend together simple words that contain the next three taught grapheme-phoneme correspondences (GPC).</p> <p>Example: Child can read words such as 'curve', 'kerb', 'black' and 'chrome' by sounding them out and blending the sounds.</p>	<ul style="list-style-type: none"> <li>• Stage 1, Phonics, spelling and vocabulary: Identify separate sounds (phonemes) within words, which may be represented by more than one letter, e.g. 'th', 'ch', 'sh'.</li> <li>• Stage 1, Phonics, spelling and vocabulary: Use knowledge of sounds to read and write single syllable words with short vowels.</li> <li>• Stage 1, Phonics, spelling and vocabulary: Blend to read, and segment to spell, words with final and initial adjacent consonants, e.g. b-l, n-d.</li> <li>• Stage 1, Phonics, spelling and vocabulary: Begin to learn common spellings of long vowel phonemes, e.g. 'ee', 'ai', 'oo'.</li> <li>• Stage 2, Phonics, spelling and vocabulary: Learn the different common spellings of long vowel phonemes.</li> <li>• Stage 2, Phonics, spelling and vocabulary: Learn the different ways in which vowels can be pronounced, e.g. how, low; apple, apron.</li> </ul>	
	<p>Blend together simple words that contain the next six taught grapheme-phoneme correspondences (GPC).</p> <p>Example: Child can read words such as 'grocer', 'cymbal', 'decide', 'muscle', 'jostle', 'purse' and 'tease' by sounding them out and blending the sounds.</p>	<ul style="list-style-type: none"> <li>• Stage 1, Phonics, spelling and vocabulary: Identify separate sounds (phonemes) within words, which may be represented by more than one letter, e.g. 'th', 'ch', 'sh'.</li> <li>• Stage 1, Phonics, spelling and vocabulary: Use knowledge of sounds to read and write single syllable words with short vowels.</li> <li>• Stage 1, Phonics, spelling and vocabulary: Blend to read, and segment to spell, words with final and initial adjacent consonants, e.g. b-l, n-d.</li> <li>• Stage 1, Phonics, spelling and vocabulary: Begin to learn common spellings of long vowel phonemes, e.g. 'ee', 'ai', 'oo'.</li> <li>• Stage 2, Phonics, spelling and vocabulary: Learn the different common spellings of long vowel phonemes.</li> <li>• Stage 2, Phonics, spelling and vocabulary: Learn the different ways in which vowels can be pronounced, e.g. how, low; apple, apron.</li> </ul>	



## Word Reading and Fluency

	<p>Blend together simple words that contain the next four taught grapheme-phoneme correspondences (GPC).</p> <p>Example: Child can read words such as 'age', 'ginger', 'gym' and 'badge' by sounding them out and blending the sounds.</p>	<ul style="list-style-type: none"> <li>• Stage 1, Phonics, spelling and vocabulary: Identify separate sounds (phonemes) within words, which may be represented by more than one letter, e.g. 'th', 'ch', 'sh'.</li> <li>• Stage 1, Phonics, spelling and vocabulary: Use knowledge of sounds to read and write single syllable words with short vowels.</li> <li>• Stage 1, Phonics, spelling and vocabulary: Blend to read, and segment to spell, words with final and initial adjacent consonants, e.g. b-l, n-d.</li> <li>• Stage 1, Phonics, spelling and vocabulary: Begin to learn common spellings of long vowel phonemes, e.g. 'ee', 'ai', 'oo'.</li> <li>• Stage 2, Phonics, spelling and vocabulary: Learn the different common spellings of long vowel phonemes.</li> <li>• Stage 2, Phonics, spelling and vocabulary: Learn the different ways in which vowels can be pronounced, e.g. how, low; apple, apron.</li> </ul>	
	<p>Blend together simple words that contain the next five taught grapheme-phoneme correspondences (GPC).</p> <p>Example: Child can read words such as 'stable', 'numb', 'knock', 'gnome' and 'write' by sounding them out and blending the sounds.</p>	<ul style="list-style-type: none"> <li>• Stage 1, Phonics, spelling and vocabulary: Identify separate sounds (phonemes) within words, which may be represented by more than one letter, e.g. 'th', 'ch', 'sh'.</li> <li>• Stage 1, Phonics, spelling and vocabulary: Use knowledge of sounds to read and write single syllable words with short vowels.</li> <li>• Stage 1, Phonics, spelling and vocabulary: Blend to read, and segment to spell, words with final and initial adjacent consonants, e.g. b-l, n-d.</li> <li>• Stage 1, Phonics, spelling and vocabulary: Begin to learn common spellings of long vowel phonemes, e.g. 'ee', 'ai', 'oo'.</li> <li>• Stage 2, Phonics, spelling and vocabulary: Learn the different common spellings of long vowel phonemes.</li> <li>• Stage 2, Phonics, spelling and vocabulary: Learn the different ways in which vowels can be pronounced, e.g. how, low; apple, apron.</li> </ul>	

## Word Reading and Fluency

	<p>Blend together simple words that contain the next taught grapheme-phoneme correspondence (GPC).</p> <p>Example: Child can read words such as 'apple', 'tingle' and 'bramble' by sounding them out and blending the sounds.</p>	<ul style="list-style-type: none"> <li>• Stage 1, Phonics, spelling and vocabulary: Identify separate sounds (phonemes) within words, which may be represented by more than one letter, e.g. 'th', 'ch', 'sh'.</li> <li>• Stage 1, Phonics, spelling and vocabulary: Use knowledge of sounds to read and write single syllable words with short vowels.</li> <li>• Stage 1, Phonics, spelling and vocabulary: Blend to read, and segment to spell, words with final and initial adjacent consonants, e.g. b-l, n-d.</li> <li>• Stage 1, Phonics, spelling and vocabulary: Begin to learn common spellings of long vowel phonemes, e.g. 'ee', 'ai', 'oo'.</li> <li>• Stage 2, Phonics, spelling and vocabulary: Learn the different common spellings of long vowel phonemes.</li> <li>• Stage 2, Phonics, spelling and vocabulary: Learn the different ways in which vowels can be pronounced, e.g. how, low; apple, apron.</li> </ul>	
	<p>Blend together simple words that contain the next seven taught grapheme-phoneme correspondences (GPC).</p> <p>Example: Child can read words such as 'pitch', 'potion', 'session', 'special', 'deaf', 'swallow' and 'won' by sounding them out and blending the sounds.</p>	<ul style="list-style-type: none"> <li>• Stage 1, Phonics, spelling and vocabulary: Identify separate sounds (phonemes) within words, which may be represented by more than one letter, e.g. 'th', 'ch', 'sh'.</li> <li>• Stage 1, Phonics, spelling and vocabulary: Use knowledge of sounds to read and write single syllable words with short vowels.</li> <li>• Stage 1, Phonics, spelling and vocabulary: Blend to read, and segment to spell, words with final and initial adjacent consonants, e.g. b-l, n-d.</li> <li>• Stage 1, Phonics, spelling and vocabulary: Begin to learn common spellings of long vowel phonemes, e.g. 'ee', 'ai', 'oo'.</li> <li>• Stage 2, Phonics, spelling and vocabulary: Learn the different common spellings of long vowel phonemes.</li> <li>• Stage 2, Phonics, spelling and vocabulary: Learn the different ways in which vowels can be pronounced, e.g. how, low; apple, apron.</li> </ul>	

## Word Reading and Fluency

Phase 6	<p>Blend together simple words containing the taught grapheme-phoneme correspondences (GPC) and the endings: -s, -es, -ing, -ed, -er and -est.</p> <p>Example: Child can read words such as 'plants', 'boxes', 'thinking', 'wanted', 'farmer' and 'hardest' by sounding them out and blending the sounds.</p>	<ul style="list-style-type: none"> <li>• Stage 1, Phonics, spelling and vocabulary: Identify separate sounds (phonemes) within words, which may be represented by more than one letter, e.g. 'th', 'ch', 'sh'.</li> <li>• Stage 1, Phonics, spelling and vocabulary: Use knowledge of sounds to read and write single syllable words with short vowels.</li> <li>• Stage 1, Phonics, spelling and vocabulary: Blend to read, and segment to spell, words with final and initial adjacent consonants, e.g. b-l, n-d.</li> <li>• Stage 1, Phonics, spelling and vocabulary: Begin to learn common spellings of long vowel phonemes, e.g. 'ee', 'ai', 'oo'.</li> <li>• Stage 1, Phonics, spelling and vocabulary: Recognise common word endings, e.g. -s, -ed and -ing.</li> <li>• Stage 2, Phonics, spelling and vocabulary: Learn the different common spellings of long vowel phonemes.</li> <li>• Stage 2, Phonics, spelling and vocabulary: Learn the different ways in which vowels can be pronounced, e.g. how, low; apple, apron.</li> </ul>	
	<p>Blend together the syllables of longer words to aid their reading.</p> <p>Example: Child can read words such as 'classical', 'maximum' and 'brilliant' by sounding them out and blending the sounds.</p>	<ul style="list-style-type: none"> <li>• Stage 1, Phonics, spelling and vocabulary: Spell familiar common words accurately, drawing on sight vocabulary.</li> <li>• Stage 1, Reading (Fiction and poetry): Read a range of common words on sight.</li> <li>• Stage 1, Reading (Fiction and poetry): Use phonic knowledge to read decodable words and to attempt to sound out some elements of unfamiliar words.</li> <li>• Stage 2, Phonics, spelling and vocabulary: Secure the spelling of high frequency words and common irregular words.</li> <li>• Stage 2, Phonics, spelling and vocabulary: Identify syllables and split familiar compound words into parts.</li> </ul>	

## Word Reading and Fluency

	<p>Blend together simple words containing the taught grapheme-phoneme correspondences (GPC) and the common suffixes: -ment, -ness, -ful, -less and -ly.</p> <p>Example: Child can read words such as 'agreement', 'fullness', 'joyful', 'hopeless' and 'quickly' by sounding them out and blending the sounds.</p>	<ul style="list-style-type: none"> <li>• Stage 1, Phonics, spelling and vocabulary: Spell familiar common words accurately, drawing on sight vocabulary.</li> <li>• Stage 1, Reading (Fiction and poetry): Read a range of common words on sight.</li> <li>• Stage 1, Reading (Fiction and poetry): Use phonic knowledge to read decodable words and to attempt to sound out some elements of unfamiliar words.</li> <li>• Stage 2, Phonics, spelling and vocabulary: Secure the spelling of high frequency words and common irregular words.</li> <li>• Stage 2, Phonics, spelling and vocabulary: Identify syllables and split familiar compound words into parts.</li> <li>• Stage 2, Phonics, spelling and vocabulary: Spell words with common prefixes and suffixes, e.g. un-, dis-, -ful, -ly.</li> </ul>	
	<p>Able to decipher most unfamiliar words in the flow of reading by blending long vowel phonemes in more complex words.</p>	<ul style="list-style-type: none"> <li>• Stage 1, Phonics, spelling and vocabulary: Spell familiar common words accurately, drawing on sight vocabulary.</li> <li>• Stage 1, Reading (Fiction and poetry): Read a range of common words on sight.</li> <li>• Stage 1, Reading (Fiction and poetry): Use phonic knowledge to read decodable words and to attempt to sound out some elements of unfamiliar words.</li> <li>• Stage 2, Phonics, spelling and vocabulary: Learn the different common spellings of long vowel phonemes.</li> <li>• Stage 2, Phonics, spelling and vocabulary: Learn the different ways in which vowels can be pronounced, e.g. how, low; apple, apron.</li> <li>• Stage 2, Phonics, spelling and vocabulary: Secure the spelling of high frequency words and common irregular words.</li> <li>• Stage 2, Phonics, spelling and vocabulary: Identify syllables and split familiar compound words into parts.</li> </ul>	

## Word Reading and Fluency

	Encountering a word that is unfamiliar, can test out different pronunciations to match what is written to words they have heard.	<ul style="list-style-type: none"><li>• Stage 1, Reading (Fiction and poetry): Use phonic knowledge to read decodable words and to attempt to sound out some elements of unfamiliar words.</li><li>• Stage 2, Reading (Fiction and poetry): Use phonics as the main method of tackling unfamiliar words.</li></ul>	
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## Word Reading and Fluency

Irregular High Frequency Words (IHFV)			
Phase 2	Read the high-frequency word 'to', and can identify which part of the word is irregular or unusual.	<ul style="list-style-type: none"> <li>• Stage 2, Phonics, spelling and vocabulary: Learn the different common spellings of long vowel phonemes.</li> <li>• Stage 2, Phonics, spelling and vocabulary: Learn the different ways in which vowels can be pronounced, e.g. how, low; apple, apron.</li> </ul>	<ul style="list-style-type: none"> <li>• Stage 1, Phonics, spelling and vocabulary: Spell familiar common words accurately, drawing on sight vocabulary.</li> <li>• Stage 1, Reading (Fiction and poetry): Read a range of common words on sight.</li> <li>• Stage 2, Phonics, spelling and vocabulary: Secure the spelling of high frequency words and common irregular words.</li> <li>• Stage 2, Reading (Fiction and poetry): Extend the range of common words recognised on sight.</li> </ul>
	Read the high-frequency words 'the', 'no' and 'go', and can identify which parts of the words are irregular or unusual.	<ul style="list-style-type: none"> <li>• Stage 2, Phonics, spelling and vocabulary: Learn the different common spellings of long vowel phonemes.</li> <li>• Stage 2, Phonics, spelling and vocabulary: Learn the different ways in which vowels can be pronounced, e.g. how, low; apple, apron.</li> </ul>	<ul style="list-style-type: none"> <li>• Stage 1, Phonics, spelling and vocabulary: Spell familiar common words accurately, drawing on sight vocabulary.</li> <li>• Stage 1, Reading (Fiction and poetry): Read a range of common words on sight.</li> <li>• Stage 2, Phonics, spelling and vocabulary: Secure the spelling of high frequency words and common irregular words.</li> <li>• Stage 2, Reading (Fiction and poetry): Extend the range of common words recognised on sight.</li> </ul>
	Read the high-frequency words 'I' and 'into', and can identify which parts of the words are irregular or unusual.	<ul style="list-style-type: none"> <li>• Stage 2, Phonics, spelling and vocabulary: Learn the different common spellings of long vowel phonemes.</li> <li>• Stage 2, Phonics, spelling and vocabulary: Learn the different ways in which vowels can be pronounced, e.g. how, low; apple, apron.</li> </ul>	<ul style="list-style-type: none"> <li>• Stage 1, Phonics, spelling and vocabulary: Spell familiar common words accurately, drawing on sight vocabulary.</li> <li>• Stage 1, Reading (Fiction and poetry): Read a range of common words on sight.</li> <li>• Stage 2, Phonics, spelling and vocabulary: Secure the spelling of high frequency words and common irregular words.</li> <li>• Stage 2, Reading (Fiction and poetry): Extend the range of common words recognised on sight.</li> </ul>

## Word Reading and Fluency

Phase 3	Read the high-frequency words 'me' and 'be', and can identify which parts of the words are irregular or unusual.	<ul style="list-style-type: none"> <li>• Stage 2, Phonics, spelling and vocabulary: Learn the different common spellings of long vowel phonemes.</li> <li>• Stage 2, Phonics, spelling and vocabulary: Learn the different ways in which vowels can be pronounced, e.g. how, low; apple, apron.</li> </ul>	<ul style="list-style-type: none"> <li>• Stage 1, Phonics, spelling and vocabulary: Spell familiar common words accurately, drawing on sight vocabulary.</li> <li>• Stage 1, Reading (Fiction and poetry): Read a range of common words on sight.</li> <li>• Stage 2, Phonics, spelling and vocabulary: Secure the spelling of high frequency words and common irregular words.</li> <li>• Stage 2, Reading (Fiction and poetry): Extend the range of common words recognised on sight.</li> </ul>
	Read the high-frequency words 'he', 'my' and 'by', and can identify which parts of the words are irregular or unusual.	<ul style="list-style-type: none"> <li>• Stage 2, Phonics, spelling and vocabulary: Learn the different common spellings of long vowel phonemes.</li> <li>• Stage 2, Phonics, spelling and vocabulary: Learn the different ways in which vowels can be pronounced, e.g. how, low; apple, apron.</li> </ul>	<ul style="list-style-type: none"> <li>• Stage 1, Phonics, spelling and vocabulary: Spell familiar common words accurately, drawing on sight vocabulary.</li> <li>• Stage 1, Reading (Fiction and poetry): Read a range of common words on sight.</li> <li>• Stage 2, Phonics, spelling and vocabulary: Secure the spelling of high frequency words and common irregular words.</li> <li>• Stage 2, Reading (Fiction and poetry): Extend the range of common words recognised on sight.</li> </ul>
	Read the high-frequency words 'they' and 'she', and can identify which parts of the words are irregular or unusual.	<ul style="list-style-type: none"> <li>• Stage 2, Phonics, spelling and vocabulary: Learn the different common spellings of long vowel phonemes.</li> <li>• Stage 2, Phonics, spelling and vocabulary: Learn the different ways in which vowels can be pronounced, e.g. how, low; apple, apron.</li> </ul>	<ul style="list-style-type: none"> <li>• Stage 1, Phonics, spelling and vocabulary: Spell familiar common words accurately, drawing on sight vocabulary.</li> <li>• Stage 1, Reading (Fiction and poetry): Read a range of common words on sight.</li> <li>• Stage 2, Phonics, spelling and vocabulary: Secure the spelling of high frequency words and common irregular words.</li> <li>• Stage 2, Reading (Fiction and poetry): Extend the range of common words recognised on sight.</li> </ul>

## Word Reading and Fluency

	<p>Read the high-frequency words 'we' and 'are', and can identify which parts of the words are irregular or unusual.</p>	<ul style="list-style-type: none"> <li>• Stage 2, Phonics, spelling and vocabulary: Learn the different common spellings of long vowel phonemes.</li> <li>• Stage 2, Phonics, spelling and vocabulary: Learn the different ways in which vowels can be pronounced, e.g. how, low; apple, apron.</li> </ul>	<ul style="list-style-type: none"> <li>• Stage 1, Phonics, spelling and vocabulary: Spell familiar common words accurately, drawing on sight vocabulary.</li> <li>• Stage 1, Reading (Fiction and poetry): Read a range of common words on sight.</li> <li>• Stage 2, Phonics, spelling and vocabulary: Secure the spelling of high frequency words and common irregular words.</li> <li>• Stage 2, Reading (Fiction and poetry): Extend the range of common words recognised on sight.</li> </ul>
	<p>Read the high-frequency words 'you' and 'her', and can identify which parts of the words are irregular or unusual.</p>	<ul style="list-style-type: none"> <li>• Stage 2, Phonics, spelling and vocabulary: Learn the different common spellings of long vowel phonemes.</li> <li>• Stage 2, Phonics, spelling and vocabulary: Learn the different ways in which vowels can be pronounced, e.g. how, low; apple, apron.</li> </ul>	<ul style="list-style-type: none"> <li>• Stage 1, Phonics, spelling and vocabulary: Spell familiar common words accurately, drawing on sight vocabulary.</li> <li>• Stage 1, Reading (Fiction and poetry): Read a range of common words on sight.</li> <li>• Stage 2, Phonics, spelling and vocabulary: Secure the spelling of high frequency words and common irregular words.</li> <li>• Stage 2, Reading (Fiction and poetry): Extend the range of common words recognised on sight.</li> </ul>
	<p>Read the high-frequency words 'all' and 'was', and can identify which parts of the words are irregular or unusual.</p>	<ul style="list-style-type: none"> <li>• Stage 2, Phonics, spelling and vocabulary: Learn the different common spellings of long vowel phonemes.</li> <li>• Stage 2, Phonics, spelling and vocabulary: Learn the different ways in which vowels can be pronounced, e.g. how, low; apple, apron.</li> </ul>	<ul style="list-style-type: none"> <li>• Stage 1, Phonics, spelling and vocabulary: Spell familiar common words accurately, drawing on sight vocabulary.</li> <li>• Stage 1, Reading (Fiction and poetry): Read a range of common words on sight.</li> <li>• Stage 2, Phonics, spelling and vocabulary: Secure the spelling of high frequency words and common irregular words.</li> <li>• Stage 2, Reading (Fiction and poetry): Extend the range of common words recognised on sight.</li> </ul>



## Word Reading and Fluency

Phase 4	Read the high-frequency words 'said', 'have', 'like', 'so', 'do', 'come', 'some', 'were', 'there', 'little', 'one', 'when', 'out' and 'what', and can point out which parts of the words are irregular or unusual.		<ul style="list-style-type: none"> <li>• Stage 1, Phonics, spelling and vocabulary: Spell familiar common words accurately, drawing on sight vocabulary.</li> <li>• Stage 1, Reading (Fiction and poetry): Read a range of common words on sight.</li> <li>• Stage 2, Phonics, spelling and vocabulary: Secure the spelling of high frequency words and common irregular words.</li> <li>• Stage 2, Reading (Fiction and poetry): Extend the range of common words recognised on sight.</li> </ul>
Phase 5	Read the high-frequency words 'oh' and 'their', and can point out which parts of the words are irregular or unusual.		<ul style="list-style-type: none"> <li>• Stage 1, Phonics, spelling and vocabulary: Spell familiar common words accurately, drawing on sight vocabulary.</li> <li>• Stage 1, Reading (Fiction and poetry): Read a range of common words on sight.</li> <li>• Stage 2, Phonics, spelling and vocabulary: Secure the spelling of high frequency words and common irregular words.</li> <li>• Stage 2, Reading (Fiction and poetry): Extend the range of common words recognised on sight.</li> </ul>
	Read the high-frequency words 'Mr' and 'Mrs', and can point out which parts of the words are irregular or unusual.		<ul style="list-style-type: none"> <li>• Stage 1, Phonics, spelling and vocabulary: Spell familiar common words accurately, drawing on sight vocabulary.</li> <li>• Stage 1, Reading (Fiction and poetry): Read a range of common words on sight.</li> <li>• Stage 2, Phonics, spelling and vocabulary: Secure the spelling of high frequency words and common irregular words.</li> <li>• Stage 2, Reading (Fiction and poetry): Extend the range of common words recognised on sight.</li> </ul>

## Word Reading and Fluency

	Read the high-frequency words 'looked', 'called' and 'asked', and can point out which parts of the words are irregular or unusual.		<ul style="list-style-type: none"> <li>• Stage 1, Phonics, spelling and vocabulary: Spell familiar common words accurately, drawing on sight vocabulary.</li> <li>• Stage 1, Reading (Fiction and poetry): Read a range of common words on sight.</li> <li>• Stage 2, Phonics, spelling and vocabulary: Secure the spelling of high frequency words and common irregular words.</li> <li>• Stage 2, Reading (Fiction and poetry): Extend the range of common words recognised on sight.</li> </ul>
	Read the high-frequency words 'water' and 'where', and can point out which parts of the words are irregular or unusual.		<ul style="list-style-type: none"> <li>• Stage 1, Phonics, spelling and vocabulary: Spell familiar common words accurately, drawing on sight vocabulary.</li> <li>• Stage 1, Reading (Fiction and poetry): Read a range of common words on sight.</li> <li>• Stage 2, Phonics, spelling and vocabulary: Secure the spelling of high frequency words and common irregular words.</li> <li>• Stage 2, Reading (Fiction and poetry): Extend the range of common words recognised on sight.</li> </ul>
	Read the high-frequency words 'who' and 'again', and can point out which parts of the words are irregular or unusual.		<ul style="list-style-type: none"> <li>• Stage 1, Phonics, spelling and vocabulary: Spell familiar common words accurately, drawing on sight vocabulary.</li> <li>• Stage 1, Reading (Fiction and poetry): Read a range of common words on sight.</li> <li>• Stage 2, Phonics, spelling and vocabulary: Secure the spelling of high frequency words and common irregular words.</li> <li>• Stage 2, Reading (Fiction and poetry): Extend the range of common words recognised on sight.</li> </ul>

## Word Reading and Fluency

	Read the high-frequency words 'thought' and 'through', and can point out which parts of the words are irregular or unusual.		<ul style="list-style-type: none"> <li>• Stage 1, Phonics, spelling and vocabulary: Spell familiar common words accurately, drawing on sight vocabulary.</li> <li>• Stage 1, Reading (Fiction and poetry): Read a range of common words on sight.</li> <li>• Stage 2, Phonics, spelling and vocabulary: Secure the spelling of high frequency words and common irregular words.</li> <li>• Stage 2, Reading (Fiction and poetry): Extend the range of common words recognised on sight.</li> </ul>
	Read the high-frequency words 'work', 'laughed' and 'because', and can point out which parts of the words are irregular or unusual.		<ul style="list-style-type: none"> <li>• Stage 1, Phonics, spelling and vocabulary: Spell familiar common words accurately, drawing on sight vocabulary.</li> <li>• Stage 1, Reading (Fiction and poetry): Read a range of common words on sight.</li> <li>• Stage 2, Phonics, spelling and vocabulary: Secure the spelling of high frequency words and common irregular words.</li> <li>• Stage 2, Reading (Fiction and poetry): Extend the range of common words recognised on sight.</li> </ul>
	Read the high-frequency words 'Thursday', 'Saturday', 'thirteen' and 'thirty', and can point out which parts of the words are irregular or unusual.		<ul style="list-style-type: none"> <li>• Stage 1, Phonics, spelling and vocabulary: Spell familiar common words accurately, drawing on sight vocabulary.</li> <li>• Stage 1, Reading (Fiction and poetry): Read a range of common words on sight.</li> <li>• Stage 2, Phonics, spelling and vocabulary: Secure the spelling of high frequency words and common irregular words.</li> <li>• Stage 2, Reading (Fiction and poetry): Extend the range of common words recognised on sight.</li> </ul>

## Word Reading and Fluency

	Read the high-frequency words 'different', 'any' and 'many', and can point out which parts of the words are irregular or unusual.		<ul style="list-style-type: none"> <li>• Stage 1, Phonics, spelling and vocabulary: Spell familiar common words accurately, drawing on sight vocabulary.</li> <li>• Stage 1, Reading (Fiction and poetry): Read a range of common words on sight.</li> <li>• Stage 2, Phonics, spelling and vocabulary: Secure the spelling of high frequency words and common irregular words.</li> <li>• Stage 2, Reading (Fiction and poetry): Extend the range of common words recognised on sight.</li> </ul>
	Read the high-frequency words 'eyes' and 'friends', and can point out which parts of the words are irregular or unusual.		<ul style="list-style-type: none"> <li>• Stage 1, Phonics, spelling and vocabulary: Spell familiar common words accurately, drawing on sight vocabulary.</li> <li>• Stage 1, Reading (Fiction and poetry): Read a range of common words on sight.</li> <li>• Stage 2, Phonics, spelling and vocabulary: Secure the spelling of high frequency words and common irregular words.</li> <li>• Stage 2, Reading (Fiction and poetry): Extend the range of common words recognised on sight.</li> </ul>
	Read the high-frequency words 'two' and 'once', and can point out which parts of the words are irregular or unusual.		<ul style="list-style-type: none"> <li>• Stage 1, Phonics, spelling and vocabulary: Spell familiar common words accurately, drawing on sight vocabulary.</li> <li>• Stage 1, Reading (Fiction and poetry): Read a range of common words on sight.</li> <li>• Stage 2, Phonics, spelling and vocabulary: Secure the spelling of high frequency words and common irregular words.</li> <li>• Stage 2, Reading (Fiction and poetry): Extend the range of common words recognised on sight.</li> </ul>

## Word Reading and Fluency

	Read the high-frequency words 'great' and 'clothes', and can point out which parts of the words are irregular or unusual.		<ul style="list-style-type: none"> <li>• Stage 1, Phonics, spelling and vocabulary: Spell familiar common words accurately, drawing on sight vocabulary.</li> <li>• Stage 1, Reading (Fiction and poetry): Read a range of common words on sight.</li> <li>• Stage 2, Phonics, spelling and vocabulary: Secure the spelling of high frequency words and common irregular words.</li> <li>• Stage 2, Reading (Fiction and poetry): Extend the range of common words recognised on sight.</li> </ul>
	<p>Read words with contractions, and understand that the apostrophe represents a missing letter.</p> <p>Example: Child can read the high-frequency words 'it's', 'I'm', 'I'll', 'I've' and 'we'll', and can talk about the missing letters represented by the apostrophe.</p>	<ul style="list-style-type: none"> <li>• Stage 3, Grammar and punctuation (Reading): Recognise the use of the apostrophe to mark omission in shortened words, e.g. can't, don't.</li> </ul>	
	Read the high-frequency words 'don't', 'can't' and 'didn't', and can point out the parts of the words that are irregular or unusual.	<ul style="list-style-type: none"> <li>• Stage 3, Grammar and punctuation (Reading): Recognise the use of the apostrophe to mark omission in shortened words, e.g. can't, don't.</li> </ul>	<ul style="list-style-type: none"> <li>• Stage 1, Phonics, spelling and vocabulary: Spell familiar common words accurately, drawing on sight vocabulary.</li> <li>• Stage 1, Reading (Fiction and poetry): Read a range of common words on sight.</li> <li>• Stage 2, Phonics, spelling and vocabulary: Secure the spelling of high frequency words and common irregular words.</li> <li>• Stage 2, Reading (Fiction and poetry): Extend the range of common words recognised on sight.</li> </ul>
	Read the high-frequency words 'first', 'second' and 'third', and can point out the parts of the words that are irregular or unusual.		<ul style="list-style-type: none"> <li>• Stage 1, Phonics, spelling and vocabulary: Spell familiar common words accurately, drawing on sight vocabulary.</li> <li>• Stage 1, Reading (Fiction and poetry): Read a range of common words on sight.</li> <li>• Stage 2, Phonics, spelling and vocabulary: Secure the spelling of high frequency words and common irregular words.</li> <li>• Stage 2, Reading (Fiction and poetry): Extend the range of common words recognised on sight.</li> </ul>

## Word Reading and Fluency

Phase 6	Reading of common exception words, e.g. 'you', 'could', 'many' and 'people', should be secure enough that they recognise them easily and automatically.	<ul style="list-style-type: none"> <li>• Stage 1, Phonics, spelling and vocabulary: Spell familiar common words accurately, drawing on sight vocabulary.</li> <li>• Stage 1, Reading (Fiction and poetry): Read a range of common words on sight.</li> <li>• Stage 2, Phonics, spelling and vocabulary: Secure the spelling of high frequency words and common irregular words.</li> <li>• Stage 2, Reading (Fiction and poetry): Extend the range of common words recognised on sight.</li> </ul>	
	Read the further common exception words 'every', 'everybody', 'any', 'move', 'busy', 'half', 'money' and 'parents'.		<ul style="list-style-type: none"> <li>• Stage 1, Phonics, spelling and vocabulary: Spell familiar common words accurately, drawing on sight vocabulary.</li> <li>• Stage 1, Reading (Fiction and poetry): Read a range of common words on sight.</li> <li>• Stage 2, Phonics, spelling and vocabulary: Secure the spelling of high frequency words and common irregular words.</li> <li>• Stage 2, Reading (Fiction and poetry): Extend the range of common words recognised on sight.</li> </ul>

## Word Reading and Fluency

Key Stage 2	Use knowledge of prefixes, suffixes and root words to understand the meanings of new words they encounter in their reading.	<ul style="list-style-type: none"> <li>• Stage 2, Phonics, spelling and vocabulary: Spell words with common prefixes and suffixes, e.g. un-, dis-, -ful, -ly.</li> <li>• Stage 3, Phonics, spelling and vocabulary: Extend earlier work on prefixes and suffixes.</li> <li>• Stage 4, Extend knowledge and use of spelling patterns, e.g. vowel phonemes, double consonants, silent letters, common prefixes and suffixes.</li> <li>• Stage 4, Phonics, spelling and vocabulary: Extend earlier work on prefixes and suffixes.</li> <li>• Stage 5, Phonics, spelling and vocabulary: Extend earlier work on prefixes and suffixes, recognising that different spelling rules apply for suffixes which begin with vowels and those that begin with consonants.</li> <li>• Stage 5, Phonics, spelling and vocabulary: Investigate ways of creating opposites, e.g. un-, im- and comparatives, e.g. -er, -est.</li> <li>• Stage 6, Phonics, spelling and vocabulary: Develop knowledge of word roots, prefixes and suffixes, including recognising variations, e.g. im, in, ir, il; ad, ap, af, al and knowing when to use double consonants.</li> <li>• Stage 6, Phonics, spelling and vocabulary: Know how to transform meaning with prefixes and suffixes.</li> </ul>	
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## Word Reading and Fluency

	Continue to build their bank of exception words, noting unusual correspondence between spelling and sound where it occurs.	<ul style="list-style-type: none"> <li>• Stage 4, Phonics, spelling and vocabulary: Check and correct spellings and identify words that need to be learned.</li> <li>• Stage 5, Phonics, spelling and vocabulary: Identify 'silent' vowels in polysyllabic words, e.g. library, interest.</li> <li>• Stage 5, Phonics, spelling and vocabulary: Use effective strategies for learning new spellings and misspelt words.</li> <li>• Stage 6, Phonics, spelling and vocabulary: Continue to learn words, apply patterns and improve accuracy in spelling.</li> <li>• Stage 6, Phonics, spelling and vocabulary: Further investigate spelling rules and exceptions, including representing unstressed vowels.</li> </ul>	
	Use knowledge of word structure to determine which syllable to stress in an unfamiliar polysyllabic word.	<ul style="list-style-type: none"> <li>• Stage 4, Phonics, spelling and vocabulary: Identify syllabic patterns in multisyllabic words.</li> <li>• Stage 5, Phonics, spelling and vocabulary: Identify 'silent' vowels in polysyllabic words, e.g. library, interest.</li> </ul>	<ul style="list-style-type: none"> <li>• Stage 3, Phonics, spelling and vocabulary: Use effective strategies to tackle blending unfamiliar words to read, including sounding out, separating into syllables, using analogy, identifying known suffixes and prefixes, using context.</li> </ul>
<b>Accuracy and Fluency (AC)</b>			
Phase 1	Know that speech can be broken up into individual words.  Example: When the teacher says: 'The black cat', child can push forward three counters to represent the three words.	<ul style="list-style-type: none"> <li>• Stage 1, Reading (Fiction and poetry): Join in with reading familiar, simple stories and poems. Demonstrate an understanding that one spoken word corresponds with one written word.</li> </ul>	
	Knows that words can be broken up into individual sounds.  Example: Child can join in when teacher says the sounds in a simple CVC word and shows phonics fingers.	<ul style="list-style-type: none"> <li>• Stage 1, Phonics, spelling and vocabulary: Identify separate sounds (phonemes) within words, which may be represented by more than one letter, e.g. 'th', 'ch', 'sh'.</li> </ul>	
	Understand that words have spaces between them.  Example: Child can accurately count the number of words on a page.		<ul style="list-style-type: none"> <li>• Stage 1, Reading (Fiction and poetry): Join in with reading familiar, simple stories and poems. Demonstrate an understanding that one spoken word corresponds with one written word.</li> </ul>



## Word Reading and Fluency

Phase 2	Understand that one spoken word equals one printed word, and routinely uses finger pointing to guide them through the text.	<ul style="list-style-type: none"> <li>• Stage 1, Reading (Fiction and poetry): Join in with reading familiar, simple stories and poems. Demonstrate an understanding that one spoken word corresponds with one written word.</li> </ul>	
	<p>Read simple phrases, sentences or books containing the taught sounds with some fluency.</p> <p>Example: Once child has read a phrase, sentence or book once, sounding it out, they re-read it with more fluency.</p>	<ul style="list-style-type: none"> <li>• Stage 1, Reading (Fiction and poetry): Join in with reading familiar, simple stories and poems. Demonstrate an understanding that one spoken word corresponds with one written word.</li> <li>• Stage 1, Reading (Fiction and poetry): Read aloud from simple books independently.</li> <li>• Stage 2, Grammar and punctuation (Reading): Begin to read with fluency and expression, taking some notice of punctuation, including speech marks.</li> </ul>	<ul style="list-style-type: none"> <li>• Stage 1, Grammar and punctuation (Reading): Identify sentences in a text.</li> </ul>
	<p>Blend VC and CVC words containing the learnt phonemes without overt sounding and blending after more than three encounters in the same text.</p> <p>Example: Child has met a word such as 'can' at least three times, and is then able to recognise it without sounding it out.</p>	<ul style="list-style-type: none"> <li>• Stage 1, Reading (Fiction and poetry): Read a range of common words on sight.</li> <li>• Stage 2, Reading (Fiction and poetry): Use phonics as the main method of tackling unfamiliar words.</li> <li>• Stage 2, Reading (Fiction and poetry): Extend the range of common words recognised on sight.</li> </ul>	
	<p>Blend sounds learnt in simple words, and recognise when a word sounds right and makes sense in a sentence based on their own knowledge.</p> <p>Example: Child sounds out: '/r/-o/-ck/-e/-t/', says '/rock-et/' and then self-corrects and says '/rockit/'.</p>		<ul style="list-style-type: none"> <li>• Stage 1, Reading (Fiction and poetry): Join in with reading familiar, simple stories and poems. Demonstrate an understanding that one spoken word corresponds with one written word.</li> <li>• Stage 1, Reading (Fiction and poetry): Read a range of common words on sight.</li> <li>• Stage 1, Reading (Fiction and poetry): Read aloud from simple books independently.</li> <li>• Stage 2, Grammar and punctuation (Reading): Begin to read with fluency and expression, taking some notice of punctuation, including speech marks.</li> <li>• Stage 2, Reading (Fiction and poetry): Use phonics as the main method of tackling unfamiliar words.</li> <li>• Stage 2, Reading (Fiction and poetry): Extend the range of common words recognised on sight.</li> </ul>

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Phase 3	<p>Read simple phrases, sentences or books containing the taught sounds with some fluency.</p> <p>Example: Once child has read a phrase, sentence or book once, sounding it out, they re-read it with more fluency.</p>	<ul style="list-style-type: none"> <li>• Stage 1, Reading (Fiction and poetry): Join in with reading familiar, simple stories and poems. Demonstrate an understanding that one spoken word corresponds with one written word.</li> <li>• Stage 1, Reading (Fiction and poetry): Read aloud from simple books independently.</li> <li>• Stage 2, Grammar and punctuation (Reading): Begin to read with fluency and expression, taking some notice of punctuation, including speech marks.</li> </ul>	<ul style="list-style-type: none"> <li>• Stage 1, Grammar and punctuation (Reading): Identify sentences in a text.</li> </ul>
	<p>Blend words containing any of the learnt phonemes without overt sounding and blending after more than three encounters.</p> <p>Example: Child has met a word such as 'light' at least three times and now is able to recognise it without sounding it out.</p>	<ul style="list-style-type: none"> <li>• Stage 1, Reading (Fiction and poetry): Read a range of common words on sight.</li> <li>• Stage 2, Reading (Fiction and poetry): Use phonics as the main method of tackling unfamiliar words.</li> <li>• Stage 2, Reading (Fiction and poetry): Extend the range of common words recognised on sight.</li> </ul>	
	<p>If decoded word does not fit in the sentence, they notice and self-correct.</p> <p>Example: Child decodes the final word in 'Get in the car' as 'cat', recognises that 'get in the cat' does not make sense and self-corrects.</p>		<ul style="list-style-type: none"> <li>• Stage 1, Reading (Fiction and poetry): Join in with reading familiar, simple stories and poems. Demonstrate an understanding that one spoken word corresponds with one written word.</li> <li>• Stage 1, Reading (Fiction and poetry): Read a range of common words on sight.</li> <li>• Stage 1, Reading (Fiction and poetry): Read aloud from simple books independently.</li> <li>• Stage 2, Grammar and punctuation (Reading): Begin to read with fluency and expression, taking some notice of punctuation, including speech marks.</li> <li>• Stage 2, Reading (Fiction and poetry): Use phonics as the main method of tackling unfamiliar words.</li> <li>• Stage 2, Reading (Fiction and poetry): Extend the range of common words recognised on sight.</li> </ul>
Phase 4	<p>Identify a full stop.</p> <p>Example: When asked to point out a full stop, child can find it and point it out on a page.</p>	<ul style="list-style-type: none"> <li>• Stage 1, Grammar and punctuation (Reading): Pause at full stops when reading.</li> <li>• Stage 1, Grammar and punctuation (Writing): Mark some sentence endings with a full stop.</li> </ul>	

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	Able to re-read a text without overtly sounding out words they have met in several previous texts.	<ul style="list-style-type: none"> <li>• Stage 1, Reading (Fiction and poetry): Read a range of common words on sight.</li> <li>• Stage 2, Reading (Fiction and poetry): Use phonics as the main method of tackling unfamiliar words.</li> <li>• Stage 2, Reading (Fiction and poetry): Extend the range of common words recognised on sight.</li> </ul>	
Phase 5	Identify a full stop, question mark and exclamation mark.  Example: When asked to point out a full stop, question mark and exclamation mark, child can find and point them out on a page.	<ul style="list-style-type: none"> <li>• Stage 2, Grammar and punctuation (Reading): Begin to read with fluency and expression, taking some notice of punctuation, including speech marks.</li> <li>• Stage 2, Grammar and punctuation (Writing): Write in clear sentences using capital letters, full stops and question marks.</li> </ul>	
	Beginning to use full stops, exclamation marks and question marks to inform their intonation.	<ul style="list-style-type: none"> <li>• Stage 2, Grammar and punctuation (Reading): Begin to read with fluency and expression, taking some notice of punctuation, including speech marks.</li> </ul>	
	Know that the end of the line is not necessarily the end of the sentence.  Example: When child is reading, they do not stop at the end of the line if there is no full stop.		<ul style="list-style-type: none"> <li>• Stage 1, Grammar and punctuation (Reading): Pause at full stops when reading.</li> </ul>
Phase 6	Blend words containing the learnt graphemes for 40+ phonemes, including alternative sounds for graphemes, without overt sounding and blending after more than three encounters.	<ul style="list-style-type: none"> <li>• Stage 1, Reading (Fiction and poetry): Read a range of common words on sight.</li> <li>• Stage 2, Reading (Fiction and poetry): Use phonics as the main method of tackling unfamiliar words.</li> <li>• Stage 2, Reading (Fiction and poetry): Extend the range of common words recognised on sight.</li> </ul>	

## Word Reading and Fluency

	<p>Re-read familiar texts fluently, introducing expression appropriate to the grammar.</p> <p>Example: Child re-reads a text, pausing at full stops and lifting their voice at questions.</p>	<ul style="list-style-type: none"> <li>• Stage 1, Reading (Fiction and poetry): Join in with reading familiar, simple stories and poems. Demonstrate an understanding that one spoken word corresponds with one written word.</li> <li>• Stage 1, Reading (Fiction and poetry): Read aloud from simple books independently.</li> <li>• Stage 2, Grammar and punctuation (Reading): Begin to read with fluency and expression, taking some notice of punctuation, including speech marks.</li> <li>• Stage 2, Reading (Fiction and poetry): Read aloud with increased accuracy, fluency and expression.</li> </ul>	
	<p>Track four to six lines of text using their eyes and not need to finger-point.</p>		<ul style="list-style-type: none"> <li>• Stage 1, Reading (Fiction and poetry): Join in with reading familiar, simple stories and poems. Demonstrate an understanding that one spoken word corresponds with one written word.</li> <li>• Stage 1, Reading (Fiction and poetry): Read aloud from simple books independently.</li> <li>• Stage 2, Grammar and punctuation (Reading): Begin to read with fluency and expression, taking some notice of punctuation, including speech marks.</li> <li>• Stage 2, Reading (Fiction and poetry): Read aloud with increased accuracy, fluency and expression.</li> </ul>
	<p>Decodes all words automatically and reading is fluent.</p>		<ul style="list-style-type: none"> <li>• Stage 1, Reading (Fiction and poetry): Read a range of common words on sight.</li> <li>• Stage 1, Reading (Fiction and poetry): Read aloud from simple books independently.</li> <li>• Stage 2, Grammar and punctuation (Reading): Begin to read with fluency and expression, taking some notice of punctuation, including speech marks.</li> <li>• Stage 2, Reading (Fiction and poetry): Extend the range of common words recognised on sight.</li> <li>• Stage 2, Reading (Fiction and poetry): Read aloud with increased accuracy, fluency and expression.</li> </ul>

## Word Reading and Fluency

	Able to recognise and pause accordingly where commas denote a list.	<ul style="list-style-type: none"> <li>• Stage 2, Grammar and punctuation (Reading): Begin to read with fluency and expression, taking some notice of punctuation, including speech marks.</li> <li>• Stage 3, Grammar and punctuation (Writing): Use question marks, exclamation marks, and commas in lists.</li> </ul>	
	<p>Check a text makes sense when reading and self-correct when reading aloud.</p> <p>Example: Child self-monitors when reading and is not hindered when they imprecisely decode 'palace' as 'place' or 'stared' as 'started'.</p>		<ul style="list-style-type: none"> <li>• Stage 1, Reading (Fiction and poetry): Use phonic knowledge to read decodable words and to attempt to sound out some elements of unfamiliar words.</li> <li>• Stage 1, Reading (Fiction and poetry): Read aloud from simple books independently.</li> <li>• Stage 2, Grammar and punctuation, Reading: Begin to read with fluency and expression, taking some notice of punctuation, including speech marks.</li> <li>• Stage 3, Reading (Fiction and poetry): Use effective strategies to tackle blending unfamiliar words to read, including sounding out, separating into syllables, using analogy, identifying known suffixes and prefixes, using context.</li> <li>• Stage 3, Phonics, Spelling and vocabulary: Infer the meaning of unknown words from the context.</li> </ul>
	Begin to read silently and independently.	<ul style="list-style-type: none"> <li>• Stage 1, Reading (Fiction and poetry): Read aloud from simple books independently.</li> <li>• Stage 2, Grammar and punctuation (Reading): Begin to read with fluency and expression, taking some notice of punctuation, including speech marks.</li> <li>• Stage 2, Reading (Fiction and poetry): Read aloud with increased accuracy, fluency and expression.</li> <li>• Stage 3, Reading (Fiction and poetry): Read aloud with expression to engage the listener.</li> <li>• Stage 4, Reading (Fiction and poetry): Explore the different processes of reading silently and reading aloud.</li> </ul>	

## Word Reading and Fluency

	<p>Read longer sentences fluently, pausing for commas and using intonation for full stops, question marks and exclamation marks.</p>	<ul style="list-style-type: none"> <li>• Stage 1, Reading (Fiction and poetry): Join in with reading familiar, simple stories and poems. Demonstrate an understanding that one spoken word corresponds with one written word.</li> <li>• Stage 1, Reading (Fiction and poetry): Read aloud from simple books independently.</li> <li>• Stage 2, Grammar and punctuation (Reading): Begin to read with fluency and expression, taking some notice of punctuation, including speech marks.</li> <li>• Stage 2, Reading (Fiction and poetry): Read aloud with increased accuracy, fluency and expression.</li> </ul>	
	<p>Read age-appropriate books accurately and at a speed that is sufficient for them to focus on understanding what they read rather than on decoding individual words.</p>	<ul style="list-style-type: none"> <li>• Stage 1, Reading (Fiction and poetry): Join in with reading familiar, simple stories and poems. Demonstrate an understanding that one spoken word corresponds with one written word.</li> <li>• Stage 1, Reading (Fiction and poetry): Read a range of common words on sight.</li> <li>• Stage 1, Reading (Fiction and poetry): Read aloud from simple books independently.</li> <li>• Stage 2, Grammar and punctuation (Reading): Begin to read with fluency and expression, taking some notice of punctuation, including speech marks.</li> <li>• Stage 2, Reading (Fiction and poetry): Extend the range of common words recognised on sight.</li> <li>• Stage 2, Reading (Fiction and poetry): Read aloud with increased accuracy, fluency and expression.</li> <li>• Stage 3, Grammar and punctuation (Reading): Use knowledge of punctuation and grammar to read age-appropriate texts with fluency, understanding and expression.</li> </ul>	

## Word Reading and Fluency

Key Stage 2	Read aloud, using all punctuation to guide intonation and make sense of longer sentences.	<ul style="list-style-type: none"> <li>• Stage 3, Grammar and punctuation (Reading): Use knowledge of punctuation and grammar to read age-appropriate texts with fluency, understanding and expression.</li> <li>• Stage 3, Reading (Fiction and poetry): Read aloud with expression to engage the listener.</li> <li>• Stage 4, Grammar and punctuation (Reading): Use knowledge of punctuation and grammar to read with fluency, understanding and expression.</li> <li>• Stage 4, Grammar and punctuation (Reading): Identify all the punctuation marks and respond to them when reading.</li> <li>• Stage 4, Reading (Fiction and poetry): Read and perform play-scripts, exploring how scenes are built up.</li> <li>• Stage 5, Grammar and punctuation (Reading): Learn how dialogue is set out and punctuated.</li> <li>• Stage 5, Reading (Fiction and poetry): Read and perform narrative poems.</li> <li>• Stage 6, Grammar and punctuation (Reading): Identify uses of the colon, semi-colon, parenthetic commas, dashes and brackets.</li> </ul>	
	Read independently and silently the majority of the time.	<ul style="list-style-type: none"> <li>• Stage 3, Grammar and punctuation (Reading): Use knowledge of punctuation and grammar to read age-appropriate texts with fluency, understanding and expression.</li> <li>• Stage 3, Reading (Fiction and poetry): Sustain the reading of 48 and 64 page books, noting how a text is organised into sections or chapters.</li> <li>• Stage 4, Grammar and punctuation (Reading): Use knowledge of punctuation and grammar to read with fluency, understanding and expression.</li> <li>• Stage 4, Grammar and punctuation (Reading): Identify all the punctuation marks and respond to them when reading.</li> <li>• Stage 4, Reading (Fiction and poetry): Explore the different processes of reading silently and reading aloud.</li> </ul>	

## Word Reading and Fluency

	<p>When struggling with the pronunciation of a word, know to ask for help and to establish both the meaning and pronunciation of the word.</p>	<ul style="list-style-type: none"><li>• Stage 3, Phonics, spelling and vocabulary: Use effective strategies to tackle blending unfamiliar words to read, including sounding out, separating into syllables, using analogy, identifying known suffixes and prefixes, using context.</li><li>• Stage 3, Phonics, spelling and vocabulary: Use a dictionary or electronic means to find the spelling and meaning of words.</li><li>• Stage 3, Phonics, spelling and vocabulary: Infer the meaning of unknown words from the context.</li><li>• Stage 4, Phonics, spelling and vocabulary: Apply phonic/spelling, graphic, grammatical and contextual knowledge in reading unfamiliar words.</li><li>• Stage 5, Phonics, spelling and vocabulary: Use dictionaries efficiently and carry out IT spell checks.</li><li>• Stage 5, Phonics, spelling and vocabulary: Identify unfamiliar words, explore definitions and use new words in context.</li><li>• Stage 6, Phonics, spelling and vocabulary: Explore definitions and shades of meaning and use new words in context.</li></ul>	
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