



English Reading

Planning, Progression and Assessment Document

January 2024

Using this document:

- Please use this guidance to plan, teach and assess for each individual child's achievement within all areas of Reading.
- The aim is for **all** children to **master** the objectives within the appropriate year group, whilst at the same time, having the opportunity for **deeper learning** within these key areas.
- These planned opportunities will enable you to effectively assess the children's achievements, at different points of the academic year.

We aim for all children to acquire the ability to implement the following fundamental characteristics of reading:

- Excellent phonic knowledge and skills.
- Fluency and accuracy in reading across a wide range of contexts throughout the curriculum.
- Knowledge of an extensive and rich vocabulary.
- An excellent comprehension of texts.
- The motivation to read for both study and for pleasure.
- Extensive knowledge through having read a rich and varied range of texts.

Please use your informed judgements of ongoing formative and summative assessments, to decide upon a 'best fit' judgement as to whether they have:

- **acquired and retained the expected knowledge within our curriculum;**
- **exceeded these expectations;**
- **are still working towards the goals; or**
- **cannot access this curriculum.**

Breadth of Study:

EYFS

The EYFS framework is structured very differently to the National Curriculum as it is organised across seven areas of learning rather than subject areas. The information below aims to show how the skills taught across EYFS feed into National Curriculum objectives. It outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for Three and Four-Year-Olds and Reception to match the programme of study for Reading.

The most relevant statements for reading are taken from the following areas of learning:

- Communication and Language
- Literacy
- Expressive Arts and Design
- Understanding the World

Key Stage 1	Key Stage 2
<ul style="list-style-type: none">• Listen to traditional tales.• Listen to a range of texts.• Learn some poems by heart.• Become familiar with a wide range of texts of different lengths.• Discuss books.• Build up a repertoire of poems to recite.• Use the class and school libraries.• Listen to short novels over time.	<ul style="list-style-type: none">• Read and listen to a wide range of styles of text, including fairy stories, myths and legends.• Listen to and discuss a wide range of texts.• Learn poetry by heart.• Increase familiarity with a wide range of books, including myths and legends, traditional stories, modern fiction, classic British fiction and books from other cultures.• Take part in conversations about books.• Learn a wide range of poetry by heart.• Use the school and community libraries.• Look at classification systems.• Look at books with a different alphabet to English.• Read and listen to whole books.

Reading: Word Reading

Phonics and Decoding

Nursery (Three and Four-Year- Olds)	Literacy		<p>Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> • spot and suggest rhymes • count or clap syllables in words • recognise words with the same initial sound, such as money and mother
Reception	Literacy		<ul style="list-style-type: none"> • Read individual letters by saying the sounds for them. • Blend sounds into words, so that they can read short words made up of letter-sound correspondences. • Read some letter groups that each represent one sound and say sounds for them. • Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. •
ELG	Literacy	Word Reading	<ul style="list-style-type: none"> • Say a sound for each letter in the alphabet and at least 10 digraphs. • Read words consistent with their phonic knowledge by sound-blending. • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
Common Exception words			
Reception	Literacy		<ul style="list-style-type: none"> • Read a few common exception words matched to the school's phonic programme.

Fluency		
Nursery (Three and Four-Year-Olds)	Literacy	<p>Understand the five key concepts about print:</p> <ul style="list-style-type: none"> • print has meaning • print can have different purposes • we can read English text from left to right and from top to bottom • the names of different parts of a book • page sequencing <p>Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> • spot and suggest rhymes • count or clap syllables in words • recognise words with the same initial sound, such as money and mother
Reception	Literacy	<ul style="list-style-type: none"> • Blend sounds into words, so that they can read short words made up of letter-sound correspondences. • Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. • Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.
ELG	Literacy	Reading
		Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Reading: Comprehension

Understanding and Correcting Inaccuracies

Nursery (Three and Four-Year-Olds)	Communication and Language	<ul style="list-style-type: none"> • Enjoy listening to longer stories and can remember much of what happens. • Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" • Be able to express a point of view and debate when they disagree with an adult or a friend, using words as well as actions. 	
	Literacy	<ul style="list-style-type: none"> • Engage in extended conversations about stories, learning new vocabulary. 	
Reception	Literacy	<ul style="list-style-type: none"> • Listen to and talk about stories to build familiarity and understanding. • Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. • Listen carefully to rhymes and songs, paying attention to how they sound. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. 	
ELG	Literacy	Comprehension	<ul style="list-style-type: none"> • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Anticipate (where appropriate) key events in stories. • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

Comparing, Contrasting and Commenting

Nursery (Three and Four-Year-Olds)	Communication and Language	Be able to express a point of view and debate when they disagree with an adult or a friend, using words as well as actions.	
Reception	Understanding the World	Compare and contrast characters from stories, including figures from the past.	
ELG	Communication and Language	Listening, Attention and Understanding	Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
		Speaking	Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.

Words in Context and Authorial Choice

Nursery (Three and Four-Year-Olds)	Communication and Language		Use a wider range of vocabulary.
	Literacy		Engage in extended conversations about stories, learning new vocabulary.
Reception	Communication and Language		Learn new vocabulary. Use new vocabulary throughout the day. Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. Use new vocabulary in different contexts. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.
ELG	Communication and Language	Speaking	Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
	Literacy	Comprehension	Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

Inference and Prediction

Nursery (Three and Four-Year-Olds)	Communication and Language		Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"
ELG	Communication and Language	Speaking	Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
	Literacy	Comprehension	Anticipate (where appropriate) key events in stories.

Poetry and Performance

Nursery (Three and Four-Year-Olds)	Communication and Language		Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story.
	Expressive Arts and Design		<ul style="list-style-type: none"> •Take part in simple pretend play, using an object to represent something else even though they are not similar. •Begin to develop complex stories using small world equipment like animal sets, dolls and dolls

			houses, etc. <ul style="list-style-type: none"> •Remember and sing entire songs. •Sing the pitch of a tone sung by another person ('pitch match'). •Sing the melodic shape (moving melody, such as up and down and down and up) of familiar songs. •Create their own songs, or improvise a song around one they know.
Reception	Communication and Language		<ul style="list-style-type: none"> •Engage in story times. •Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. •Learn rhymes, poems and songs.
	Expressive Arts and Design		<ul style="list-style-type: none"> •Sing in a group or on their own, increasingly matching the pitch and following the melody. •Develop storylines in their pretend play.
ELG	Literacy	Comprehension	<ul style="list-style-type: none"> •Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
	Expressive Arts and Design	Creating with Materials	<ul style="list-style-type: none"> •Make use of props and materials when role playing characters in narratives and stories.
		Being Imaginative and Expressive	<ul style="list-style-type: none"> •Invent, adapt and recount narratives and stories with their peers and their teacher. •Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music.
Non-Fiction			
Reception	Communication and Language		<ul style="list-style-type: none"> •Engage in non-fiction books. •Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.
ELG	Communication and Language	Speaking	<ul style="list-style-type: none"> •Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
	Literacy	Comprehension	<ul style="list-style-type: none"> •Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

			Key Stage 1	
			Year 1	Year 2
<p>Read Words Accurately: - This concept involves decoding and fluency.</p>			<ul style="list-style-type: none"> • apply phonic knowledge and skills as the route to decode words • read phonically decodable texts • read common words using phonic knowledge, where possible • read words of more than one syllable that contain taught GPCs • know which parts of words can be decoded using phonics • read accurately, by blending sounds in unfamiliar words containing GPCs that have been taught • read words with familiar endings -s, es, ing, ed, er, est • read words which have the prefix un- added • divide words into syllables, for example pocket, rabbit, carrot, thunder, sunset • I hear and recognise all 40+ phonemes • match all 40+ graphemes to their phonemes (Phase 3) • identify all 40+ graphemes in my reading • can find contractions in my reading • read words with contractions (for example, I'm, I'll, we'll) and understand that the apostrophe represents the omitted letter(s) • know that words can have omitted letters and that an apostrophe represents the omitted letters • read compound words, for example football, playground, farmyard, bedroom 	<ul style="list-style-type: none"> • understand the importance of decoding words automatically • understand that some words cannot be decoded with phonic strategies • know that the same grapheme may be read in different ways • recognise syllables in words • read words of two or more syllables accurately • know that other strategies can be used to read unfamiliar words • use other strategies to support fluent decoding • read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered • read aloud books closely matched to improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation • re-read books to build up fluency and confidence in word reading

	Key Stage 1	
	Year 1	Year 2
<p>Understanding Texts: - This concept involves understanding both the literal and more subtle nuances of texts.</p>	<ul style="list-style-type: none"> • use picture clues to support and deepen my understanding • join in with stories or poems • identify the characters in a story • recognise a character's feelings • can say why a character has a feeling • can make inferences on the basis of what is being said and done • use prior knowledge to understand texts • identify unfamiliar words and ask about meaning • use the context to make informed guesses about the meaning of unfamiliar words • make predictions based on the events in the story • give an opinion about a character • know that stories can have similar characters • know that stories can have similar patterns of events • make links to other stories • make links with characters in other stories • can answer retrieval questions about a book • discuss favourite words and phrases • use information from the story to support my opinion • understand that a writer can leave gaps for the reader to fill • answer questions which fill the gaps in a story (Inference) 	<ul style="list-style-type: none"> • know that the purpose of reading is to make meaning • can check that text I read makes sense • re-read when I have lost the meaning • self-correct when I have lost the meaning • use prior knowledge and reading experiences to understand text • use the context to understand texts • ask questions to clarify understanding • can find the answers to retrieval questions about stories, poems or non-fiction texts • recognise that a writer can have a message for the reader • discuss favourite words and phrases • can make predictions about possible events • know what the inference - 'reading between the lines'- means • find inferences about characters' feelings and thoughts • can explain inferences about characters' feelings and thoughts • give reasons for characters' actions or behaviour • recognise key ideas in a text • can explain a writer's message • can make predictions about how characters might behave

A Year 2 child working at a GREATER DEPTH would meet all objectives above *plus additions from Teacher

Assessment Frameworks at the End of Key Stage 1 and:

Reading Accurately and Fluently	Comprehension	Reading for Enjoyment
<ul style="list-style-type: none"> • self-correct, look backwards and forwards in the text and search for meaning • read poetry, using intonation and expression, and handle humour appropriately when needed • extract information from non-fiction using contents, index, chapters, headings and glossary 	<ul style="list-style-type: none"> • identify and comment on the main characters in the text and the way they relate to one another • show understanding of the main points of the text and re-tell the story • make sensible predictions about what is likely to happen in the story and to different characters 	<ul style="list-style-type: none"> • add to meaning of reading through expression and intonation • know how suspense and humour is built in a story, including the development of the plot
<ul style="list-style-type: none"> • is quick to pick up inferences that go beyond the text • empathise with different characters in reading • pick out key words and phrases used by the author to help the reader know more about the personality of the characters in a text • identify key similarities and differences within two books read • is beginning to use some of the plots come across in reading in own writing • seek new and unfamiliar vocabulary within reading with the intention of using them in own writing 		

English reading

Using the English reading framework

- The three standards in this framework contain a number of 'pupil can' statements. To judge that a pupil is working at a standard in English reading, teachers need to have evidence which demonstrates that the pupil meets **all** of the statements within that standard.
- The evidence informing a teacher's judgement must include the statutory end-of-key stage 1 English reading test, which does not focus solely on the key aspects in this framework but will provide evidence to support the judgement overall and assess the broader curriculum. A pupil's answers to specific questions in the test, or any other test, may also provide evidence that pupils have met certain statements.

Working towards the expected standard

The pupil can:

- read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes*
- read accurately some words of two or more syllables that contain the same grapheme-phoneme correspondences (GPCs)*
- read many common exception words.*

In a book closely matched to the GPCs as above, the pupil can:

- read aloud many words quickly and accurately without overt sounding and blending
- sound out many unfamiliar words accurately.

In a familiar book that is read to them, the pupil can:

- answer questions in discussion with the teacher and make simple inferences.

Working at the expected standard

The pupil can:

- read accurately most words of two or more syllables
- read most words containing common suffixes*
- read most common exception words.*

In age-appropriate¹ books, the pupil can:

- read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words²
- sound out most unfamiliar words accurately, without undue hesitation.

In a book that they can already read fluently, the pupil can:

- check it makes sense to them, correcting any inaccurate reading
- answer questions and make some inferences
- explain what has happened so far in what they have read.

* Teachers should refer to the spelling appendix to the national curriculum (English Appendix 1) to exemplify the words that pupils should be able to read as well as spell.

¹ Teachers should compare the books that their pupils read with those provided for the key stage 1 reading test developed by STA. The sources for the reading test are listed in the copyright acknowledgements in published key stage 1 test materials.

² Approximately 90 words per minute is a good indicator of when children start to read with sufficient fluency to focus on their understanding, but some pupils read slower than this while still being able to do so.

Working at greater depth within the expected standard

The pupil can, in a book they are reading independently:

- make inferences
- make a plausible prediction about what might happen on the basis of what has been read so far
- make links between the book they are reading and other books they have read.

Lower Key Stage 2		
	Year 3	Year 4
<p>Read Words Accurately: - This concept involves decoding and fluency.</p>	<ul style="list-style-type: none"> • know when phonic strategies will help me to read a word and when they will not • understand and use a root word to help me read unfamiliar words • use root words to help me understand the meaning of unfamiliar words • understand how prefixes and suffixes can change the meaning of a word • use prefixes and suffixes to read unfamiliar words • use prefixes and suffixes to understand the meaning of unfamiliar words • apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words • know that some words may have a similar pronunciation but may be written differently • know that some of these are unusual • use knowledge of unusual phoneme/grapheme correspondences to help me read unfamiliar words • know that unfamiliar words can be read by using knowledge known similar words (analogy) • use analogy drawing on the pronunciation of similar known words to read others 	<ul style="list-style-type: none"> • know when phonic strategies will help to read a word and when they will not • use knowledge of root words to help me read unfamiliar words • use root words to help me understand the meaning of unfamiliar words • use knowledge of learned prefixes and suffixes to help me read unfamiliar words • use prefixes and suffixes to help me understand the meaning of unfamiliar words • apply knowledge of root words, prefixes and suffixes to help me read aloud and to understand the meaning of unfamiliar words • know that many words may have a similar pronunciation but may be written differently • use knowledge of unusual phoneme/grapheme correspondences to help me read unfamiliar words • know that unfamiliar words can be read by using knowledge of known similar words (analogy) • use analogy drawing on the pronunciation of similar known words to read others

Lower Key Stage 2

Year 3

Year 4

Understanding Texts: - This concept involves understanding both the literal and more subtle nuances of texts.

- check understanding in any book or text read
- ask questions to ensure understanding of a text
- know that there will be unfamiliar words in a text
- know that texts have a main idea by identifying it
- know that the organisation and layout of a book helps to understand it
- ask questions to deepen understanding of a text
- use the context of unfamiliar words to explain their meaning
- give a personal response to a text
- use evidence from the text to support my response
- use clues from the text to predict what might happen next
- know that the main idea in a narrative may also have a message for the reader
- know that the message in a book is called the theme
- recognise that books may have similar themes
- understand that the organisation and layout may be different according to the purpose of the book
- can record key words or information found in a non-fiction text
- check the meaning of any unfamiliar words through questioning, discussion or use of dictionaries
- can explain my personal response
- can listen to others' personal responses to a text
- adapt own response in the light of others' responses
- know that characters' actions can tell the reader about their thoughts, feelings and motives
- infer characters' feelings, thoughts and motives from their actions
- can explain how characters' actions can tell the reader about their thoughts, feelings and motives
- give reasons for predicting what might happen next
- identify the organisation and layout in books
- can explain how the organisation and layout helps me to understand it
- prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action

- frequently empathise with a character
- identify the main idea/s of a text
- identify and discuss the possible theme/s in books
- know that the organisation and layout of books vary according to the purpose of book
- use the organisation and layout of a book to find specific information
- can check the meaning of any unfamiliar words through questioning, discussion or use of dictionaries
- understand that a writer wants the reader to respond in a certain way
- can explain how the writer made sure of the reader's response, using evidence from the text
- can compare with others' personal responses to a text
- make predictions based on the text and from knowledge from other books
- identify the main idea in paragraphs in a text
- summarise the main idea of a text in a sentence
- can find evidence which shows what the theme is in a book
- can explain why the evidence shows what the theme is
- understand why a writer wanted the character to respond in a certain way
- infer meaning using evidence from events, description and dialogue
- infer meaning using evidence from events, description and dialogue
- skim to find specific information on a page or in a paragraph
- can scan a page or paragraph to find key words or information
- prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action
- Recognise some different forms of poetry

A Year 3 child working at a GREATER DEPTH would meet all objectives above and:

Reading Accurately and Fluently	Comprehension	Reading for Enjoyment
<ul style="list-style-type: none"> • when reading aloud, take full account of the punctuation in the text • make a note of any new words from reading with the intention of using them in own writing • read ahead to determine direction and meaning in a story 	<ul style="list-style-type: none"> • talk with confidence about stories read and can ask and answer questions related to these texts • confident in predicting what may happen next and use the text read so far to help predict • predictions about what happens next in texts being read are becoming more accurate 	<ul style="list-style-type: none"> • an avid reader who finds every opportunity to read additional texts other than what has been provided • beginning to develop a preference for certain types of texts and authors • keen to find out more about a poet whose poetry has been enjoyed
<ul style="list-style-type: none"> • note with increasing interest the way authors use a variety of techniques and strategies to develop characters and the relationship between them • keen to find out more about the background setting of the text being read, e.g., historical period, social or cultural setting • recognise how authors can persuade and begin to use some of these skills in own writing • seek unfamiliar text in reading so can use new vocabulary in writing • beginning to recognise the characteristics of certain authors and add these to ideas in own writing 		

A Year 4 child working at a GREATER DEPTH would meet all objectives above and:

Reading Accurately and Fluently	Comprehension	Reading for Enjoyment
<ul style="list-style-type: none"> • skim, scan and organise non-fiction information under different headings • when reading aloud, show awareness of the listener through the use of pauses, giving emphasis and keeping an appropriate pace to entertain and maintain interest 	<ul style="list-style-type: none"> • locate and use information from a range of sources, both fiction and non-fiction • appreciate that there can be bias in persuasive writing, including within articles and advertisements • use inference and deduction to work out the characteristics of different people from a story • refer to the text to support predictions and opinions 	<ul style="list-style-type: none"> • talk about why certain authors are preferred and get 'immersed' in reading books • have established a preference for specific genre of texts and can explain why this is the case
<ul style="list-style-type: none"> • talk widely about different authors, giving some information about their backgrounds and the type of literature they produce • can compare fictional accounts in historical novels with the factual account • confident of own ability to read between the lines as well as ability to read beyond the lines • confident enough to ask questions related to the text being read and to offer opinions about the way the story may begin to unfold • can put forward several questions to ask authors of books read • regularly using ideas, picked up from reading, in own writing 		

Upper Key Stage 2

Year 5

- apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words
- read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word
- attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words

Year 6

- read aloud and understand the meaning of new words linked to the expectations of year 6 spelling
- read age-appropriate books with confidence and fluency (including whole novels)

Read Words Accurately:

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This concept involves decoding and fluency.

Upper Key Stage 2

Year 5

- find words and language that are used for effect
- can explain how the words and language create a precise effect
- use dictionaries to check or find the meaning of unfamiliar words
- ask questions to improve my understanding
- re-read to check that the text is meaningful
- can draw inferences such as inferring characters' feelings, thoughts and motives from their actions at different points in the text
- use meaning-seeking strategies to explore the meaning of words in context
- understand that inferences can be drawn from different parts of the text
- justify inferences with evidence from the text
- can make predictions from evidence found and implied information
- summarise the main ideas drawn from a text
- can give a personal point of view about a text
- can explain the reasons for my viewpoint, using evidence from the text
- make connections between other similar texts, prior knowledge and experience
- can explain why there are connections, using evidence
- can compare books with similar themes
- build on others' ideas and opinions about a text in discussion
- question others' ideas about a text
- can compare different versions of texts
- use meaning – seeking strategies to explore the meaning of idiomatic and figurative language
- understand that inferences can be made by reading between and beyond the lines

Year 6

- use dictionaries to check or find the meaning of unfamiliar words
- use meaning-seeking strategies to explore the meaning of words in context
- use meaning – seeking strategies to explore the meaning of idiomatic and figurative language
- ask questions to improve and deepen understanding
- re-read to check that the text is meaningful
- know that a text may need to be read slowly or re-read to deepen my understanding
- know that texts have different layers of meaning – between the lines and beyond the lines
- summarise the main ideas drawn from a text
- can find the different layers of meaning in a text
- can explain how they contribute to the reader's understanding of the overall meaning, characters, themes
- make predictions from evidence found and implied information
- know that the context in which it was written can affect a text. For example, a classic text reflects how an audience of that time will react
- can explain how the context of a text reflects the reaction of the audience it was written for
- give a personal point of view about a text
- can explain the reasons for a viewpoint, using evidence from the text
- build on others' ideas and opinions about a text in discussion
- question others' ideas about a text
- make connections between texts which may not initially seem similar
- can explain why there are connections, using evidence
- can explain the similarities and differences between different versions of texts

Understanding

Texts: -

This concept involves understanding both the literal and more subtle nuances of texts.

- know that the context in which it was written can affect a text. For example, a classic text reflects how an audience of that time will react
- can explain how the context of a text reflects the reaction of the audience it was written for
- can explain the similarities and differences between different versions of texts
- can explain how books written in different contexts can have similar themes
- identify key information from a text
- summarise key information in sentences
- can find key information from different parts of the text
- understand the difference between fact and opinion
- can find examples of fact and opinion in texts and explain why one is fact and the other opinion
- use skimming and scanning to find the information I need
- make notes on the information I need
- can organise my notes and present information
- summarise key information from different parts of the text
- understand that a narrative can be told from different points of view – narrator, character
- identify the point of view in a narrative
- understand that the writer may have a viewpoint
- can explore how events are viewed from another perspective
- can explain the writer's viewpoint with evidence from the text

- identify themes in books which have different cultural, social or historical contexts
- compare and contrast themes in a range of books
- can explain how there are common themes in different books, using evidence from reading
- identify key information from a text
- summarise key information in sentences
- find key information from different parts of the text
- summarise key information from different parts of the text
- can distinguish between statements of fact and opinion and find examples of these in a text
- use point, evidence and explanation (PEE) to respond to questions about texts
- understand that a narrative can be told from different points of view – narrator, character
- identify the point of view in a narrative
- can explore how events are viewed from another perspective
- identify the techniques used to create feelings, atmosphere, mood or messages
- can comment on how the writer's intent affects the reader
- understand that the writer may have a viewpoint
- identify implied points of view
- identify the writer's viewpoint, for example, how different characters are presented
- can explain the writer's viewpoint with evidence from the text
- can explain the effect of the writer's viewpoint on the reader
- can explain how the techniques used create feelings, atmosphere, mood or messages

A Year 5 child working at a GREATER DEPTH would meet all objectives above and:

Reading Accurately and Fluently	Comprehension	Reading for Enjoyment
<ul style="list-style-type: none"> • read a range of material and can sustain the reading of longer and more demanding books and poetry • make use of effective scanning and text marking to aid succinct summaries of key ideas so that information is identified 	<ul style="list-style-type: none"> • infer meaning using evidence from the text being studied, wider reading and personal experience • adapt own opinion in the light of further reading or others' ideas 	<ul style="list-style-type: none"> • choose to read widely for pleasure and for different purposes and do so outside lesson time through choice
<ul style="list-style-type: none"> • add value to reading by using personal knowledge and context to read between and beyond the lines • recognise that there may be times that my interpretation of the text may need to be reviewed in light of new information • express own ideas about a text, supporting ideas with evidence from the text and explain why the evidence justifies opinion • compare texts by the same author, drawing out similarities and differences, comparing and evaluating different books when doing so • compare texts by different authors and talk authoritatively about their different styles and techniques • recognise some of the techniques and strategies used by authors to help bring a character to life or to create a precise setting 		

A Year 6 child working at a GREATER DEPTH would meet all objectives above and:

Reading Accurately and Fluently	Comprehension	Reading for Enjoyment
<ul style="list-style-type: none"> • use a combination of skimming, scanning and text marking to find and collate information and re-present the collated information • compare and contrast the language used in two different texts and identify the grammatical features/techniques used to create mood, atmosphere, key messages and attitudes • identify how writers manipulate grammatical features for effect 	<ul style="list-style-type: none"> • can draw inferences from subtle clues across a complete text and give a personal response to a range of literature and non-fiction texts • explain the key features, themes and characters across a text and compare and contrast characters • explain the author's viewpoint in a text and present an alternative point of view • explain the main purpose of a text and summarise it succinctly 	<ul style="list-style-type: none"> • confidently state preferences of text type including genre and justify choices • explain how and why a text has impact on themselves and identify how characters change during the events of a longer novel
<ul style="list-style-type: none"> • recognise the strategies used by different authors to create tension or suspense in the text • compare and contrast the styles of different writers with evidence and explanation and evaluate their differing styles • appreciate how an author builds relationships between two or more characters and see how this is done over a period of time • recognise how great authors have created strong characters that the reader can empathise with to the point where the reader can anticipate how they would react in certain situations 		

Characteristics of Mastery & Depth

Interdependence	Can apply the skill or knowledge without recall to the teacher.
Fluency	Can apply the skill and knowledge with a high level of confidence.
Application	Can apply the skill and knowledge to a range of different contexts, including other areas of the curriculum.
Consistency	Will be consistent in their use of the skills and understanding
Synthesise	Can organise ideas, information, or experiences into new, more complex interpretations and relationships and make decisions as to when to use different skills
Re-visit	Can come back to this aspect of learning after a break and still feel confident that they can work on the skill and knowledge without difficulty.