

Familiarity with Texts	Understand that print has meaning and different purposes. Understand that we read English text from left to right and from top to bottom. Understand the name of different parts of a book. Understand page sequencing. Engage in conversation about stories, rhymes and poetry. Know many rhymes, talk about familiar books and retell a long story.	Talk about and respond to stories, rhymes and poetry, recalling, sequencing and anticipating key events. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Talk about and respond with questions to non-fiction books, recalling some facts with increasing explanation and vocabulary in response to questions.	Listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently. Link what they have read or have read to them to their own experiences. Retell familiar stories in increasing detail. Join in with discussions about a text, taking turns and listening to what others say. Discuss the significance of titles and events.	Participate in discussion about books, poems and other works that are read to them (at a level beyond which they can read independently) and those that they can read for themselves, explaining their understanding and expressing their views. Become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales. Discuss the sequence of events in books and how items of information are related.	Recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Use appropriate terminology when discussing texts (plot, character, setting).	Discuss and compare texts from a wide variety of genres and writers. Read for a range of purposes. Identify themes and conventions in a wide range of books. Refer to authorial style, overall themes (e.g. triumph of good over evil) and features (e.g. greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings). Identify how language, structure and presentation contribute to meaning. Identify main ideas drawn from more than one paragraph and summarise these.	Read a wide range of genres, identifying the characteristics of text types (such as the use of the first person in writing diaries and autobiographies) and differences between text types. 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. Identify main ideas drawn from more than one paragraph and to summarise these. Recommend texts to peers based on personal choice.	Read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions. Recognise more complex themes in what they read (such as loss or heroism). Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary. Listen to guidance and feedback on the quality of their explanations and contributions to discussions and to make improvements when participating in discussions. Draw out key information and to summarise the main ideas in a text. Distinguish independently between statements of fact and opinion, providing reasoned justifications for their views. Compare characters, settings and themes within a text and across more than one text.

Word Meaning	Use a wider range of vocabulary. Use past and future tense to convey correct meaning.	Express ideas and feelings about experiences using full sentences, including use of past, present and future tenses and making use of conjunctions. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems.	To discuss word meaning and link new meanings to those already known.	To discuss and clarify the meanings of words, linking new meanings to known vocabulary. To discuss their favourite words and phrases.	To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. To discuss authors' choice of words and phrases for effect.	Discuss vocabulary used to capture readers' interest and imagination.	To discuss vocabulary used by the author to create effect including figurative language. To evaluate the use of authors' language and explain how it has created an impact on the reader.	To analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology such as metaphor, simile, analogy, imagery, style and effect.
Comprehension	Engage in extended conversations about stories, learning new vocabulary. Understand a question or instruction of two parts.	Anticipate key events in stories. Demonstrate an understanding of what has been to read by retelling stories and narratives using own words and recently introduced vocabulary. Understand an instruction containing more than two parts	To begin to make simple inferences. To predict what might happen on the basis of what has been read so far.	To make inferences on the basis of what is being said and done. To predict what might happen on the basis of what has been read so far in a text.	To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives. To justify predictions using evidence from the text.	To draw inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text. To justify predictions from details stated and implied.	To draw inferences from characters' feelings, thoughts and motives. To make predictions based on details stated and implied, justifying them in detail with evidence from the text.	To consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters). To discuss how characters change and develop through texts by drawing inferences based on indirect clues.