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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
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| **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.  |