

Reading Statements –					
Word reading – to be assessed in Guided Reading sessions					
Can read independently using a range of strategies appropriately, including decoding to establish meaning.					
Can read aloud with expression and intonation taking into account . ? , ! as well as inverted commas ("") for dialogue. (Extend with ... and -)					
Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words					
Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words					
Can locate information by skimming (for a general impression) and scanning (to locate specific information).					
Can use knowledge of the alphabet to locate information (e.g. dictionary, index).					
Check that the text makes sense to them, discussing their understanding and explaining the words in context.					
Ask questions to improve understanding of a text.					
Range – age appropriate F and NF from a variety of origins and traditions					
Experience and discuss a range of fiction, poetry, plays, non-fiction and reference books or textbooks.					
Is beginning to identify differences between different fiction genres – read for a range of purposes.					
Discuss books, poems and other material, both those read aloud and those read independently.					
Comprehension – 2a give / explain the meaning of words in context					
Can explore potential meanings of ambitious vocabulary read in context, using knowledge of etymology (the word origin), morphology (the form and structure of a word, i.e. the ‘root’ word plus prefix and/or suffix), or the context of the word – use dictionaries to check the meaning					
Comprehension - 2b retrieve and record information / identify key details from fiction and non-fiction					
Can retrieve information or ideas from texts, using text marking to support note making (e.g. highlighting, notes in the margin).					
Comprehension - 2c summarise main ideas/ themes					
Can summarise and explain the main points in a text, referring back to the text to support this.					
Can identify main points drawn from more than one paragraph and summarise these.					
Identify themes in a wide range of books					
Comprehension - 2d make inferences from the text / explain and justify inferences with evidence from the text					
Can use clues from action, description and dialogue to establish meaning.					
Is beginning to read between the lines to interpret meaning and/or explain what characters are thinking/feeling and the way they act.					
Can explain how and why main characters act in a story, using evidence from the text.					
Is beginning to distinguish between fact and opinion in texts.					
Comprehension - 2e predict what might happen from details stated and implied					
Can make plausible predictions based on knowledge from/of the text and wider connections (e.g. other books on same theme; other books by same author; a personal connection the child makes; a connection the child makes to wider experiences).					
When prompted, can justify and elaborate on opinions and predictions, referring back to the text for evidence.					
Comprehension - 2f identify / explain how information / narrative content is related and contributes to meaning as a whole					
Can identify how structure and presentation contribute to meaning.					
Understands the purpose of a paragraph/chapter (the way in which writers use paragraphs and chapters to group related ideas together).					
Sometimes empathizes with different characters’ points of view in order to explain what characters are thinking/feeling and the way they act.					
Can recognise how a character is presented in different ways and respond to this with reference to the text.					
Comprehension - 2g identify / explain how meaning is enhanced through choice of words and phrases					
Can discuss ‘WOW’ words and phrases that capture the reader’s interest and imagination.					
Can comment on the author’s choice of language to create mood and build tension.					
Can identify language features of some different text types (e.g. that the language of recount is different from the language of instructions). Recognise different forms of poetry (e.g. free verse, narrative poetry)					
Comprehension - 2h make comparisons within the text					
Can make choices about which texts to read based on, and referring back to, prior reading experience, expressing preferences and comparing texts.					
Oral retelling and performance					
Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.					
Increase their familiarity with a wide range of books, including fairy tales, myths and legends (and retelling some of these orally).					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
/32 statements	/32 statements	/32 statements	/32 statements	/32 statements	/32 statements