



Church of England Primary School

*Creating our Pathways*

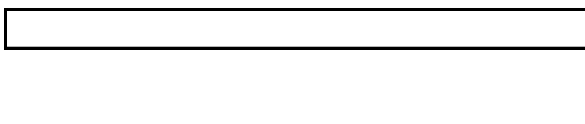
## Oral

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Organisation and Research						
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Looks at books independently (30-50)	Identify the significance of the title and events in stories and non-fiction.	Identify the sequence of events in fiction and non-fiction and how these are related	Summarise the main idea/s within a paragraph or section	Summarise ideas from across several paragraphs or sections	Summarise ideas, events and information from the text as a whole	Summarise ideas, events and information throughout a text and across texts (about a common topic)
Handles books carefully (30-50)	Understand that non-fiction texts provide information	Use titles, headings, pictures and blurbs to locate relevant information	Use contents and sub-headings to locate relevant information	Use contents, indexes, glossaries and sub-headings to locate specific information	Explain their thinking through making reference to key details	Explain their thinking through making reference to key details and comparisons
Holds books the correct way up and turns pages (30-50)	Answer questions orally about a shared non-fiction text	Use scanning to locate a single piece of information, in response to questions from the teacher	Identify a main topic to research, independently and through shared reading	Independently identify key questions to research about a topic	Independently devise key questions and identify themes to research	Independently devise key questions and identify themes to research
Knows that information can be retrieved from books and computers (40-60)		Understand the structure of the non-fiction texts used	Use skimming to locate main ideas in the text	Use skimming to locate main ideas in the text	Use skimming and scanning to locate information efficiently across a range of sources	Use skimming and scanning to locate information selectively and precisely across a range of sources
Knows that print carries meaning and, in English, is read from left to right and top to bottom (30-50)		List key information orally or through text marking (highlighting/ underlining) in response to teachers' questions	Use scanning to locate pieces of information	Use scanning to locate specific information	Identify the structural conventions of non-fiction in relation to the text type	Identify the structural conventions of non-fiction in relation to the text type
			Identify the structural conventions of non-fiction in relation to the text type (see range)	Identify the structural conventions of non-fiction in relation to the text type	Identify how the structure and presentation of texts contributes to the meaning	Identify how the structure and presentation of texts contributes to the meaning
			Identify how the structure and presentation of texts contributes to the meaning	Identify how the structure and presentation of texts contributes to the meaning	Distinguish between fact and opinion	Distinguish between fact, opinion and bias
			Make notes from one source to capture key information about a topic e.g. information about penguins' habitats through recording or highlighting sentences/key words	Make notes from one source to answer key questions e.g. where do penguins live? What temperature is it there? through: highlighting/recording key words and phrases; using bullet points, diagrams, symbols, abbreviations, mind-mapping	Make notes from several sources to gather information	Make notes from several sources to gather information
					Explore and use their own techniques to make notes	Make choices about the most efficient techniques to make notes
					Refine notes by disregarding irrelevant information	Refine notes by disregarding unreliable information
					Use notes to support presentations and debates	Use notes to support presentations and debates

## Range

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## Creating our Pat

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Y6

Read a wide range of modern fiction, fiction from our literary heritage and from other cultures and traditions, non-fiction and different forms of poetry

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## Response

Reception	Y1
Enjoys rhyming and rhythmic activities (30-50)	Discuss a wide range of poems, stories and non-fiction beyond their independent reading level.
Shows awareness of rhyme and alliteration (30-50)	Demonstrate and explain their understanding
Recognises rhythm in spoken words (30-50)	Consider the key characteristics of familiar stories
Continues a rhyming string (40-60)	Draw on what they already know to understand a text
Listens to and joins in with stories and poems, one-to-one and also in small groups (30-50)	Make simple predictions based on their own experiences
Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories (30-50)	Make simple inferences
Beginning to be aware of the way stories are structured (30-50)	
Suggests how the story might end (30-50)	

Describes main story settings, events and principal characters (30-50)	
Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books (40-60)	
Children demonstrate understanding when talking with others about what they have read (ELG)	

Y2	Y3	Y4
Discuss their understanding of stories, poems and non-fiction (see range) at a level beyond which they can read independently	Discuss their understanding of both texts they have read independently and those read to them (see range)	Discuss their understanding of both texts they have read independently and those read to them (see range)
Express a single point of view about a text	Express their views and listen to the views of others	Explain their views, listen to others' views and respond
Draw on what they already know to understand a text	Identify the over-arching theme of a text	Identify the author's message about the theme
Predict what may happen on the basis of what has been read so far	Ask relevant questions to clarify and improve their understanding of a text	Ask specific questions to improve their thoughts about a text; explanations and understanding of language
Make inferences on the basis of what is said and done	Predict what may happen based on both what has been stated (obvious) and implied (less obvious)	Predict what may happen based on what has been implied
	Draw inferences about characters' thoughts and actions	Draw inferences about characters' feelings and motives
	Justify inferences with a single piece of evidence from the text to support one specific point	Justify inferences with several pieces of evidence from the text to support one specific point

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Y5	Y6
Discuss their understanding of both texts they have read independently and those read to them (see range)	Discuss their understanding of both texts they have read independently and those read to them (see range)
Explain and develop their own views and build effectively on those of others	Explain and extend their own views and challenge those of others
Identify an author's treatment of the same theme across one or several of their books/poems	Identify how the same theme is represented across texts e.g. loss in WWI poetry/narratives and how multiple themes are presented in longer narratives
Ask relevant questions to improve their wider understanding of a text, topic or theme	Ask specific questions to develop understanding of a text, topic or theme, including their wider understanding of cultural and social issues
Predict what may happen based on their understanding of the content and the themes within the text	Predict what may happen based on their wider understanding of content and themes
Draw inferences from within the text about themes and characters' and authors' viewpoints	Draw inferences across texts about characters' viewpoints, authors' viewpoints and themes
Justify their inferences and views with a variety of references from across the text	Justify their inferences and views with a variety of references from across texts and by comparing sources and considering the reliability of information

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Grammar

Reception	Y1	Y2	Y3	Y4	Y5	Y6
	Discuss the meaning of new words by linking to vocabulary they know	Discuss favourite words and phrases	Identify the language conventions of non-fiction in relation to the text type (see range)	Identify the language conventions of non-fiction in relation to the text type (see range)	Explore the meaning of words in a given context within fiction and non-fiction	Explore the meaning of words in different contexts within fiction and non-fiction
	Recognise and use predictable phrases in known stories	Clarify and discuss the meanings of new words, by linking to vocabulary they know	Identify and discuss the meaning of words in context	Explain the meaning of new words in context	Evaluate how authors use language to impact the reader	Evaluate how and why authors use language, shades of meaning and a range of figurative devices to impact on the reader
	Use age appropriate dictionaries to check the meanings of words	Recognise simple, recurring literary language across poetry and narratives	Identify words and phrases that capture the reader's interest and contribute to the meaning of the text	Explain how words and phrases capture the reader's interest and imagination and how they contribute to the meaning of the text	Use age appropriate dictionaries and thesauri to check the meanings of words	Use age appropriate dictionaries and thesauri to check the meanings of words
		Use age appropriate dictionaries to check the meanings of words	Use age appropriate dictionaries to check the meanings of words	Use age appropriate dictionaries to check the meanings of words		
	Spell plural nouns by adding s and es.					

**Word Reading**

Reception	Y1	Y2	Y3	Y4	Y5	Y6
Shows interest in illustrations and print in books and print in the environment (30-50)	Apply phonic knowledge and skills to decode words	Accurately blend sounds in unfamiliar words, especially recognising alternative sounds e.g. too, chew, shoe, blue	apply their knowledge of root words, prefixes and suffixes to read aloud	Apply their knowledge of root words, prefixes and suffixes to read aloud	Apply their knowledge of root words, prefixes and suffixes to read aloud	Apply their knowledge of root words, prefixes and suffixes to read aloud
Recognises familiar words and signs such as own name and advertising logos (30-50)	Correctly and quickly read the graphemes for all 40+ phonemes, including the alternatives taught so far	Note unusual correspondences and identify where these occur in the word, in relation to the Y2 common exception words	Note unusual correspondences and identify where these occur in the word, in relation to the Y3/4 common exception words	Note unusual correspondences and identify where these occur in the word, in relation to the Y3/4 common exception words		
Knows information can be relayed in the form of print (30-50)	Accurately blend sounds in unfamiliar words that contain the GPCs that have been taught so far	Read accurately words of two or more syllables				
Knows that print carries meaning and, in English, is read from left to right and top to bottom (30-50)	Note unusual correspondences and identify where these occur in the word, in relation to the Y1 common exception words	Read words containing common suffixes e.g. -ment, -less, -ful, -ness				
Hears and says the initial sound in words (40-60)	Read words of more than one syllable and those that end in: -s, -es, -ing, -ed, -er and -est	Automatically read unfamiliar words accurately and without undue hesitation when reading aloud				
Can segment the sounds in simple words and blend them together and knows which letters represent some of them (40-60)	Read words with contractions	Read fluently and confidently in line with the Y2 range				
Links sounds to letters, naming and sounding the letters of the alphabet (40-60)	Accurately read aloud books that are consistent with their developing phonic knowledge					
Begins to read words and simple sentences (40-60)						
Children read and understand simple sentences (ELG)						
Children use phonic knowledge to decode regular words and read them aloud accurately (ELG)						
Children also read some common irregular words (ELG)						