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

Reading
On average, the Bug Club Reading Progression Map meets 90% of the 'Reading' learning objectives in the Cambridge syllabus (equal weight given to all stages):

Stage 1: 95% covered (90% by full matches)   Stage 4: 95% covered (90% by full matches)
Stage 2: 90% covered (80% by full matches)   Stage 5: 80% covered (60% by full matches)
Stage 3: 90% covered (85% by full matches)   Stage 6: 90% covered (80% by full matches)

Phonics, spelling and vocabulary
On average, the Bug Club Reading Progression Map meets 60% of the 'Phonics, spelling and vocabulary' learning objectives in the Cambridge syllabus (equal weight given to all stages):

Stage 1: 90% covered (80% by full matches)   Stage 4: 40% covered (30% by full matches)
Stage 2: 100% covered (100% by full matches)   Stage 5: 25% covered (0% by full matches)
Stage 3: 60% covered (55% by full matches)   Stage 6: 30% covered (0% by full matches)

The key gaps are in specific spelling objectives from Stage 3 / Year 3 onwards.

Grammar and punctuation (Reading)
On average, the Bug Club Reading Progression Map meets 55% of the 'Grammar and punctuation (Reading)' learning objectives in the Cambridge syllabus (equal weight given to all stages):

Stage 1: 100% covered (100% by full matches)   Stage 4: 45% covered (40% by full matches)
Stage 2: 100% covered (100% by full matches)   Stage 5: 30% covered (20% by full matches)
Stage 3: 35% covered (35% by full matches)   Stage 6: 15% covered (0% by full matches)

In addition, the following objectives are 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.

Stage 2
- Reading, Non-fiction – Explore a variety of non-fiction texts on screen.
  (This is best fitted by a Bug Club objective from Reception.)

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.
  (This is best fitted by a Bug Club objective from Year 5.)

Stage 4
- Reading, Non-fiction – Distinguish between fact and opinion in print and ICT sources.
  (This is best fitted by a Bug Club objective from Year 6.)

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Stage 1

Cambridge Primary Reading Syllabus Learning Objective	Relevant Bug Club objective and book band *Full match*	Relevant Bug Club objective and book band *Partial match*
Stage 1		
Phonics, spelling and vocabulary		
Hear, read and write initial letter sounds.		• Word Reading and Fluency, Phase 1 LI Match letters to their shapes. • Word Reading and Fluency, Phase 1 LGSC Repeat the first sound in a word spoken aloud to them. • Word Reading and Fluency, Phase 1 LGSC Identify words that start with the same sound. • Word Reading and Fluency, Phase 2 Sets 1,2 LGSC 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. • Word Reading and Fluency, Phase 2 Sets 3,4,5 LGSC 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.
Know the name and most common sound associated with every letter in the English alphabet.	• Word Reading and Fluency, Phase 3 Set 9 LI Know all the names and sounds of the letters of the alphabet.	• Word Reading and Fluency, Phase 1 LI Match letters to their shapes. • Word Reading and Fluency, Phase 1 LI Listens to the alphabet song and can join in with some parts. • Word Reading and Fluency, Phase 1 LGSC Tell you some sounds in response to letters. • Word Reading and Fluency, Phase 2 Sets 1,2 LGSC 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. • Word Reading and Fluency, Phase 2 Sets 3,4,5 LGSC Identify the next four taught letters, where they appear

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		individually and in any position in words, e.g. at the beginning, in the middle and at the end of words.
Identify separate sounds (phonemes) within words, which may be represented by more than one letter, e.g. 'th', 'ch', 'sh'.	This Cambridge objective is fully covered in multiple increments, in skills listed across the following Bug Club sets. • Word Reading and Fluency, Phase 3 Sets 6–11	
Use knowledge of sounds to read and write single syllable words with short vowels.	This Cambridge objective is fully covered in multiple increments, in skills listed across the following Bug Club sets. • Word Reading and Fluency, Phase 2 Sets 1–5 • Word Reading and Fluency, Phase 3 Sets 6–10	
Blend to read, and segment to spell, words with final and initial adjacent consonants, e.g. *b-l*, *n-d*.	This Cambridge objective is fully covered in multiple increments, in skills listed across the following Bug Club set. • Word Reading and Fluency, Phase 4 Set 12	• Word Reading and Fluency, Phase 1 S Mirror oral segmenting modelled by the teacher on single-syllable words. • Word Reading and Fluency, Phase 1 B Mirror oral blending modelled by teacher on single syllable words.
Begin to learn common spellings of long vowel phonemes, e.g. 'ee', 'ai', 'oo'.	This Cambridge objective is fully covered in multiple increments, in skills listed across the following Bug Club sets. • Word Reading and Fluency, Phase 3 Sets 8–11	
Use knowledge of sounds to write simple regular words, and to attempt other words.	This Cambridge objective is fully covered in multiple increments, in skills listed across the following Bug Club phases. • Word Reading and Fluency, Phases 3,4	
Spell familiar common words accurately, drawing on sight	This Cambridge objective is fully covered in multiple increments, in skills listed across	

vocabulary.	the following Bug Club phases. • Word Reading and Fluency, Phases 2,3,4,5	
Use rhyme and relate this to spelling patterns.		• Word Reading and Fluency, Phase 1 LGSC Anticipate rhymes in familiar songs. • Year 1, Yellow B,C PRED Complete a repeated refrain in a familiar rhyme, story or poem being read aloud. • Year 2, Purple A,B LANG Recognise rhymes or alliteration in poems they have listened to or read.
Recognise common word endings, e.g. *-s*, *-ed* and *-ing*.	This Cambridge objective is fully covered in multiple increments, in skills listed across the following Bug Club phase. • Word Reading and Fluency, Phase 6	
Grammar and punctuation		
Reading		
Pause at full stops when reading.	This Cambridge objective is fully covered in multiple increments, in skills listed across the following Bug Club set. • Word Reading and Fluency, Phase 4 Set 12	
Identify sentences in a text.	This Cambridge objective is fully covered in multiple increments, in skills listed across the following Bug Club sets. • Word Reading and Fluency, Phase 3 Sets 6–11	
Know that a capital letter is used for *I*, for proper nouns and for the start of a sentence.	This Cambridge objective is fully covered in multiple increments, in skills listed across the following Bug Club set. • Word Reading and Fluency, Phase 2 Set 5	• Word Reading and Fluency, Phase 1 LI Recognise the capital letter at the beginning of their name and knows that it represents a sound. • Word Reading and Fluency, Phase 2 Sets 1,2 LI Know there are upper-case and lower-case letters.

Reading		
The following genres and text types are recommended at Stage 1: Fiction and poetry: real life stories, traditional tales from different cultures, fantasy stories, poetry and plays. Non-fiction: non-chronological report, simple recount, instructions.		
Fiction and poetry		
Join in with reading familiar, simple stories and poems. Demonstrate an understanding that one spoken word corresponds with one written word.	• Word Reading and Fluency, Phase 1 LGSC Anticipate rhymes in familiar songs. • Reception, Lilac PRED Complete a repeated refrain in a familiar rhyme, story or poem being read aloud. • Year 1, Yellow A,B SEQ Retell, with prompting, some key points of a simple story in the correct sequence. • Year 1, Green B,C PRED Recognise and joins in with predictable phrases in a book they have listened to or read. • Word Reading and Fluency, Phase 1 Know that speech can be broken up into individual words. • Word Reading and Fluency, Phase 2 Sets 1,2 Understand that one spoken word equals one printed word, and routinely uses finger pointing to guide them through the text.	
Know that in English, print is read from left to right and top to bottom.	• Reception, Pink A ACC Know that text in English is read top to bottom and left to right.	• Reception, Lilac ACC Recognise some familiar words in print, e.g. own name or advertising logos. • Reception, Lilac STRC Know that a book has a beginning and an end, and can hold the book the right way up and turn some pages appropriately.
Read a range of common words	This Cambridge objective is fully covered in	

on sight.	multiple increments, in skills listed across the following Bug Club sets. • Word Reading and Fluency, Phase 2 Sets 1–5	
Use phonic knowledge to read decodable words and to attempt to sound out some elements of unfamiliar words.	This Cambridge objective is fully covered in multiple increments, in skills listed across the following Bug Club phases. • Word Reading and Fluency, Phases 2–6	
Read aloud from simple books independently.	This Cambridge objective is fully covered in multiple increments, in skills listed across the following Bug Club sets. • Word Reading and Fluency, Phase 3 Sets 6–11	
Anticipate what happens next in a story.	• Reception, Lilac PRED Make a simple prediction based on the pictures or text of a straightforward story that is read aloud to them. • Reception, Pink A PRED Suggest how an unfamiliar story read aloud to them might end. • Reception, Red A,B PRED Make simple, plausible suggestions about what will happen next in a book they are reading. • Year 1, Yellow A,B PRED Use title to make sensible prediction about the content of a book they are going to read. • Year 1, Blue A,B PRED Explain a prediction about what might happen next in a book based on personal	

	opinions and experience.	
Talk about events in a story and make simple inferences about characters and events to show understanding.	• Year 1, Green A,B INF Participate in discussion about books, drawing simple inferences based on things said and done.	• Reception, Pink A INF 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. • Reception, Pink B INF 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. • Reception, Red A,B INF 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. • Reception, Red B,C INF Make inferences to answer a question beginning 'Why do you think…?' in a book they have read, where answer is clearly signposted. • Year 1, Yellow A,B INF 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. • Year 1, Yellow B,C INF Interpret a character's motivations or make simple inferences in a text they have read, based on what is said and done.
Recognise story elements, e.g. beginning, middle and end.	• Reception, Lilac STRC Know that a book has a beginning and an end, and can hold the book the right way up and turn some pages appropriately. • Reception, Lilac STRC Know that a book has a beginning and end, and can turn accurately to the beginning or end when prompted. • Reception, Pink A STRC Know that a book has a beginning and end and turns most of the pages between them	• Year 1, Yellow A,B STRC Demonstrate a structure or pattern when retelling a story to a teacher or peer using familiar phrases.

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	accurately.	
	• Reception, Red A,B STRC Know that stories have a beginning, middle and an end.	
	• Reception, Red B,C STRC Know that a book has a beginning and end and turns all the pages between them accurately.	
Retell stories, with some appropriate use of story language.	• Year 1, Yellow A,B SEQ Retell, with prompting, some key points of a simple story in the correct sequence.	
	• Year 1, Yellow A,B STRC Demonstrate a structure or pattern when retelling a story to a teacher or peer using familiar phrases.	
	• Year 1, Green A,B SEQ Retell familiar stories which have been read to them and discussed with them.	
Talk about significant aspects of a story's language, e.g. repetitive refrain, rhyme, patterned language.	• Reception, Pink A LANG Recognise repetition of words or phrases in a short passage of text.	
	• Reception, Red A,B LANG Able to identify the repeated sound, having heard a phrase with clear alliteration.	
	• Year 1, Blue B,C LANG When prompted, sometimes recall interesting and effective word choices in books they have listened to or read.	
	• Year 2, Turquoise A LANG Recognise clear patterns of language, such as the repetition of words or phrases.	
Enjoy a range of books, discussing	• Reception, Lilac PRS Express a	

preferences.	preference for a book, song or rhyme, from a limited selection. • Reception, Lilac RGE 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. • Reception, Pink A PRS Give a simple opinion on a book they have read, when prompted. • Reception, Red A,B PRS When prompted, say whether they liked or disliked a book, and give a simple justification or make a relevant comment. • Year 1, Yellow A,B PRS Choose and locate favourite part of a book. • Year 1, Blue A PRS Select a favourite book and talk about why book is their favourite giving clear reasons. • Year 1, Green A,B PRS Select favourite part of a book and talk about why that part is their favourite, giving reasons linked to their own experiences where appropriate. • Year 1, Green B,C PRS Participate in discussion about what is read to them, taking turns and listening to what others say. • Year 1, Green B,C RGE Contribute to discussions about poems, stories and non-fiction texts they have listened to or read.	

Stage 1

Make links to own experiences.	• Year 1, Blue A,B PRED Explain a prediction about what might happen next in a book based on personal opinions and experience. • Year 1, Green A,B PRS Select favourite part of a book and talk about why that part is their favourite, giving reasons linked to their own experiences where appropriate.	
Learn and recite simple poems.	• Year 1, Blue A,B PERF Recite a very familiar rhyme they have learnt by heart. • Year 1, Green B,C PERF Recite a simple rhyme or poem they have learnt by heart.	
Join in and extend rhymes and refrains, playing with language patterns.		• Year 1, Yellow B,C PRED Complete a repeated refrain in a familiar rhyme, story or poem being read aloud.
Non-fiction		
Read labels, lists and captions to find information.	• Year 1, Blue B,C LIT Find a specific piece of information in answer to a literal question when looking at a double-page spread. • Year 1, Green A,B LIT 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. • Year 1, Green B,C STRC Able to read a range of non-fiction texts structured in different ways.	

Stage 1

	• Year 2, Gold A IR With support, find specific information on a page of non-fiction text, often using features such as key words, headings, captions, etc. appropriately.	
Know the parts of a book, e.g. title page, contents.	• Reception, Pink A IR Point to title of book on front cover. • Year 1, Yellow B,C STRC Answer questions using words relating to book structure, such as title, page, line, word, letter, beginning, end, cover.	
Show awareness that texts for different purposes look different, e.g. use of photographs, diagrams, etc.	• Reception, Lilac RGE 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. • Year 1, Green B,C STRC Able to read a range of non-fiction texts structured in different ways. • Year 2, Orange A,B STRC Begin to recognise that some non-fiction books have features that are different from the main text.	
Read and talk about own writing.		• Word Reading and Fluency, Phases 2,3 AF Read simple phrases, sentences or books containing the taught sounds with some fluency. • Year 1, Green A,B INF Participate in discussion about books, drawing simple inferences based on things said and done.

Stage 2		
Phonics, spelling and vocabulary		
Learn the different common spellings of long vowel phonemes.	This Cambridge objective is fully covered in multiple increments, in skills listed across the following Bug Club sets. • Word Reading and Fluency, Phase 3 Sets 9–11	
Learn the different ways in which vowels can be pronounced, e.g. *how, low*; *apple, apron*.	This Cambridge objective is fully covered in multiple increments, in skills listed across the following Bug Club sets. • Word Reading and Fluency, Phase 3 Sets 9–11 • Word Reading and Fluency, Phase 4 Set 12	
Apply knowledge of phonemes and spelling patterns in writing independently.	This Cambridge objective is fully covered in multiple increments, in skills listed across the following Bug Club phases. • Word Reading and Fluency, Phases 2–6	
Secure the spelling of high frequency words and common irregular words.	This Cambridge objective is fully covered in multiple increments, in skills listed across the following Bug Club sets. • Word Reading and Fluency, Phase 2 Sets 4–6	
Identify syllables and split familiar compound words into parts.	This Cambridge objective is fully covered in multiple increments, in skills listed across the following Bug Club set. • Word Reading and Fluency, Phase 4 Set 12	

Stage 2

Spell words with common prefixes and suffixes, e.g. *un-*, *dis-*, *-ful*, *-ly*.	This Cambridge objective is fully covered in multiple increments, in skills listed across the following Bug Club phases. • Word Reading and Fluency, Phase 6 • Word Reading and Fluency, KS2	
Build and use collections of interesting and significant words.	This Cambridge objective is fully covered in multiple increments, in skills listed across the following Bug Club phases. • Word Reading and Fluency, Phase 1 • Word Reading and Fluency, KS2	
Discuss the meaning of unfamiliar words encountered in reading.	• Year 2, Gold B VOC Discuss and clarify the meanings of words, linking new meanings to known vocabulary.	
Choose interesting words and phrases, e.g. in describing people and places.	• Year 1, Blue B,C VOC Sometimes reuse interesting words and phrases from books they have listened to or read, in their own speech or writing. • Year 2, Gold B VOC Identify their favourite words and phrases.	
Grammar and punctuation		
Reading		
Begin to read with fluency and expression, taking some notice of punctuation, including speech marks.	This Cambridge objective is fully covered in multiple increments, in skills listed across the following Bug Club phases. • Word Reading and Fluency, Phase 2 • Word Reading and Fluency, KS2	• Year 2, Orange A,B ACC With support, check the text makes sense as they read and correct inaccurate reading. • Year 2, Turquoise A ACC With occasional support, check text makes sense as they read, and able to correct mistakes. • Year 2, Purple A,B ACC Usually checks for themself that text makes sense as they read, and correct inaccurate reading.

		• Year 2, Gold B ACC Independently check text makes sense as they read, and correct inaccurate reading. • Word Reading and Fluency, KS2 AF Read aloud, using all punctuation to guide intonation and make sense of longer sentences.
Read and respond to question words, e.g. *what*, *where*, *when*, *who*, *why*.	• Year 1, Yellow B,C LIT 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.	

Reading
The following genres and text types are recommended at Stage 2: Fiction and poetry: real life stories, traditional tales from different cultures, different stories by the same author, longer stories, poetry and plays. Non-fiction: non-chronological report, instructions, explanation, reference texts.

Fiction and poetry		
Extend the range of common words recognised on sight.	• Word Reading and Fluency, KS2 IHFW Continue to build their bank of exception words, noting unusual correspondence between spelling and sound where it occurs.	• Word Reading and Fluency, Phase 6 AF Blend words containing the learnt graphemes for 40+ phonemes, including alternative sounds for graphemes, without overt sounding and blending after more than three encounters. • Word Reading and Fluency, Phase 6 AF Re-read familiar texts fluently, introducing expression appropriate to the grammar.
Use phonics as the main method of tackling unfamiliar words.		• Word Reading and Fluency, Phase 6 B Blend together the syllables of longer words to aid their reading. • Word Reading and Fluency, Phase 6 AF Blend words containing the learnt graphemes for 40+ phonemes, including alternative sounds for graphemes, without overt sounding and blending after more than three encounters.

Stage 2

| Read aloud with increased accuracy, fluency and expression. | Year 1, Blue A,B ACC Having mis-read a word in print, with support, can recognise sentence does not make sense and can correct it. Year 1, Green B,C ACC With prompting as necessary, begin to check text makes sense during reading, and correct inaccurate reading. Year 1, Blue A,B PERF Recite a very familiar rhyme they have learnt by heart. Year 1, Green A,B PERF Recite a simple rhyme or poem they have learnt by heart. Year 2, Orange A,B ACC With support, check the text makes sense as they read and correct inaccurate reading. Year 2, Turquoise A ACC With occasional support, check text makes sense as they read, and able to correct mistakes. Year 2, Purple A,B ACC Usually checks for themself that text makes sense as they read, and correct inaccurate reading. Year 2, Gold B ACC Independently check text makes sense as they read, and correct inaccurate reading. Year 2, Orange A,B PERF Recite two or three short poems by heart, with some prompts. | |

Stage 2

	• Year 2, Turquoise A PERF Recite with accuracy about three familiar short poems by heart. • Year 2, Purple A,B PERF Recite about four poems by heart, and beginning to use appropriate intonation to make the meaning clear. • Year 2, Gold B PERF Recite at least five poems by heart, adding appropriate intonation to make the meaning clear.	
Identify and describe story settings and characters, recognising that they may be from different times and places.		• Year 2, Gold A,B PRS Give a personal opinion about an event or character and give a simple justification in a discussion about a story. • Year 2, Turquoise B PRS With support, form a simple question they would like to ask a character about events from the story. • Year 2, Turquoise B LIT Participate in discussions about books they have listened to or read, answering literal questions and making reference to significant events and characters.
Predict story endings.	• Year 1, Yellow A,B PRED Use title to make sensible prediction about the content of a book they are going to read. • Year 1, Blue A,B PRED Explain a prediction about what might happen next in a book based on personal opinions and experience. • Year 1, Green A,B PRED Predict what might happen on the basis of what has been read so far.	

Stage 2

	• Year 1, Green B,C PRED Recognise and joins in with predictable phrases in a book they have listened to or read. • Year 1, Green B,C STRC Talk about the significance of the title and how it relates to events in a book. • Year 2, Turquoise A PRED 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. • Year 2, Gold A PRED 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.	
Make simple inferences from the words on the page, e.g. about feelings.	• Year 1, Yellow A,B INF 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. • Year 1, Yellow B,C INF Interpret a character's motivations or make simple inferences in a text they have read, based on what is said and done. • Year 2, Turquoise A INF Participate in discussions about books they have listened to or read, making inferences about how characters feel.	• Year 1, Green B,C INF 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. • Year 2, Purple A,B INF Participate in discussions about books they have listened or read, making simple inferences on the basis of what characters do.

Stage 2

| Talk about what happens at the beginning, in the middle or at the end of a story. | • Year 1, Yellow A,B SEQ Retell, with prompting, some key points of a simple story in the correct sequence.
• Year 1, Green A,B SEQ Retell familiar stories which have been read to them and discussed with them.
• Year 1, Blue B,C INF Link events in a book they have read, in order to answer questions about why or how events take place.
• Year 1, Yellow A,B PRS Choose and locate favourite part of a book.
• Year 1, Blue A,B PRS Select a favourite book and talk about why book is their favourite giving clear reasons.
• Year 1, Yellow A,B STRC Demonstrate a structure or pattern when retelling a story to a teacher or peer using familiar phrases.
• Year 2, Turquoise B LIT Participate in discussions about books they have listened to or read, answering literal questions and making reference to significant events and characters.
• Year 2, Gold A LIT Participate in discussions about books they have listened to or read, recalling the story and making reference to significant events and characters.
• Year 2, Orange A,B SEQ Refer to the book to retell main points in the correct sequence. | • Year 2, Gold A INF Discuss why some events in a story are important and make simple links between items of information. |

Stage 2

	• Year 2, Turquoise A SEQ Retell, without visual prompts, recently read stories in correct sequence, in response to questions and including approximately four events.	
Comment on some vocabulary choices, e.g. adjectives.	• Year 1, Blue B,C LANG When prompted, sometimes recall interesting and effective word choices in books they have listened to or read.	• Year 1, Yellow A,B VOC 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. • Year 1, Yellow B,C VOC 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. • Year 1, Green B,C VOC Discuss word meanings, linking new meanings to those already known. • Year 2, Orange A,B LANG Recognise repetition of words or phrases in a short passage of text, even when that repetition is relatively subtle. • Year 2, Turquoise A LANG Recognise clear patterns of language, such as the repetition of words or phrases. • Year 2, Turquoise B LANG With support, sometimes identify specific examples of literary language in texts they have listened to or read, e.g. alliteration. • Year 2, Purple A,B LANG Recognise rhymes or alliteration in poems they have listened to or read. • Year 2, Gold A LANG Recognise interesting vocabulary in a text they have listened to or read. • Year 2, Gold B LANG Recognise simple recurring literary language in stories and poetry. • Year 2, Orange A,B VOC Able to find a word in a sentence that has the same meaning as a given word or phrase. • Year 2, Turquoise A VOC Able to find a word in a page of

Stage 2

		text that has the same meaning as a given word.
		• Year 2, Purple A,B VOC Identify their favourite words and phrases.
		• Year 2, Gold A VOC Discuss their favourite words and phrases.
		• Year 2, Gold B VOC Discuss and clarify the meanings of words, linking new meanings to known vocabulary.
Begin to develop likes and dislikes in reading.	• Year 1, Yellow A,B PRS Choose and locate favourite part of a book. • Year 1, Blue A,B PRS Select a favourite book and talk about why book is their favourite giving clear reasons. • Year 1, Green A,B PRS Select favourite part of a book and talk about why that part is their favourite, giving reasons linked to their own experiences where appropriate. • Year 1, Green B,C PRS Participate in discussion about what is read to them, taking turns and listening to what others say. • Year 1, Green B,C RGE Contribute to discussions about poems, stories and non-fiction texts they have listened to or read. • Year 2, Gold A,B PRS Give a personal opinion about an event or character and give a simple justification in a discussion about a story. • Year 2, Turquoise A PRS Explain how a story, poem or non-fiction topic makes them feel.	

Stage 2

	• Year 2, Purple A,B PRS With some support, explain and discuss their understanding of books, poems and other material in simple terms. • Year 2, Purple A,B VOC Identify their favourite words and phrases. • Year 2, Gold A VOC Discuss their favourite words and phrases.	
Read poems and comment on words and sounds, rhyme and rhythm.	• Year 1, Blue A,B PERF Recite a very familiar rhyme they have learnt by heart. • Year 1, Green A,B PERF Recite a simple rhyme or poem they have learnt by heart. • Year 1, Blue B,C LANG When prompted, sometimes recall interesting and effective word choices in books they have listened to or read. • Year 2, Orange A,B LANG Recognise repetition of words or phrases in a short passage of text, even when that repetition is relatively subtle. • Year 2, Turquoise A LANG Recognise clear patterns of language, such as the repetition of words or phrases. • Year 2, Turquoise B LANG With support, sometimes identify specific examples of literary language in texts they have listened to or read, e.g. alliteration. • Year 2, Turquoise B RGE 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. • Year 2, Purple A,B LANG Recognise rhymes or alliteration in poems they have listened to or read. • Year 2, Gold A LANG Recognise interesting vocabulary in a text they have listened to or read. • Year 2, Gold B LANG Recognise simple recurring literary language in stories and poetry.	
Non-fiction		
Read and follow simple instructions, e.g. in a recipe.		• Year 2, Gold B STRC Able to read a range of non-fiction texts structured in different ways. • Year 3, Brown A STRC Identify some ways in which structure and presentation contribute to meaning.
Locate words by initial letter in simple dictionaries, glossaries and indexes.	• Year 3, Brown A IR Know a dictionary is arranged in alphabetical order and that it can be used to find out meaning of words. • Year 3, Brown B Use knowledge of how a dictionary is structured to find out the meaning of words.	
Find answers to questions by reading a section of text.	• Year 1, Yellow A,B LIT Answer questions about information on a selected page. • Year 1, Yellow B,C LIT Answer 'how' and 'why' questions or other straightforward questions based on one point in a text they have read,	• Year 1, Blue A,B IR Point to author's name on a book cover where name is easily identifiable, and explain what an author does. • Year 1, Green B,C INF With prompts, answer questions about books they have listened to drawing on what they already know, or on background information and

Stage 2

	where answer is clear in the book. • Year 1, Blue B,C LIT Find a specific piece of information in answer to a literal question when looking at a double-page spread. • Year 1, Green A,B LIT 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.	vocabulary provided by teacher. • Year 1, Yellow B,C STRC Answer questions using words relating to book structure, such as title, page, line, word, letter, beginning, end, cover. • Year 2, Orange A,B LIT 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. • Year 2, Gold A IR With support, find specific information on a page of non-fiction text, often using features such as key words, headings, captions, etc. appropriately.
Find factual information from different formats, e.g. charts, labelled diagrams.	• Year 2, Gold A IR With support, find specific information on a page of non-fiction text, often using features such as key words, headings, captions, etc. appropriately. • Year 2, Gold A,B STRC Beginning to recognise that some non-fiction books have features that are different from the main text. • Year 2, Turquoise A STRC Know what some common non-fiction features are called and what they do. • Year 2, Turquoise B STRC With support, clearly explain what some common non-fiction features are called and what they do. • Year 2, Purple A,B STRC Able to read non-fiction texts that include one or more common non-fiction features and can tell you what some features are called.	

Stage 2

	• Year 2, Gold B STRC Able to read a range of non-fiction texts structured in different ways.	
Identify general features of known text types.	• Year 1, Yellow A,B RGE Understand that some books are stories and other books contain facts about the world (non-fiction). • Year 1, Green A,B RGE Know some key stories, fairy stories and traditional tales, and can identify key characteristics of these stories. • Year 2, Gold A IR With support, find specific information on a page of non-fiction text, often using features such as key words, headings, captions, etc. appropriately. • Year 2, Gold A,B STRC Begin to recognise that some non-fiction books have features that are different from the main text. • Year 2, Turquoise A STRC Know what some common non-fiction features are called and what they do. • Year 2, Turquoise B STRC With support, clearly explain what some common non-fiction features are called and what they do. • Year 2, Purple A,B STRC Able to read non-fiction texts that include one or more common non-fiction features and can tell you what some features are called.	

Stage 2

	• Year 2, Gold B STRC Able to read a range of non-fiction texts structured in different ways.	
Show some awareness that texts have different purposes.	• Year 1, Yellow A,B RGE Understand that some books are stories and other books contain facts about the world (non-fiction).	• Year 2, Turquoise B RGE 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. • Year 2, Gold B RGE Discuss and express views about a wide range of texts they have listened to.
Explore a variety of non-fiction texts on screen.	• Reception, Red A,B IR Understand that information can be found in books, computers and other sources. • Year 2, Gold B STRC Able to read a range of non-fiction texts structured in different ways.	

Stage 3

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.	This Cambridge objective is fully covered in multiple increments, in skills listed across the following Bug Club phases. • Word Reading and Fluency, Phases 2–6 • Word Reading and Fluency, KS2	
Use and spell compound words.	This Cambridge objective is fully covered in multiple increments, in skills listed across the following Bug Club set. • Word Reading and Fluency, Phase 4 Set 12	
Know irregular forms of common verbs.		
Use effective strategies to tackle segmenting unfamiliar words to spell, including segmenting into individual sounds, separating into syllables, using analogy, identifying known suffixes and prefixes, applying known spelling rules, visual memory, mnemonics.	This Cambridge objective is fully covered in multiple increments, in skills listed across the following Bug Club phases. • Word Reading and Fluency, Phases 2–6 • Word Reading and Fluency, KS2	• Word Reading and Fluency, KS2 LGSC Continue to apply knowledge of new prefixes and suffixes to read aloud and understand the meaning of new words they encounter. • Word Reading and Fluency, KS2 IHFW Use knowledge of prefixes, suffixes and root words to understand the meanings of new words they encounter in their reading.
Learn rules for adding *-ing*, *-ed*, *-s* to verbs.	This Cambridge objective is fully covered in multiple increments, in skills listed across the following Bug Club phase. • Word Reading and Fluency, Phase 6	

Stage 3

Extend earlier work on prefixes and suffixes.	This Cambridge objective is fully covered in multiple increments, in skills listed across the following Bug Club phases. • Word Reading and Fluency, Phase 6 • Word Reading and Fluency, KS2	
Explore words that have the same spelling but different meanings (homonyms), e.g. *form*, *wave*.		
Use a dictionary or electronic means to find the spelling and meaning of words.	• Year 3, Brown A IR Know a dictionary is arranged in alphabetical order and that it can be used to find out meaning of words. • Year 3, Brown B Use knowledge of how a dictionary is structured to find out the meaning of words.	
Organise words or information alphabetically using first two letters.	This Cambridge objective is fully covered in multiple increments, in skills listed across the following Bug Club sets. • Word Reading and Fluency, Phase 3 Sets 6,7,8,10	
Identify misspelt words in own writing and keep individual spelling logs.		
Consider how choice of words can heighten meaning.	• Year 3, Brown A LANG Discuss interesting vocabulary on a page of text and, with support, can explain in simple terms the effect the word has on the reader.	
Infer the meaning of unknown words from the context.		• Year 2 Plus, Lime A,B VOC Discuss and clarify the meanings of words, linking new meanings to known vocabulary.

Stage 3

Explore vocabulary for introducing and concluding dialogue, e.g. *said*, *asked*.		
Generate synonyms for high frequency words, e.g. *big*, *little*, *good*.		
Grammar and punctuation		
Reading		
Use knowledge of punctuation and grammar to read age-appropriate texts with fluency, understanding and expression.	This Cambridge objective is fully covered in multiple increments, in skills listed across the following Bug Club phase. • Word Reading and Fluency, Phase 6	
Recognise the use of the apostrophe to mark omission in shortened words, e.g. *can't*, *don't*.	This Cambridge objective is fully covered in multiple increments, in skills listed across the following Bug Club set. • Word Reading and Fluency, Phase 5 Set 25	• Word Reading and Fluency, KS2 AF Read aloud, using all punctuation to guide intonation and make sense of longer sentences.
Collect examples of nouns, verbs and adjectives, and use the terms appropriately.		
Identify pronouns and understand their function in a sentence.		
Understand that verbs are necessary for meaning in a sentence.		
Understand pluralisation and use the terms 'singular' and 'plural'.		

Stage 3

Reading		
The following genres and text types are recommended at Stage 3: Fiction and poetry: real life stories, myths and legends, adventure stories, poetry and plays. Non-fiction: letters, reports, instructions, reference texts.		
Fiction and poetry		
Sustain the reading of 48 and 64 page books, noting how a text is organised into sections or chapters.	• Year 5, Blue B STRC Identify some of the ways in which fiction texts are structured, e.g. through use of chapters, and can say why this is effective.	• Year 3, Brown A STRC Identify some ways in which structure and presentation contribute to meaning. • Year 3, Brown B LIT Explain the main idea of a paragraph or page they have just read.
Read aloud with expression to engage the listener.	• Word Reading and Fluency, KS2 AF Read aloud, using all punctuation to guide intonation and make sense of longer sentences. • Year 2, Orange A,B PERF Recite two or three short poems by heart, with some prompts. • Year 2, Turquoise A PERF Recite with accuracy about three familiar short poems by heart. • Year 2, Purple A,B PERF Recite about four poems by heart, and beginning to use appropriate intonation to make the meaning clear. • Year 2, Gold B PERF Recite at least five poems by heart, adding appropriate intonation to make the meaning clear.	

Stage 3

| Answer questions with some reference to single points in a text. | • Year 2, Gold A IR With support, find specific information on a page of non-fiction text, often using features such as key words, headings, captions, etc. appropriately.
• Year 3, Brown B IR Retrieve specified information from a range of fiction and non-fiction texts. | • Year 2, Orange A,B LIT 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.
• Year 2, Turquoise A LIT 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.
• Year 2, Turquoise B LIT Participate in discussions about books they have listened to or read, answering literal questions and making reference to significant events and characters.
• Year 2 Plus, White A,B LIT Participate in discussions about books they have listened to or read, recalling the story and making reference to significant events and characters.
• Year 2 Plus, Lime A,B LIT Participate in discussions about books they have listened to or read, recalling the story and making reference to significant events and characters.
• Year 3, Brown A LIT With support, explain the main idea of a paragraph or page they have just read.
• Year 3, Brown B LIT Explain the main idea of a paragraph or page they have just read.
• Year 3, Brown B LIT 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. |
| Begin to infer meanings beyond the literal, e.g. about motives and character. | • Year 2, Orange A,B INF Participate in discussions about books they have listened to or read, making inferences about reasons for events. | |

Stage 3

	- Year 2, Turquoise A INF Participate in discussions about books they have listened to or read, making inferences about how characters feel. - Year 2, Turquoise B INF Demonstrate understanding of simple cause and effect in fiction and non-fiction texts where the link between cause and effect is strongly implied. - Year 2, Purple A,B INF Participate in discussions about books they have listened or read, making simple inferences on the basis of what characters do. - Year 2, Gold B INF 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. - Year 2 Plus, Lime A,B LIT 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. - Year 2 Plus, White A,B INF Discuss why some events in a story are important and make simple links between items of information. - Year 2 Plus, White A,B INF Participate	

Stage 3

	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. • Year 2 Plus, Lime A,B INF Discuss why some events in a story are important and make simple links between items of information. • Year 2 Plus, Lime A,B INF 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. • Year 3, Brown A INF With support, make inferences, such as inferring characters' feelings and motives from their actions. • Year 3, Brown B INF When prompted, draw inferences such as characters' feelings, thoughts and motives from their actions.	
Identify different types of stories and typical story themes.	• Year 2 Plus, White A,B SEQ Become increasingly familiar with wider range of stories, fairy stories and traditional tales and can retell these. • Year 2 Plus, Lime A,B SEQ Become increasingly familiar with wider range of stories, fairy stories and traditional tales and can retell these. • Year 3, Brown A RGE Has read or heard a variety of myths and legends and can explain some of the key features of these.	

Stage 3

	• Year 3, Brown B RGE 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.	
Identify the main points or gist of a text.	• Year 3, Brown A LIT With support, explain the main idea of a paragraph or page they have just read. • Year 3, Brown B LIT Explain the main idea of a paragraph or page they have just read. • Year 4, Grey A LIT With support, identify main ideas drawn from more than one paragraph.	
Consider words that make an impact, e.g. adjectives and powerful verbs.	• Year 2, Orange A,B LANG Recognise repetition of words or phrases in a short passage of text, even when that repetition is relatively subtle. • Year 2, Turquoise A LANG Recognise clear patterns of language, such as the repetition of words or phrases. • Year 2, Turquoise B LANG With support, sometimes identify specific examples of literary language in texts they have listened to or read, e.g. alliteration. • Year 2, Purple A,B LANG Recognise rhymes or alliteration in poems they have listened to or read. • Year 2, Gold A LANG Recognise interesting vocabulary in a text they	

| | have listened to or read. Year 2, Gold B LANG Recognise simple recurring literary language in stories and poetry. Year 2, Orange A,B VOC Able to find a word in a sentence that has the same meaning as a given word or phrase. Year 2, Turquoise A VOC Able to find a word in a page of text that has the same meaning as a given word. Year 2, Purple A,B VOC Identify their favourite words and phrases. Year 2, Gold A VOC Discuss their favourite words and phrases. Year 2, Gold B VOC Discuss and clarify the meanings of words, linking new meanings to known vocabulary. Year 2 Plus, White A,B VOC Discuss their favourite words and phrases. Year 2 Plus, Lime A,B VOC Discuss and clarify the meanings of words, linking new meanings to known vocabulary. Year 3, Brown A LANG Discuss interesting vocabulary on a page of text and, with support, can explain in simple terms the effect the word has on the reader. Year 3, Brown B LANG Point out interesting vocabulary on a page and can explain in simple terms the effect the word has on the reader. | |

Stage 3

Understand and use the terms 'fact', 'fiction' and 'non-fiction'.		• Year 3, Brown B RGE 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. • Year 4, Grey B RGE 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.
Read a range of story, poetry and information books and begin to make links between them.	• Year 2, Turquoise B RGE 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.	• Year 2, Gold B LIT 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. • Year 2, Gold B RGE Discuss and express views about a wide range of texts they have listened to. • Year 2 Plus, White A,B RGE Discuss and express views about a wide range of texts they have listened to. • Year 2 Plus, Lime A,B RGE Discuss and express views about a wide range of texts they have listened to. • Year 3, Brown A RGE Has read or heard a variety of myths and legends and can explain some of the key features of these. • Year 3, Brown B RGE 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.
Read and comment on different books by the same author.	• Year 3 Brown A,B INF 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.	

Stage 3

Read play-scripts and dialogue, with awareness of different voices.	- Word Reading and Fluency, KS2 AF Read aloud, using all punctuation to guide intonation and make sense of longer sentences. - Year 2, Orange A,B PERF Recite two or three short poems by heart, with some prompts. - Year 2, Turquoise A PERF Recite with accuracy about three familiar short poems by heart. - Year 2, Purple A,B PERF Recite about four poems by heart, and beginning to use appropriate intonation to make the meaning clear. - Year 2, Gold B PERF Recite at least five poems by heart, adding appropriate intonation to make the meaning clear. - Year 3, Brown A PERF 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. - Year 3, Brown B PERF Copy a modelled reading of a poem with varying expression and volume or follows stage directions for how to read lines of a play.	

Stage 3

Practise learning and reciting poems.	• Year 2, Orange A,B PERF Recite two or three short poems by heart, with some prompts. • Year 2, Turquoise A PERF Recite with accuracy about three familiar short poems by heart. • Year 2, Purple A,B PERF Recite about four poems by heart, and beginning to use appropriate intonation to make the meaning clear. • Year 2, Gold B PERF Recite at least five poems by heart, adding appropriate intonation to make the meaning clear. • Year 2 Plus, White A,B PERF Recite at least five poems by heart, adding appropriate intonation to make the meaning clear. • Year 2 Plus, Lime A,B PERF Recite at least five poems by heart, adding appropriate intonation to make the meaning clear.	• Year 3, Brown A PERF 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. • Year 3, Brown B PERF Copy a modelled reading of a poem with varying expression and volume or follows stage directions for how to read lines of a play.
Non-fiction		
Scan a passage to find specific information and answer questions.	• Year 3, Brown A IR Retrieve specified information from a range of fiction and non-fiction texts.	• Year 2, Gold A IR With support, find specific information on a page of non-fiction text, often using features such as key words, headings, captions, etc. appropriately. • Year 2 Plus, White A,B IR With support, find specific information on a page of non-fiction text, often using features such as key words, headings, captions, etc. appropriately. • Year 2 Plus, Lime A,B IR With support, find specific information on a page of non-fiction text, often using

Stage 3

		features such as key words, headings, captions, etc. appropriately.
		• Year 3, Brown A IR 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.
Locate information in non-fiction texts using contents page and index.	• Year 2, Gold A IR With support, find specific information on a page of non-fiction text, often using features such as key words, headings, captions, etc. appropriately. • Year 2, Orange A,B STRC Beginning to recognise that some non-fiction books have features that are different from the main text. • Year 2, Turquoise A STRC Know what some common non-fiction features are called and what they do. • Year 2, Turquoise B STRC With support, clearly explain what some common non-fiction features are called and what they do. • Year 3, Brown A IR 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. • Year 3, Brown B IR Retrieve specified information from a range of fiction and non-fiction texts.	

Stage 3

Read and follow instructions to carry out an activity.	• Year 2, Gold B ACC Independently check text makes sense as they read, and correct inaccurate reading. • Year 2, Gold B STRC Able to read a range of non-fiction texts structured in different ways. • Year 3, Brown A STRC Identify some ways in which structure and presentation contribute to meaning.	
Consider ways that information is set out on page and on screen, e.g. lists, charts, bullet points.	• Year 2, Gold A IR With support, find specific information on a page of non-fiction text, often using features such as key words, headings, captions, etc. appropriately. • Year 2, Orange A,B STRC Beginning to recognise that some non-fiction books have features that are different from the main text. • Year 2, Turquoise A STRC Know what some common non-fiction features are called and what they do. • Year 2, Turquoise B STRC With support, clearly explain what some common non-fiction features are called and what they do. • Year 2, Purple A,B STRC Able to read non-fiction texts that include one or more common non-fiction features and can tell you what some features are called. • Year 2, Gold B STRC Able to read a range of non-fiction texts structured in	

	different ways.	
	• Year 2 Plus, White A,B Able to read a range of non-fiction texts structured in different ways.	
	• Year 2 Plus, Lime A,B Able to read a range of non-fiction texts structured in different ways.	
	• Year 3, Brown A STRC Identify some ways in which structure and presentation contribute to meaning.	
	• Year 3, Brown B STRC Beginning to use familiar non-fiction features independently to help them navigate through a text.	
	• Year 3, Brown B STRC With support, identify some of the ways in which language and structure contribute to meaning in different types of texts.	
Locate books by classification.		• Year 3, Brown B RGE 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.
		• Year 4, Grey B RGE 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.
Identify the main purpose of a text.	• Year 3, Brown A LIT With support, explain the main idea of a paragraph or page they have just read.	
	• Year 3, Brown B LIT Explain the main idea of a paragraph or page they have just read.	

Stage 3

	• Year 4, Grey B LIT Identify main ideas drawn from more than one paragraph and summarise these.	
Use ICT sources to locate simple information.		• Year 3, Brown A IR Know a dictionary is arranged in alphabetical order and that it can be used to find out meaning of words.

Stage 4

Stage 4		
Phonics, spelling and vocabulary		
Extend knowledge and use of spelling patterns, e.g. vowel phonemes, double consonants, silent letters, common prefixes and suffixes.	This Cambridge objective is fully covered in multiple increments, in skills listed across the following Bug Club phase. • Word Reading and Fluency, KS2	
Confirm all parts of the verb *to be* and know when to use each one.		
Apply phonic/spelling, graphic, grammatical and contextual knowledge in reading unfamiliar words.	This Cambridge objective is fully covered in multiple increments, in skills listed across the following Bug Club phases. • Word Reading and Fluency, Phase 6 • Word Reading and Fluency, KS2	
Identify syllabic patterns in multisyllabic words.	• Word Reading and Fluency, KS2 IHFW Use knowledge of word structure to determine which syllable to stress in an unfamiliar polysyllabic word.	
Spell words with common letter strings but different pronunciations, e.g. *tough*, *through*, *trough*, *plough*.		• Word Reading and Fluency, KS2 IHFW Continue to build their bank of exception words, noting unusual correspondence between spelling and sound where it occurs.
Investigate spelling patterns; generate and test rules that govern them.		
Revise rules for spelling words with common inflections, e.g. *-ing*, *-ed*, *-s*.	• Word Reading and Fluency, KS2 LGSC Continue to apply knowledge of new prefixes and suffixes to read aloud and understand the meaning of new words they encounter. • Word Reading and Fluency, KS2 IHFW Use knowledge of prefixes, suffixes	

	and root words to understand the meanings of new words they encounter in their reading.	
Extend earlier work on prefixes and suffixes.	• Word Reading and Fluency, KS2 LGSC Continue to apply knowledge of new prefixes and suffixes to read aloud and understand the meaning of new words they encounter. • Word Reading and Fluency, KS2 IHFW Use knowledge of prefixes, suffixes and root words to understand the meanings of new words they encounter in their reading.	
Match spelling to meaning when words sound the same (homophones), e.g. *to/two/too*, *right/write*.		
Use all the letters in sequence for alphabetical ordering.		• Year 3, Brown A IR Know a dictionary is arranged in alphabetical order and that it can be used to find out meaning of words. • Year 3, Brown A VOC Use knowledge of how a dictionary is structured to find out the meaning of words.
Check and correct spellings and identify words that need to be learned.		
Use more powerful verbs, e.g. *rushed* instead of *went*.		
Explore degrees of intensity in adjectives, e.g. *cold*, *tepid*, *warm*, *hot*.		
Look for alternatives for overused		

words and expressions.		
Collect and classify words with common roots, e.g. *invent*, *prevent*.		
Build words from other words with similar meanings, e.g. *medical*, *medicine*.		
Grammar and punctuation		
Reading		
Use knowledge of punctuation and grammar to read with fluency, understanding and expression.	• Word Reading and Fluency, KS2 AF Read aloud, using all punctuation to guide intonation and make sense of longer sentences.	• Year 3, Brown A ACC 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. • Year 4, Grey A ACC 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.
Identify all the punctuation marks and respond to them when reading.	• Word Reading and Fluency, KS2 AF Read aloud, using all punctuation to guide intonation and make sense of longer sentences.	
Learn the use of the apostrophe to show possession, e.g. *girl's*, *girls'*.		• Word Reading and Fluency, KS2 AF Read aloud, using all punctuation to guide intonation and make sense of longer sentences.
Practise using commas to mark out meaning within sentences.	• Word Reading and Fluency, KS2 AF Read aloud, using all punctuation to guide intonation and make sense of longer sentences.	
Identify adverbs and their impact on meaning.		

Stage 4

Investigate past, present and future tenses of verbs.		
Investigate the grammar of different sentences: statements, questions and orders.		
Understand the use of connectives to structure an argument, e.g. *if*, *although*.		

Reading

The following genres and text types are recommended at Stage 4:

Fiction and poetry: historical stories, stories set in imaginary worlds, stories from other cultures, real life stories with issues/dilemmas, poetry and plays including imagery.

Non-fiction: newspapers and magazines, reference texts, explanations, persuasion including advertisements.

Fiction and poetry

Extend the range of reading.	- Year 3, Brown A RGE Has read or heard a variety of myths and legends and can explain some of the key features of these. - Year 3, Brown B RGE 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. - Year 4, Grey A RGE Begin to recognise some themes and conventions in fairy stories and traditional tales. - Year 4, Grey B RGE Identify key themes and conventions in a range of books.	

Stage 4

	• Year 4, Grey B RGE Read books that are structured in different ways and for a range of purposes. • Year 4, Grey B RGE 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. • Year 5, Blue A RGE 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.	
Explore the different processes of reading silently and reading aloud.	• Word Reading and Fluency, KS2 AF Read aloud, using all punctuation to guide intonation and make sense of longer sentences. • Word Reading and Fluency, KS2 AF Read independently and silently the majority of the time.	
Investigate how settings and characters are built up from details and identify key words and phrases.	• Year 3, Brown A LANG Discuss interesting vocabulary on a page of text and, with support, can explain in simple terms the effect the word has on the reader. • Year 4, Grey A LFE 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.	

Stage 4

	• Year 5, Blue B LANG Participate in discussion about an author's choice of language and show understanding of how some language choices affect the reader's understanding. • Year 5, Blue B LANG Discuss and evaluate how authors use figurative language, considering the impact on the reader.	
Explore implicit as well as explicit meanings within a text.	• Year 3, Brown B LIT 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. • Year 3, Brown A INF With support, make inferences, such as inferring characters' feelings and motives from their actions. • Year 3, Brown B INF When prompted, draw inferences such as characters' feelings, thoughts and motives from their actions. • Year 4, Grey A LIT With support, identify main ideas drawn from more than one paragraph. • Year 4, Grey A INF Draw inferences such as characters' feelings, thoughts and motives from their actions, and with support can sometimes justify inferences with evidence.	
Recognise meaning in figurative	• Year 4, Grey A LANG Discuss words and phrases from a page they have	

language.	read and, with prompts if necessary, can explain how they capture the reader's interest and imagination.	
	• Year 4, Grey B LANG Discuss words and phrases from a book they have read and explain how they capture the reader's interest and imagination.	
	• Year 5, Blue A LANG With support, discuss how authors use language, including similes, considering the impact on the reader.	
	• Year 5, Blue A LANG Discuss and evaluate how writers use language, including analogy, considering the impact on the reader.	
	• Year 5, Blue B LANG Discuss and evaluate how authors use figurative language, considering the impact on the reader.	
Understand the main stages in a story from introduction to resolution.	• Year 3, Brown A SEQ Able, with support, to retell stories in correct sequence with different degrees of detail, depending on the purpose of the retelling.	
	• Year 3, Brown B SEQ Retell longer familiar stories they have read, e.g. myths and legends.	
	• Year 4, Grey A SEQ 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.	

Stage 4

	• Year 4, Grey B SEQ 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. • Year 4, Grey B STRC Identify how language, structure and presentation contribute to meaning. • Year 5, Blue A STRC 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.	
Explore narrative order and the focus on significant events.	• Year 3, Brown A SEQ Able, with support, to retell stories in correct sequence with different degrees of detail, depending on the purpose of the retelling. • Year 3, Brown B SEQ Retell longer familiar stories they have read, e.g. myths and legends. • Year 4, Grey A SEQ 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. • Year 4, Grey B SEQ Retell stories with support, and relay main points of sequentially ordered non-fiction texts in correct sequence, usually with different	

Stage 4

	degrees of detail and at a different length, depending on purpose.	
Retell or paraphrase events from the text in response to questions.	• Year 3, Brown A LIT With support, explain the main idea of a paragraph or page they have just read. • Year 3, Brown B LIT Explain the main idea of a paragraph or page they have just read. • Year 4, Grey A LIT With support, identify main ideas drawn from more than one paragraph. • Year 4, Grey A SEQ 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. • Year 4, Grey B SEQ 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. • Year 4, Grey A IR Retrieve information from fiction or non-fiction and, with support, record this information. • Year 4, Grey B IR Retrieve and record information from fiction and non-fiction.	

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| Understand how expressive and descriptive language creates mood. | • Year 3, Brown A LANG Discuss interesting vocabulary on a page of text and, with support, can explain in simple terms the effect the word has on the reader.
• Year 3, Brown B LANG Point out interesting vocabulary on a page and can explain in simple terms the effect the word has on the reader.
• Year 3, Brown A VOC With prompting, identify an interesting word or phrase in a passage and express preferences for particular words.
• Year 4, Grey A LANG 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.
• Year 4, Grey B LANG Discuss words and phrases from a book they have read and explain how they capture the reader's interest and imagination.
• Year 5, Blue A LANG With support, discuss how authors use language, including similes, considering the impact on the reader.
• Year 5, Blue A LANG Discuss and evaluate how writers use language, including analogy, considering the impact on the reader.
• Year 5, Blue B LANG Discuss and evaluate how authors use figurative language, considering the impact on | |

Stage 4

	the reader.	
Express a personal response to a text and link characters and settings to personal experience.	• Year 3, Brown B PRS Give an opinion on a moral dilemma presented in a story. • Year 3, Brown B PRS Give an opinion on a moral dilemma presented in a story and give a simple reason for this. • Year 3, Brown A VOC With prompting, identify an interesting word or phrase in a passage and express preferences for particular words. • Year 4, Grey A PRS Participate in discussion about books by giving a personal response to questions, taking turns and listening to what others say. • Year 4, Grey B PRS Participate in discussion about books, taking turns and listening to what others say.	
Read further stories or poems by a favourite writer, and compare them.	• Year 6, Red B PRS Recommend books to peers, giving reasons for their choices and comparing it to other books on the same theme or by the same author.	• Year 4, Grey A INF 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.
Read and perform play-scripts, exploring how scenes are built up.	• Year 3, Brown A PERF 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. • Year 3, Brown B PERF Copy a modelled reading of a poem with varying expression and volume or	

	follows stage directions for how to read lines of a play.	
	• Year 4, Grey A PERF Use appropriate actions and gestures to convey the meaning of a poem or play script.	
	• Year 4, Grey B PERF Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.	
	• Year 5, Blue A PERF 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.	
Explore the impact of imagery and figurative language in poetry, including alliteration and simile, e.g. *as ... as a ....*	• Year 3, Brown A LANG Discuss interesting vocabulary on a page of text and, with support, can explain in simple terms the effect the word has on the reader.	
	• Year 3, Brown B LANG Point out interesting vocabulary on a page and can explain in simple terms the effect the word has on the reader.	
	• Year 3, Brown A VOC With prompting, identify an interesting word or phrase in a passage and express preferences for particular words.	
	• Year 4, Grey A LANG 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.	
	• Year 4, Grey B LANG Discuss words and phrases from a book they have read and explain how they capture the reader's interest and imagination.	
	• Year 5, Blue A LANG With support, discuss how authors use language, including similes, considering the impact on the reader.	
	• Year 5, Blue A LANG Discuss and evaluate how writers use language, including analogy, considering the impact on the reader.	
	• Year 5, Blue B LANG Discuss and evaluate how authors use figurative language, considering the impact on the reader.	
Compare and contrast poems and investigate poetic features.	• Year 3, Brown A LANG Discuss interesting vocabulary on a page of text and, with support, can explain in simple terms the effect the word has on the reader.	
	• Year 3, Brown B LANG Point out interesting vocabulary on a page and can explain in simple terms the effect the word has on the reader.	
	• Year 4, Grey A LANG 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.	
	• Year 4, Grey B LANG Discuss words and phrases from a book they have	

	read and explain how they capture the reader's interest and imagination.	
	• Year 4, Grey A STRC Recognise some different forms of poetry.	
	• Year 5, Blue A LANG With support, discuss how authors use language, including similes, considering the impact on the reader.	
	• Year 5, Blue A LANG Discuss and evaluate how writers use language, including analogy, considering the impact on the reader.	
	• Year 5, Blue B LANG Discuss and evaluate how authors use figurative language, considering the impact on the reader.	
	• Year 5, Blue A RGE 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.	
Non-fiction		
Understand how points are ordered to make a coherent argument.	• Year 4, Grey A SEQ 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.	
	• Year 4, Grey B SEQ Retell stories with support, and relay main points of	

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	sequentially ordered non-fiction texts in correct sequence, usually with different degrees of detail and at a different length, depending on purpose. • Year 4, Grey B STRC Identify how language, structure and presentation contribute to meaning. • Year 5, Blue A STRC 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.
Understand how paragraphs and chapters are used to organise ideas.	• Year 4, Grey A LIT With support, identify main ideas drawn from more than one paragraph. • Year 4, Grey A SEQ 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. • Year 4, Grey B SEQ 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. • Year 4, Grey B STRC Identify some of the ways in which fiction texts are structured, e.g. through use of chapters. • Year 5, Blue B STRC Identify some of

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	the ways in which fiction texts are structured, e.g. through use of chapters, and can say why this is effective.	
Identify different types of non-fiction text and their known key features.	• Year 3, Brown A IR 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. • Year 3, Brown A STRC Identify some ways in which structure and presentation contribute to meaning. • Year 3, Brown B STRC Beginning to use familiar non-fiction features independently to help them navigate through a text. • Year 3, Brown B STRC With support, identify some of the ways in which language and structure contribute to meaning in different types of texts. • Year 4, Grey A IR 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. • Year 4, Grey B RGE Identify key themes and conventions in a range of books. • Year 4, Grey B RGE Read books that are structured in different ways and for	

	a range of purposes.	
	• Year 4, Grey B RGE 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.	
	• Year 4, Grey B STRC Identify how language, structure and presentation contribute to meaning.	
	• Year 5, Grey B STRC Able to read a range of non-fiction texts structured in different ways.	
Read newspaper reports and consider how they engage the reader.		• Year 3, Brown A STRC Identify some ways in which structure and presentation contribute to meaning.
		• Year 3, Brown B STRC Beginning to use familiar non-fiction features independently to help them navigate through a text.
		• Year 4, Grey A LANG 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.
		• Year 4, Grey B LANG Discuss words and phrases from a book they have read and explain how they capture the reader's interest and imagination.
		• Year 4, Grey B STRC Identify how language, structure and presentation contribute to meaning.
		• Year 5, Grey B STRC Able to read a range of non-fiction texts structured in different ways.

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Investigate how persuasive writing is used to convince a reader.		- Year 4, Grey A LANG 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. - Year 4, Grey B LANG Discuss words and phrases from a book they have read and explain how they capture the reader's interest and imagination. - Year 4, Grey B STRC Identify how language, structure and presentation contribute to meaning. - Year 5, Blue A LANG With support, discuss how authors use language, including similes, considering the impact on the reader. - Year 5, Blue A LANG Discuss and evaluate how writers use language, including analogy, considering the impact on the reader. - Year 5, Blue B LANG Discuss and evaluate how authors use figurative language, considering the impact on the reader.
Note key words and phrases to identify the main points in a passage.	- Year 3, Brown B IR Retrieve specified information from a range of fiction and non-fiction texts. - Year 4, Grey B LIT Identify main ideas drawn from more than one paragraph and summarise these. - Year 4, Grey A IR Retrieve information from fiction or non-fiction and, with support, record this information. - Year 4, Grey B IR Start to select information independently from more than one source and often summarise it (in speech or note form).	

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Distinguish between fact and opinion in print and ICT sources.	• Year 6, Red B INF Distinguish between statements of fact and opinion in fiction and non-fiction and explain the difference.	• Year 3, Brown A INF Distinguish between simple statements of fact and opinion where opinions are clearly signposted with 'I think'.

Stage 5

Stage 5		
Phonics, spelling and vocabulary		
Investigate the spelling of word-final unstressed vowels, e.g. the unstressed 'er' at the end of butter and unstressed 'ee' at the end of city.		• Word Reading and Fluency, KS2 IHFW Use knowledge of prefixes, suffixes and root words to understand the meanings of new words they encounter in their reading. • Word Reading and Fluency, KS2 IHFW Use knowledge of word structure to determine which syllable to stress in an unfamiliar polysyllabic word.
Recognise a range of less common letter strings in words which may be pronounced differently.		• Word Reading and Fluency, KS2 IHFW Continue to build their bank of exception words, noting unusual correspondence between spelling and sound where it occurs.
Spell and make correct use of possessive pronouns, e.g. *their*, *theirs*, *my*, *mine*.		
Identify 'silent' vowels in polysyllabic words, e.g. *library*, *interest*.		
Use effective strategies for learning new spellings and misspelt words.		• Word Reading and Fluency, Phase 6 B Encountering a word that is unfamiliar, can test out different pronunciations to match what is written to words they have heard. • Word Reading and Fluency, KS2 IHFW Continue to build their bank of exception words, noting unusual correspondence between spelling and sound where it occurs.
Learn spelling rules for words ending in *-e* and *-y*, e.g. *take/taking*, *try/tries*.		

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Know rules for doubling consonants and investigate patterns in the use of single and double consonants, e.g. *-full/-ful*.		
Investigate spelling patterns for pluralisation, e.g. *-s*, *-es*, *-y/-ies*, *-f/-ves*.		
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.		• Word Reading and Fluency, KS2 LGSC Continue to apply knowledge of new prefixes and suffixes to read aloud and understand the meaning of new words they encounter. • Word Reading and Fluency, KS2 IHFW Use knowledge of prefixes, suffixes and root words to understand the meanings of new words they encounter in their reading.
Investigate ways of creating opposites, e.g. *un-*, *im-* and comparatives, e.g. *-er*, *-est*.		• Word Reading and Fluency, KS2 LGSC Continue to apply knowledge of new prefixes and suffixes to read aloud and understand the meaning of new words they encounter. • Word Reading and Fluency, KS2 IHFW Use knowledge of prefixes, suffixes and root words to understand the meanings of new words they encounter in their reading.
Revise grammatical homophones, e.g. *they're*, *their*, *there*.		
Use dictionaries efficiently and carry out IT spell checks.		• Year 5 Blue A VOC 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.
Identify unfamiliar words, explore definitions and use new words in context.		• Year 5 Blue A VOC 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. • Year 5 Blue A VOC Independently use a dictionary to quickly check the meaning of a word that is unfamiliar to

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		them, and find an alternative word or phrase with a similar meaning (using a thesaurus if necessary). • Year 6 Red B VOC Take part in discussion to explore words with different or similar meanings, based on their reading.
Extend understanding of the use of adverbs to qualify verbs, e.g. in dialogue.		
Use a thesaurus to extend vocabulary and choice of words.		• Year 5 Blue A VOC 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).
Collect synonyms and opposites and investigate shades of meaning.		
Use known spellings to work out the spelling of related words.		• Word Reading and Fluency, KS2 LGSC Continue to apply knowledge of new prefixes and suffixes to read aloud and understand the meaning of new words they encounter. • Word Reading and Fluency, KS2 IHFW Use knowledge of prefixes, suffixes and root words to understand the meanings of new words they encounter in their reading.
Identify word roots and derivations to support spelling and vocabulary, e.g. *sign*, *signal*, *signature*.		
Investigate the origin and appropriate use of idiomatic phrases.		

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Grammar and punctuation		
Reading		
Learn how dialogue is set out and punctuated.	• Word Reading and Fluency, KS2 AF Read aloud, using all punctuation to guide intonation and make sense of longer sentences.	
Identify prepositions and use the term.		
Understand conventions of standard English, e.g. agreement of verbs.		
Understand the difference between direct and reported speech.		• Word Reading and Fluency, KS2 AF Read aloud, using all punctuation to guide intonation and make sense of longer sentences.
Investigate clauses within sentences and how they are connected.		
Reading		
The following genres and text types are recommended at Stage 5:		
Fiction and poetry: novels and longer stories, fables, myths and legends, stories from other cultures, older literature including traditional tales, poetry and plays including film narrative and dramatic conventions.		
Non-fiction: instructions, recounts (including biography), persuasion.		
Fiction and poetry		
Read widely and explore the features of different fiction genres.	• Year 5, Blue B RGE With support, identify and discuss themes and conventions in and across selected texts. • Year 5, Blue B RGE Read for a range of purposes.	• Year 4, Grey A RGE Begin to recognise some themes and conventions in fairy stories and traditional tales. • Year 4, Grey B RGE Identify key themes and conventions in a range of books. • Year 4, Grey B RGE Read books that are structured in different ways and for a range of purposes. • Year 4, Grey B RGE Has increasing familiarity with a wide

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		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. • Year 4, Grey B STRC Identify how language, structure and presentation contribute to meaning. • Year 5, Blue A RGE 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.
Provide accurate textual reference from more than one point in a story to support answers to questions.	• Year 4, Grey A LIT With support, identify main ideas drawn from more than one paragraph. • Year 4, Grey B LIT With support, concisely sum up main ideas drawn from more than one paragraph. • Year 4, Grey B LIT Identify main ideas drawn from more than one paragraph and summarise these. • Year 5, Blue A LIT Summarise main ideas drawn from more than one paragraph, and with support identify at least one key detail that supports main ideas. • Year 5, Blue B LIT Summarise main ideas drawn from more than one paragraph, and with minimal support identify one or more key details that support the main ideas. • Year 5, Blue B IR Start to select information independently from more than one source and often summarise it (in speech or note form).	

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| Compare the structure of different stories. | • Year 5, Blue A STRC 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.
• Year 5, Blue B STRC Identify some of the ways in which fiction texts are structured, e.g. through use of chapters, and can say why this is effective. | • Year 4, Grey A RGE Begin to recognise some themes and conventions in fairy stories and traditional tales.
• Year 4, Grey B RGE Identify key themes and conventions in a range of books.
• Year 4, Grey B RGE Read books that are structured in different ways and for a range of purposes.
• Year 4, Grey B RGE 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.
• Year 4, Grey B STRC Identify how language, structure and presentation contribute to meaning.
• Year 4, Grey B STRC Identify some of the ways in which fiction texts are structured, e.g. through use of chapters.
• Year 5, Blue A RGE 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.
• Year 5, Blue B RGE With support, identify and discuss themes and conventions in and across selected texts.
• Year 5, Blue A STRC 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. |
| Comment on a writer's use of language and explain reasons for writer's choices. | • Year 5, Blue B LANG Participate in discussion about an author's choice of language and show understanding of how some language choices affect the reader's understanding. | • Year 4, Grey A INF Draw inferences such as characters' feelings, thoughts and motives from their actions, and with support can sometimes justify inferences with evidence.
• Year 4, Grey A LANG 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 |

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		imagination.
		• Year 4, Grey B STRC Identify how language, structure and presentation contribute to meaning.
		• Year 5, Blue A INF 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.
		• Year 5, Blue A LANG With support, discuss how authors use language, including similes, considering the impact on the reader.
		• Year 5, Blue A LANG 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.
Begin to interpret imagery and techniques, e.g. metaphor, personification, simile, adding to understanding beyond the literal.	• Year 4, Grey A INF Draw inferences such as characters' feelings, thoughts and motives from their actions, and with support can sometimes justify inferences with evidence. • Year 4, Grey B INF Draw inferences such as characters' feelings, thoughts and motives from their actions, and can justify inferences with evidence. • Year 4, Grey A LANG 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. • Year 4, Grey B LANG Discuss words and phrases from a book they have read and explain how they capture the reader's interest and imagination.	

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	• Year 4, Grey B STRC Identify how language, structure and presentation contribute to meaning. • Year 5, Blue A INF 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. • Year 5, Blue B INF Use information from a text to draw straightforward inferences about how ideas are related. • Year 5, Blue A LANG With support, discuss how authors use language, including similes, considering the impact on the reader. • Year 5, Blue A LANG Discuss and evaluate how writers use language, including analogy, considering the impact on the reader. • Year 5, Blue B LANG Discuss and evaluate how authors use figurative language, considering the impact on the reader.	
Discuss metaphorical expressions and figures of speech.		• Year 4, Grey A LANG 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. • Year 4, Grey B LANG Discuss words and phrases from a book they have read and explain how they capture the reader's interest and imagination.

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		• Year 5, Blue A LANG With support, discuss how authors use language, including similes, considering the impact on the reader. • Year 5, Blue A LANG Discuss and evaluate how writers use language, including analogy, considering the impact on the reader. • Year 5, Blue B LANG Discuss and evaluate how authors use figurative language, considering the impact on the reader. • Year 6, Red A LANG Discuss and, with support, evaluate how authors use some common types of literary or subject-specific language, considering the impact on the reader.
Identify the point of view from which a story is told.	• Year 5, Blue A INF 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.	• Year 5, Blue A LANG 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. • Year 5, Blue B LANG Participate in discussion about an author's choice of language and show understanding of how some language choices affect the reader's understanding.
Consider how a writer expresses their own point of view, e.g. how characters are presented.	• Year 5, Blue A LANG With support, discuss how authors use language, including similes, considering the impact on the reader. • Year 5, Blue A LANG 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. • Year 5, Blue A INF Participate in discussion about views expressed in	• Year 4, Grey A LANG 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. • Year 4, Grey B LANG Discuss words and phrases from a book they have read and explain how they capture the reader's interest and imagination. • Year 4, Grey B STRC Identify how language, structure and presentation contribute to meaning.

	two texts on a similar topic or by same author, taking into account differences in purpose and audience. • Year 5, Blue B LANG Participate in discussion about an author's choice of language and show understanding of how some language choices affect the reader's understanding. • Year 5, Blue B INF Identify some similarities and differences between two versions of a traditional tale. • Year 6, Red B INF Distinguish between statements of fact and opinion in fiction and non-fiction and explain the difference. • Year 6 Plus, Red Plus B INF 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. • Year 6 Plus, Red Plus B INF Recognise the purpose, audience and context of a piece of biased writing and, with direction, can use this knowledge to support their comprehension. • Year 6 Plus, Red Plus B INF Recognise layers of meaning in a text and track details throughout the text, explaining how they contribute to overall meaning.	

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Read and identify characteristics of myths, legends and fables.	• Year 5, Blue A RGE 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.	• Year 4, Grey A RGE Begin to recognise some themes and conventions in fairy stories and traditional tales. • Year 4, Grey B RGE Identify key themes and conventions in a range of books. • Year 4, Grey B RGE 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. • Year 5, Blue B INF Identify some similarities and differences between two versions of a traditional tale. • Year 5, Blue B RGE With support, identify and discuss themes and conventions in and across selected texts.
Compare and evaluate the print and film versions of a novel or play.		• Year 4, Grey B RGE Read books that are structured in different ways and for a range of purposes. • Year 4, Grey B RGE 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. • Year 5, Blue B RGE Read for a range of purposes.
Compare dialogue and dramatic conventions in film narrative.		• Year 4, Grey B RGE Read books that are structured in different ways and for a range of purposes. • Year 4, Grey B RGE 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. • Year 5, Blue B RGE Read for a range of purposes.
Read and perform narrative poems.		• Word Reading and Fluency, KS2 AF Read aloud, using all punctuation to guide intonation and make sense of longer sentences. • Year 4, Grey A STRC Recognise some different forms of poetry.

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		• Year 4, Grey B STRC Identify how language, structure and presentation contribute to meaning. • Year 5, Blue A PERF 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. • Year 5, Blue B RGE Read for a range of purposes. • Year 6, Red B PERF Learn a variety of poems by heart and perform them in a way that conveys the meaning to the audience.
Read poems by significant poets and compare style, forms and themes.		• Year 4, Grey B RGE Read books that are structured in different ways and for a range of purposes. • Year 4, Grey B RGE 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. • Year 4, Grey A STRC Recognise some different forms of poetry. • Year 4, Grey B STRC Identify how language, structure and presentation contribute to meaning. • Year 5, Blue A RGE 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. • Year 5, Blue B RGE With support, identify and discuss themes and conventions in and across selected texts.
Non-fiction		
Look for information in non-fiction texts to build on what is already known.	• Year 4, Grey A IR Retrieve information from fiction or non-fiction and, with support, record this information.	

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	• Year 4, Grey A IR 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. • Year 4, Grey B IR Retrieve and record information from fiction and non-fiction. • Year 5, Blue A IR Retrieve information from fiction or non-fiction, identifying key ideas and, with support, record and present it. • Year 5, Blue A IR Select and sort information from a range of sources and, with minimal support, record this information. • Year 5, Blue B RGE Read for a range of purposes.	
Locate information confidently and efficiently from different sources.	• Year 4, Grey A IR 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. • Year 4, Grey A IR Retrieve information from fiction or non-fiction and, with support, record this information. • Year 4, Grey B IR Retrieve and record information from fiction and non-fiction. • Year 4, Grey B RGE Read books that are structured in different ways and for a range of purposes.	

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	• Year 5, Blue A IR Retrieve information from fiction or non-fiction, identifying key ideas and, with support, record and present it. • Year 5, Blue A IR Select and sort information from a range of sources and, with minimal support, record this information. • Year 5, Blue A RGE 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. • Year 6, Red A IR Start to select information independently from more than one source and often summarise it (in speech or note form).	
Skim read to gain an overall sense of a text and scan for specific information.		• Year 4, Grey A IR Retrieve information from fiction or non-fiction and, with support, record this information. • Year 4, Grey A IR 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. • Year 4, Grey B IR Retrieve and record information from fiction and non-fiction. • Year 5, Blue A IR Select and sort information from a range of sources and, with minimal support, record this information. • Year 5, Blue B RGE Read for a range of purposes.

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Develop note-taking to extract key points and to group and link ideas.	• Year 5, Blue A IR Retrieve information from fiction or non-fiction, identifying key ideas and, with support, record and present it. • Year 5, Blue A IR Start to select information independently from more than one source and often summarise it (in speech or note form). • Year 5, Blue B PERF 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.	
Note the use of persuasive devices, words and phrases in print and other media.		• Year 4, Grey A LANG 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. • Year 4, Grey B LANG Discuss words and phrases from a book they have read and explain how they capture the reader's interest and imagination. • Year 4, Grey B STRC Identify how language, structure and presentation contribute to meaning. • Year 5, Blue A LANG With support, discuss how authors use language, including similes, considering the impact on the reader. • Year 5, Blue A LANG Discuss and evaluate how writers use language, including analogy, considering the impact on the reader. • Year 5, Blue B LANG Discuss and evaluate how authors use figurative language, considering the impact on the reader.

Stage 5

Explore the features of texts which are about events and experiences, e.g. diaries.		• Year 4, Grey B RGE Identify key themes and conventions in a range of books. • Year 4, Grey B RGE Read books that are structured in different ways and for a range of purposes. • Year 5, Blue A RGE 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. • Year 5, Blue B RGE With support, identify and discuss themes and conventions in and across selected texts.
Understand the use of impersonal style in explanatory texts.		• Year 5, Blue STRC Identify how structure and presentation contribute to meaning in an increasing range of text types. • Year 5, Blue B LANG Participate in discussion about an author's choice of language and show understanding of how some language choices affect the reader's understanding.
Read and evaluate non-fiction texts for purpose, style, clarity and organisation.	• Year 4, Grey B RGE Identify key themes and conventions in a range of books. • Year 4, Grey B RGE Read books that are structured in different ways and for a range of purposes. • Year 4, Grey B STRC Identify how language, structure and presentation contribute to meaning. • Year 5, Blue A RGE 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.	
	• Year 5, Blue B RGE With support, identify and discuss themes and conventions in and across selected texts.	
	• Year 5, Blue B RGE Read for a range of purposes.	
	• Year 5, Blue B RGE With support, identify how language, structure and presentation contribute to meaning in a range of straightforward texts.	
	• Year 6 Plus, Red Plus B INF Recognise the purpose, audience and context of a piece of biased writing and, with direction, can use this knowledge to support their comprehension.	
	• Year 6 Plus, Red Plus B STRC With support, evaluate how the choice of text structure supports the writer's theme and purpose.	
Compare writing that informs and persuades.	• Year 5, Blue A INF Distinguish between statements of fact and opinion when both are included in a text.	• Year 5, Blue B RGE Read for a range of purposes.
	• Year 5, Blue B INF Distinguish between facts and opinions when both are included in a sentence.	

Stage 6

Stage 6		
Phonics, spelling and vocabulary		
Learn word endings with different spellings but the same pronunciation, e.g. *-tion*, *-cian*, *-sion*, *-ssion*; *-ance*, *-ence*.		• Word Reading and Fluency, KS2 LGSC Continue to apply knowledge of new prefixes and suffixes to read aloud and understand the meaning of new words they encounter.
Confirm correct choices when representing consonants, e.g. 'ck'/'k'/'ke'/'que'/'ch'; 'ch'/'tch'; 'j'/'dj'/'dje'.		• Word Reading and Fluency, KS2 IHFW Continue to build their bank of exception words, noting unusual correspondence between spelling and sound where it occurs.
Continue to learn words, apply patterns and improve accuracy in spelling.		• Word Reading and Fluency, KS2 LGSC Continue to apply knowledge of new prefixes and suffixes to read aloud and understand the meaning of new words they encounter. • Word Reading and Fluency, KS2 IHFW Use knowledge of prefixes, suffixes and root words to understand the meanings of new words they encounter in their reading. • Word Reading and Fluency, KS2 IHFW Continue to build their bank of exception words, noting unusual correspondence between spelling and sound where it occurs.
Further investigate spelling rules and exceptions, including representing unstressed vowels.		• Word Reading and Fluency, KS2 IHFW Use knowledge of word structure to determine which syllable to stress in an unfamiliar polysyllabic word.
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.		• Word Reading and Fluency, KS2 LGSC Continue to apply knowledge of new prefixes and suffixes to read aloud and understand the meaning of new words they encounter. • Word Reading and Fluency, KS2 IHFW Use knowledge of prefixes, suffixes and root words to understand the meanings of new words they encounter in their reading.

Stage 6

Know how to transform meaning with prefixes and suffixes.		• Word Reading and Fluency, KS2 LGSC Continue to apply knowledge of new prefixes and suffixes to read aloud and understand the meaning of new words they encounter. • Word Reading and Fluency, KS2 IHFW Use knowledge of prefixes, suffixes and root words to understand the meanings of new words they encounter in their reading.
Investigate meanings and spellings of connectives.		
Explore definitions and shades of meaning and use new words in context.		• Take part in discussion to explore words with different or similar meanings, based on their reading.
Explore word origins and derivations and the use of words from other languages.		
Understand changes over time in words and expressions and their use.		
Explore proverbs, sayings and figurative expressions.		
Grammar and punctuation		
Reading		
Identify uses of the colon, semi-colon, parenthetic commas, dashes and brackets.		
Revise different word classes.		
Investigate the use of conditionals, e.g. to express possibility.		

Stage 6

Begin to show awareness of the impact of writers' choices of sentence length and structure.		• Year 5, Red A LANG Discuss and, with support, evaluate how authors use some common types of literary or subject-specific language, considering the impact on the reader. • Year 5, Red A STRC Identify how structure and presentation contribute to meaning in an increasing range of text types.
Revise language conventions and grammatical features of different types of text.		• Year 5, Red A LANG Discuss and, with support, evaluate how authors use some common types of literary or subject-specific language, considering the impact on the reader. • Year 5, Red A STRC Identify how structure and presentation contribute to meaning in an increasing range of text types.
Explore use of active and passive verbs within a sentence.		
Understand the conventions of standard English usage in different forms of writing.		
Distinguish the main clause and other clauses in a complex sentence.		
Reading		
Fiction and poetry		
The following genres and text types are recommended at Stage 6: Fiction: various genres including science fiction, extended narratives, stories with flashbacks, poetry and plays including imagery. Non-fiction: instructions, recounts (including biography and autobiography), diaries, journalistic writing, argument and discussion, formal and impersonal writing.		

Stage 6

Develop familiarity with the work of established authors and poets, identifying features which are common to more than one text.	• Year 6 Plus, Red Plus A LIT Participate in discussion about the similarities and differences between two books on a similar topic or by the same author.	• Year 5, Blue A RGE 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. • Year 6, Red B INF Make comparisons within and across books. • Year 6, Red A RGE Identify and discuss themes and conventions in and across two related books they have read. • Year 6 Plus, Red Plus B LIT Participate in discussion about similarities and differences between viewpoints of authors or characters in two or more texts. • Year 6 Plus, Red Plus A INF 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.
Consider how the author manipulates the reaction of the reader, e.g. how characters and settings are presented.	• Year 6 Plus, Red Plus B INF Evaluate techniques the author has used to evoke and manipulate reader's response to a text.	• Year 5, Blue A INF 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. • Year 5, Blue A INF 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. • Year 6, Red B INF Infer characters' feelings, thoughts and motives from their actions, and justify inferences with evidence. • Year 6 Plus, Red Plus B 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.

Stage 6

Look for implicit meanings, and make plausible inferences based on more than one point in the text.	• Year 5, Blue A INF 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. • Year 5, Blue B INF Use information from a text to draw straightforward inferences about how ideas are related. • Year 6 Plus, Red Plus A INF Read between the lines and explain different possible interpretations of an event in a fiction or non-fiction text.	
Understand aspects of narrative structure, e.g. the handling of time.	• Year 5, Blue A STRC 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. • Year 6, Red B STRC Identify some of the ways in which fiction texts are structured, e.g. through use of chapters, and can say why this is effective. • Year 6 Plus, Red Plus A LANG With support, evaluate how author has used language for a particular effect, finding examples and explaining how they impact on the reader. • Year 6 Plus, Red Plus A STRC Discuss and evaluate how texts are structured and presented, and can	• Year 5, Blue B RGE With support, identify and discuss themes and conventions in and across selected texts.

Stage 6

	comment on the impact on the reader. • Year 6 Plus, Red Plus B With support, evaluate how the choice of text structure supports the writer's theme and purpose. • Year 6 Plus, Red Plus B Discuss a range of structural features and evaluate how these contribute to the effects achieved.	
Analyse the success of writing in evoking particular moods, e.g. suspense.	• Year 6 Plus, Red Plus A PRS With support, evaluate how effectively the author has created a particular mood, and can discuss their own response to it.	
Paraphrase explicit meanings based on information at more than one point in the text.	• Year 5, Blue A LIT Summarise main ideas drawn from more than one paragraph, and with support identify at least one key detail that supports main ideas. • Year 5, Blue B LIT Summarise main ideas drawn from more than one paragraph, and with minimal support identify one or more key details that support the main ideas. • Year 6, Red A LIT Summarise main ideas drawn from more than one paragraph, and with minimal prompting identify some key details that support the main ideas.	• Year 6, Red B LIT Summarise main ideas drawn from across a chapter or section, identifying key details that support main ideas. • Year 6 Plus, Red Plus A LIT Summarise main ideas and concerns in a book, identifying key details that support main ideas. • Year 6 Plus, Red Plus A LIT Draw links between different pieces of evidence and paraphrase them when asked to provide evidence for views on a text. • Year 6 Plus, Red Plus B IR Collate and summarise ideas in writing using quotations when asked to identify specific details from more than one text.

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Comment on writer's use of language, demonstrating awareness of its impact on the reader.	• Year 5, Blue A LANG With support, discuss how authors use language, including similes, considering the impact on the reader.	• Year 5, Blue A LANG 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. • Year 6, Red B LIT Use knowledge of idiom and figurative language to help understand meaning of a text. • Year 6, Red A LANG Discuss and, with support, evaluate how authors use some common types of literary or subject-specific language, considering the impact on the reader. • Year 6, Red B LANG Discuss and evaluate how authors use figurative language, considering the impact on the reader. • Year 6 Plus, Red Plus A LANG Discuss and evaluate how writers use language, including analogy, considering the impact on the reader. • Year 6 Plus, Red Plus A LANG With support, evaluate how author has used language for a particular effect, finding examples and explaining how they impact on the reader.
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.	• Year 6, Red A INF 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. • Year 6 Plus, Red Plus B INF Recognise the purpose, audience and context of a piece of biased writing and, with direction, can use this knowledge to support their comprehension.	• Year 5, Blue A LANG 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. • Year 5, Blue B LANG Participate in discussion about an author's choice of language and show understanding of how some language choices affect the reader's understanding. • Year 6, Red A LANG Discuss and, with support, evaluate how authors use some common types of literary or subject-specific language, considering the impact on the reader.

		• Year 6, Red B LANG Discuss and evaluate how authors use figurative language, considering the impact on the reader. • Year 6 Plus, Red Plus A LANG Discuss and evaluate how writers use language, including analogy, considering the impact on the reader. • Year 6 Plus, Red Plus A LANG With support, evaluate how author has used language for a particular effect, finding examples and explaining how they impact on the reader.
Take account of viewpoint in a novel, and distinguish voice of author from that of narrator.		• Year 5, Blue A INF 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. • Year 6, Red A INF 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. • Year 6 Plus, Red Plus B INF Recognise the purpose, audience and context of a piece of biased writing and, with direction, can use this knowledge to support their comprehension. • Year 6 Plus, Red Plus B INF 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. • Year 6 Plus, Red Plus B INF Recognise layers of meaning in a text and track details throughout the text, explaining how they contribute to overall meaning.
Discuss and express preferences in terms of language, style and themes.	• Year 5, Blue A PRS With support, review a book they have read, explaining why they would or would not	

	recommend the book to others.	
	• Year 5, Blue A PRS With support, provide reasoned justifications for their views in response to prompts.	
	• Year 5, Blue A PRS Recommend books to peers, usually giving clear reasons for their choices.	
	• Year 5, Blue A LANG 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.	
	• Year 5, Blue B LANG Participate in discussion about an author's choice of language and show understanding of how some language choices affect the reader's understanding.	
	• Year 6, Red A LANG Discuss and, with support, evaluate how authors use some common types of literary or subject-specific language, considering the impact on the reader.	
	• Year 6 Plus, Red Plus A PRS 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.	
	• Year 6 Plus, Red Plus B PRS Use breadth of reading to discuss their opinions of authors and themes and, with support, can justify why they like	

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	these. • Year 6 Plus, Red Plus B PRS Use breadth of reading to discuss their opinions of authors, themes and styles and, with support, can justify why they like these.	
Articulate personal responses to reading, with close reference to the text.	• Year 5, Blue B PRS With support where necessary, provide justifications for their views. • Year 5, Blue B PRS Participate in discussions about books, and with support can build on their own and others' ideas. • Year 5, Blue A LANG 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. • Year 5, Blue B LANG Participate in discussion about an author's choice of language and show understanding of how some language choices affect the reader's understanding. • Year 6, Red B PRS Participate in discussions about books, asking and answering questions, building on their own and others' ideas and challenging views courteously. • Year 6, Red B PRS Provide reasoned justifications for their views. • Year 6, Red B PRS Recommend books to peers, giving reasons for their choices and comparing it to other	

	books on the same theme or by the same author.	
	• Year 6, Red A LANG Discuss and, with support, evaluate how authors use some common types of literary or subject-specific language, considering the impact on the reader.	
	• Year 6 Plus, Red Plus A PRS 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.	
	• Year 6 Plus, Red Plus B PRS Use breadth of reading to discuss their opinions of authors and themes and, with support, can justify why they like these.	
	• Year 6 Plus, Red Plus B PRS Use breadth of reading to discuss their opinions of authors, themes and styles and, with support, can justify why they like these.	
Explore how poets manipulate and play with words and their sounds.		• Year 5, Blue A LANG 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.
		• Year 5, Blue B LANG Participate in discussion about an author's choice of language and show understanding of how some language choices affect the reader's understanding.
		• Year 6, Red A LANG Discuss and, with support, evaluate

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		how authors use some common types of literary or subject-specific language, considering the impact on the reader.
		• Year 6, Red B LANG Discuss and evaluate how authors use figurative language, considering the impact on the reader.
		• Year 6 Plus, Red Plus B INF 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.
		• Year 6 Plus, Red Plus B INF Recognise layers of meaning in a text and track details throughout the text, explaining how they contribute to overall meaning.
Read and interpret poems in which meanings are implied or multilayered.	• Year 6 Red B RGE 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. • Year 6 Plus, Red Plus A LANG Discuss and evaluate how writers use language, including analogy, considering the impact on the reader. • Year 6 Plus, Red Plus B INF 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. • Year 6 Plus, Red Plus B INF Recognise layers of meaning in a text	

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	and track details throughout the text, explaining how they contribute to overall meaning.	
	• Year 6 Plus, Red Plus B LANG Discuss and evaluate how authors use figurative language, considering the impact on the reader.	
Non-fiction		
Analyse how paragraphs and chapters are structured and linked.	• Year 6, Red A LIT Summarise main ideas drawn from more than one paragraph, and with minimal prompting identify some key details that support the main ideas.	
	• Year 6, Red B STRC Identify some of the ways in which fiction texts are structured, e.g. through use of chapters, and can say why this is effective.	
	• Year 6, Red B LIT Summarise main ideas drawn from across a chapter or section, identifying key details that support main ideas.	
Recognise key characteristics of a range of non-fiction text types.	• Year 5, Blue A RGE 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.	
	• Year 5, Blue B RGE With support, identify and discuss themes and conventions in and across selected	

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	texts. • Year 5, Blue B RGE Read for a range of purposes. • Year 6, Red B RGE 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. • Year 6, Red B RGE Identify and discuss themes and conventions in and across a wide range of writing. • Year 6 Plus, Red Plus B STRC Discuss a range of structural features and evaluates how these contribute to the effects achieved.	
Explore autobiography and biography, and first and third person narration.		• Year 6, Red A RGE Read for a range of purposes, including some more sophisticated or formal texts not primarily intended for children. • Year 6, Red A STRC Identify how structure and presentation contribute to meaning in an increasing range of text types.
Identify features of balanced written arguments.		• Year 6 Plus, Red Plus B INF Recognise the purpose, audience and context of a piece of biased writing and, with direction, can use this knowledge to support their comprehension.
Compare the language, style and impact of a range of non-fiction writing.	• Year 5, Blue A LANG With support, discuss how authors use language, including similes, considering the impact on the reader.	

	- Year 5, Blue A LANG 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. - Year 5, Blue B LANG Participate in discussion about an author's choice of language and show understanding of how some language choices affect the reader's understanding. - Year 6, Red A LANG Discuss and, with support, evaluate how authors use some common types of literary or subject-specific language, considering the impact on the reader. - Year 6, Red B LANG When prompted, identify uses of language in a non-fiction text that are intended to cause a response in the reader. - Year 6, Red B LANG Discuss and evaluate how authors use figurative language, considering the impact on the reader. - Year 6, Red B STRC Read books that are structured in different ways, and read for a range of purposes. - Year 6, Red B STRC Identify how language, structure and presentation contribute to meaning.	

Stage 6

Distinguish between fact and opinion in a range of texts and other media.	• Year 5, Blue A INF Distinguish between statements of fact and opinion when both are included in a text. • Year 5, Blue B INF Distinguish between facts and opinions when both are included in a sentence. • Year 6, Red B INF Distinguish between statements of fact and opinion in fiction and non-fiction and explain the difference.	• Year 6, Red B LANG When prompted, identify uses of language in a non-fiction text that are intended to cause a response in the reader.