

Comprehension – Understand books read independently/Understand what they read in books independently and books which are read aloud to them/Understand books they read and books which are read aloud/Developing pleasure and motivation to read. Increasing vocabulary and understanding.

Year 6	Year 5	Year 4	Year 3	Year 2	Year 1
To understand that there will be unfamiliar words in texts read.	To understand that there will be unfamiliar words in texts read.	To understand that a reader needs to interact with a text in order to understand it.	To check for understanding in any book they have read.	To know that the purpose of reading is to make meaning of the words on the page.	To know that there are different kinds (genre) of books.
To use dictionaries to check or find the meaning of unfamiliar words.	To use dictionaries to check or find the meaning of unfamiliar words.	To check understanding in any book or text read.	To ask questions to secure their understanding of a book they have read.	To know, understand and use a range of word decoding strategies.	To know the difference between a story book (fiction) and an information book (non-fiction).
To use meaning-seeking strategies to explore the meaning of words in context.	To use meaning-seeking strategies to explore the meaning of idiomatic and figurative language.	To actively seek the meaning of any words or language not understood.	To ask questions to deepen understanding of a text.	To check that the text being read makes sense.	To find the title, author, blurb, front/back cover and the illustrator of a book.
To use meaning-seeking strategies to explore the meaning of idiomatic and figurative language.	To ask questions to improve understanding.	To ask questions to deepen understanding of a text – between and beyond the lines.	To use the context of unfamiliar words to explain their meaning.	To re-read when unsure of meaning, or when meaning has been lost.	To express an opinion and say what they like or dislike about a book.
To ask questions to improve and deepen understanding.	To re-read to check that text is meaningful.	To check the meaning of any familiar words through questioning, discussion or use of dictionaries.	To check the meaning of any unfamiliar words through questioning, discussion or use of dictionaries.	To self-correct when meaning is lost.	To identify any similarities between books or story, they have experienced.
To re-read to check that text is meaningful.	To understand that inferences can be drawn from different parts of the text.	To understand that a writer wants the reader to respond in a certain way.	To give and explain a personal response to a text.	To use prior knowledge and reading experiences to understand a text.	To listen actively to the ideas other children have about books.
To know that a text may need to be read slowly or re-read to deepen understanding.	To understand that inferences can be made by reading between and beyond the lines.	Find where the author has written to make the reader respond in a certain way.	To use evidence to support response to a text.	To use context to understand texts.	To express whether they disagree with the ideas and opinions other children hold about books.
To know that texts have different layers of meaning-between the lines and beyond the lines.	To draw inferences such as inferring characters' feelings, thoughts and motives from their actions at different points in the text.	To explain how the author made sure of the reader's response, using evidence from the text.	To listen to others' personal responses to a text.	To ask questions to clarify understanding.	To suggest and offer reasons why they agree or disagree with other children's ideas and opinions about books.
To find the different layers of meaning in a text.	To justify inferences with evidence from the text.	Compare personal responses to a text with the responses of others.	To adapt own response in the light of others' responses.	To find the answers to retrieval questions about stories, poems or non-fiction texts.	To know, recognise and join in with some learnt Year 1 read aloud stories
To explain how they contribute to the reader's understanding of the overall meaning, characters and themes.	To make predictions from evidence found and implied information.	To empathise with a character.	To know that a characters' actions tell the reader about their feelings, thoughts and motives.	To know what 'reading between the lines' (inference) means.	To recognise and join in with key and common story language.
To make predictions from evidence found and implied information.	To summarise the main ideas drawn from a text.	To understand why a character acted or responded in a certain way.	To infer and explain a characters' feelings, thoughts and motives from their actions.	To locate inferences about characters' thoughts and feelings.	To recognise common story language, they listen to aloud or when reading independently.
To summarise the main ideas drawn from a text.	To know that the context in which it was written can affect a text. For example, a classic text reflects how an audience of that time will react.	To understand why the author wanted the character to respond in a certain way.	To use clues in a text to predict what might happen next.	To explain inferences about characters thoughts and feelings.	To retell familiar and frequently experienced stories in Year 1 using narrative language
To know that the context in which it was written can affect a text. For example, a classic text reflects how an audience of that time will react.	To explain how the context of a text reflects the reaction of the audience it was written for.	To make predictions based on the text and from knowledge they have gleaned from other books.	To offer reasons and evidence for their predictions.	To offer reasons and explanations for characters' actions and behaviour.	To recognise repeated or patterned language in stories read aloud or when reading independently.
To explain how the context of a text reflects the reaction of the audience it was written for.		To infer meaning using evidence from events, description and dialogue.	To know that texts have a main idea and identify it in a text.	To recognise key ideas in a text.	To recognise familiar Year 1 poems and rhymes which they experience being read aloud.
		To identify the main ideas in a text or paragraph within a text.	To know that the main idea in a narrative may carry a message for the reader and explain the message.	To recognise that a writer can have a message for the reader.	To recognise rhyming language.
		To summarise the main idea of a text in one sentence.	To know that a message in a book is called a theme.	To explain a writer's message.	To recognise repeated patterned language in poems and rhymes when read aloud.
		To identify and discuss the theme in a book.	To recognise and identify books with similar themes.	To make predictions about possible events.	To know and recite some familiar and learnt Year 1 poems and rhymes by heart.
		To identify evidence and explain why the evidence shows what the theme of the book is.	To know that the organisation and layout of a book helps the reader to understand it.	To make predictions about how characters might behave.	
		To make connections of books with similar themes.	To understand that the organisation and layout may be different according to the purpose of the book.		
		To know that the organisation and layout of books vary according to the purpose of a book.	To identify the organisation and layout in books.		
		To use the organisation and layout of a book to find specific information.	To explain how the organisation and layout can help the reader to understand the book.		
		To skim and scan to locate specific information on a page or in a paragraph.	To know how to find key words or information in a non-fiction text.		
		To record words or information found.	To record words and information found in a non-fiction text.		

Reception