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|  | **Rec** | **Y1** | **Y2** | **Y3** | **Y4** | **Y5** | **Y6** | **Reading Non-Negotiables (Minimum end of year expectations)** |
| **Decoding/**  **Phonics** | Secure at phase 4.  Read some common irregular words. | Secure at phase 5. | Secure at phase 6. |  |  |  |  |
| **Patterns and Rhymes** | Identify rhymes and alliteration.  Join in with rhyming patterns. | Identify which words appear again and again. |  |  |  |  |  |
| **Comprehension and Understanding** | Read & understand simple sentences.  Demonstrate understanding when talking with others about what they have read. | Relate reading to own experiences.  Re-reads if reading does not make sense.  Re-tell with considerable accuracy.  Discuss significance of title & events. | Reads ahead to help with fluency & expression.  Comments on plot, setting & characters in familiar & unfamiliar stories.  Recounts main themes & events.  Comments on structure of the text. | Comments on the way characters relate to one another.  Knows which words are essential in a sentence to retain meaning. | Give a personal point of view on a text.  Can re-explain a text with confidence. | Summarises main points of an argument or discussion within their reading & makes up own mind about issue/s.  Can compare between two texts.  Appreciates that people use bias in persuasive writing.  Appreciates how two people may have a different view on the same event. | Refers to text to support opinions and predictions.  Gives a view about choice of vocabulary, structure etc.  Distinguish between fact & opinion. |
| **Prediction, inference & deduction** | Make basic predictions. | Make predictions on basis of what has been read.  Make inferences on basis of what is being said & done. |  | Draw inferences such as inferring characters’ feelings, thoughts & motives from their actions. | Justify inferences with evidence, predicting what might happen from details stated or implied. | Draw inferences and justify with evidence from the text. |  |
| **Intonation and Expression** |  | Reads with pace & expression, i.e. pause at full stop; raise voice for question. | Use commas, question marks & exclamation marks to vary expression.  Read aloud with expression & intonation. | Recognise how commas are used to give more meaning. | Use appropriate voices for characters within a story. | Varies voice for direct or indirect speech. | Appreciates how a set of sentences has been arranged to create maximum effect. |
| **Grammatical Features** | Identify start and end of a sentence. |  | Recognise:   * speech marks * contractions   Identify past/present tense. | Recognise:   * plurals * pronouns and how used * collective nouns * adverbs   Can explain the difference that adjectives and verbs make. | Identify how sentence type can be changed by altering word order, tenses, adding/deleting words or amending punctuation. | Recognise:   * clauses within sentences | Recognise:   * complex sentences |
| **Research** |  | Knows difference between fiction and non-fiction texts. | Use content and index to locate information. |  | Skims & scans to locate information and/or answer a question. | Uses more than one source when carrying out research.  Creates set of notes to summarise what has been read. | Skims and scans to aide note-taking. |