

	EYFS	Year 1	Year 2	Year 3	Year 4
<b>Decoding/ Fluency</b>	Join in with well-known or repeated phrases in stories which are read to them. Decoded and blend CVC and then CCVC words.	Children read confidently by decoding using the sounds they have been taught so far. They have a growing number of words they can read automatically.	Children can read at a speed of 90 words per minute. Children develop expression when reading aloud, particularly where characters are speaking in a story.	Fluency is developed by choral reading in whole class reading and echo reading in small groups where needed. Children can read silently and aloud, beginning to gain fluency.	Children can read silently and aloud, reading fluently enough to gain the meaning from the text, re-reading where necessary. Children can use expression confidently when reading aloud.  (reading for a range of different purposes)
<b>Retrieval</b>	Children can answer simple recall questions about stories without pictures or prompts.	Children can answer questions about what has just happened in a story. Children listen and discuss a wide range of texts at a level beyond they can read independently:	Children can explain their understanding of independent reading by answering simple questions about what they have just read. Children discuss their favourite words and phrases.	Children begin to learn the skill of 'skim and scan' to retrieve details. Children begin to use quotations from the text. Discussing words and phrases that capture the reader's interest and imagination. Record and retrieve information from non-fiction.	Children confidently skim and scan texts to record details, using relevant quotes to support their answers to questions.
<b>Prediction</b>	Makes suggestions about what might happen next or how a story might end based on events so far. Innovate stories through role play and small world play.	Children make simple predictions based on the story and on their own life experience. They can begin to explain these ideas verbally or through pictures. Adults might scribe their ideas.	Children make predictions using their own knowledge as well as what has happened so far to make logical predictions and give explanations of them.	Children use relevant prior knowledge to make predictions and justify them. They are taught the skill of referring to details stated and implied within the text to form further predictions.	Children use relevant prior knowledge as well as details from the text to form predictions and to justify them. They are taught to monitor these predictions and compare them with the text they read on.
<b>Inference</b>	Children can infer meaning about characters' feelings using pictures and verbally link these to their own experience (supported)	Children are encouraged to link what they read/hear read to their own experiences. They inferences about characters' feelings using what they say and so to infer basic points with direct reference to the pictures and words in the text.	Children make inferences about characters' feelings using what they say. They infer basic points and begin, with support, to pick up on more subtle references.	Children can infer characters' feelings, thoughts and motives from their stated actions. They begin to justify them by referencing a specific point in the text. Discuss how language, structure and presentation contribute to making inferences.	Children can infer character feelings, thoughts and motives from their stated actions. They will consolidate the skill of justifying them using a specific reference point in the text.

<b>Questioning/discussions</b>	With support, children can generate simple questions using who, when, what, how and why.	Children listen and discuss a wide range of texts at a level beyond they can read independently: Children can generate literal recall questions. They are taught how to ask questions before, during and after reading (embedding this across the curriculum). Ensuring children take turns and listen to what others say.	Children discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction beyond a level they can read independently. Children generate literacy recall questions of their own which go with the text they are reading before, during and after reading. Children can use their own question words and begin to be able to change their questions as they progress through the text. Children ask questions about the text.	Children listen and discuss a wide range of genres, referencing different stories and books comparatively, Children generate a variety of questions – recall and inferential to help them understand the text further (beginning to refer to Blooms Taxonomy to vary questioning). Children ask questions to improve their own understanding.  Introduce the idea of 'story themes'  Love, friendship, revenge, learn a lesson, good vs evil etc.	Children generate a variety of questions, referring to Blooms Taxonomy – recall and inferential and questions about the deeper meaning of a text to help them understand the text further.  Develop the idea of story themes.  Courage, overcoming obstacles etc.  Ask questions to improve their understanding of the text.
<b>Summarising</b>	Children recall and order key events from the text using story maps. They use a story line or narrative in their role play and small world play.	Children retell and order events from the text. They begin to discuss how events are linked. They recognize and join in predictable phrases, learning and reciting some stories/poems by heart. Children need to explain clearly their understanding of what has been read to them.	Children retell and order events from the text. They begin to discuss how events are linked. They are able to focus on the main content of the story. And retell a wider range of stories. Children discuss the sequence of events in books and how items of information are related.	Children begin to distinguish between the important and less important information in a text. Children are able to identify themes and conventions in a wide range of books. They are able to give a brief verbal summary of texts. Teachers begin to model how to record summary writing.	Children identifying themes and conventions in a wide range of books. Children use skills developed in year 3 and are able to write a brief summary of main points, identifying and using important information.

<b>Clarifying/ vocabulary</b>	<p>Children use talking about books to clarify their thinking, ideas and feelings. Eg linking to their own experiences.</p>	<p>Children discuss new word meanings and link them to words they already know.</p>	<p>Children begin to find and clarify the meaning of new words using the context of the sentence. Children begin to recognise and acknowledge unfamiliar language. They use pictures to help support this skill. Children linking new meanings to known vocabulary.</p>	<p>Children use dictionaries to check the meaning of words that have been read. Children begin to find the meaning of new words using substitution within a sentence- reading between the lines. Children check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p>	<p>Children use dictionaries to check the meaning of words they have been read independently. Children find the meaning of new words using the context of the sentence. They also link new words to other words they already know. Children discuss the text, ensuring it makes sense to them, discussing their understanding and explaining the meaning of words in context.</p>
-------------------------------	---	---	---	---	---