Reading Statements –	
Word reading – to be assessed in Guided Reading sessions	
Can understand and explain the function of sophisticated punctuation (; : - () and ‘ for possession).	
Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words	
Can understand books read independently – self corrects when reading doesn’t make sense	
Range – age appropriate F and NF from a variety of origins and traditions	
Increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and tradition	
Recommend books to peers, giving reasons for their choices.	
Can participate in discussions about books that are read to them and those they can read for themselves, building on their own and others’ ideas and challenging views courteously	
Comprehension – 2a give / explain the **meaning of words in context**	
Can work out the meaning of unknown words from the way they are used in context.	
Can use meaning-seeking strategies to explore the meaning of words and figurative language in context	
Comprehension - 2b **retrieve and record information** / identify key details from fiction and non-fiction	
Can skim and scan non-fiction texts to speed up research.	
Can retrieve and collate key ideas and information from a range of sources.	
Comprehension – 2c summarise main ideas / themes	
Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas	
Can confidently identify the point of view of some texts and how this impacts on the reader.	
Can identify and discuss implicit and explicit point of view in some texts at an appropriate level.	
Comprehension – 2d – make inferences from the text / explain and justify inferences with evidence from the text	
Can refer to the text to: support predictions and opinion	
Summarise what you find/discuss/think about; make your point/state your thoughts and ideas	
Find evidence in and/or around the text to support your views; clarify your thinking by elaborating on and justifying your views, using additional evidence and linking to wider knowledge/experiences	
Can explain a character’s motives throughout a story and use evidence from the text to back up opinions.	
Can infer messages, moods, feelings and attitudes across a text in level-appropriate texts (e.g. how a message can be inferred through referring back to different points in the text where things have been implied).	
Comprehension – 2e predict what might happen from details stated and implied	
Can predict what might happen from details stated and implied.	
Comprehension – 2f identify / explain how information / narrative content is related and contributes to the meaning as a whole	
Is beginning to evaluate how messages, moods, feelings and attitudes are conveyed in poetry, prose and non-fiction, making reference to the text.	
Raise queries about a text and ask questions to improve understanding.	
Can make connections between other and similar texts, prior knowledge and experience.	
Can evaluate the success of a text providing evidence that refers to language, theme and style.	
Can discuss the message a text has about our society, a particular culture, or traditions from the past.	
Can recognize which character the writer wants the reader to like or dislike and what techniques are used to achieve this.	
Can explain the structural devices an author has used to organise a text (e.g. going beyond the superficially obvious in fiction, such as decisions about plot structure or flash forwards/backs; in non-fiction, looking at devices and decisions the writer has made in multi-genre texts).	
Comprehension – 2g identify / explain how meaning is enhanced through **choice of words and phrases**	
Can sometimes recognize the use of irony and comment on the writer’s intention (e.g. sarcasm, insincerity, mockery).	
Can identify grammatical features used by the writer – rhetorical questions, varied sentence lengths, varied sentence structure starters to impact on the reader.	
Can comment on the success of texts in provoking particular responses (e.g. anger, sadness).	
Can discuss the difference between literal and figurative language and can discuss the effects of imagery.	
Comprehension – 2h make comparisons within the text	
Can identify the purpose, audience and organisation of different fiction/non-fiction texts and evaluate the success of each of these elements.	
Can decide on the quality and usefulness of a range of texts and explain clearly to others.	
Can identify why a long-established novel may have retained its lasting appeal.	
Oral retelling and performance	
Can learn a wide range of poetry by heart	
Can prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience	
Can present an oral overview or summary of a text	

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
/34 statements	/34 statements	/34 statements	/34 statements	/34 statements	/34 statements