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|  | **Rec** | **Y1** | **Y2** | **End of Y4** | **End of Y6** | **Reading Non-Negotiables (Minimum end of year expectations)** |
| **Decoding/****Phonics**  | Secure with year group phonic expectations.Read some common irregular words.Use phonic knowledge to decide regular words & read aloud accurately. | Secure with year group phonic expectations. | Secure with year group phonic expectations. |  |  |
| **Patterns and Rhymes** | Identify rhymes and alliteration. Join in with rhyming patterns. | Identify which words appear again and again. Recognise & join in with predictable phrases. | Recognise simple recurring literary language.  |  |  |
| **Comprehension and Understanding** | Read & understand simple sentences. Demonstrate understanding when talking with others about what they have read. | Relate reading to own experiences.Re-read if reading does not make sense. Re-tell with considerable accuracy.Discuss significance of title & events. | Read ahead to help with fluency & expression.Comment on plot, setting & characters in familiar & unfamiliar stories. Recount main themes & events.Comment on structure of the text. | Comment on the way characters relate to one another.Know which words are essential in a sentence to retain meaning. Give a personal point of view on a text.Re-explain a text with confidence.  | Summarise main points of an argument or discussion within their reading & make up own mind about issue/s.Compare between two texts.Appreciate that people use bias in persuasive writing.Appreciate how two people may have a different view on the same event. Refer to text to support opinions and predictions. Give 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** |  | Read aloud 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. | Vary voice for direct or indirect speech. Appreciate how a set of sentences has been arranged to create maximum effect. |
| **Punctuation, grammatical features and the writer’s craft** | Identify start and end of a sentence. | Recognise:* capital letters
* full stops
* question marks
* exclamation marks
* ellipsis

Know why the writer has used the above punctuation in a text. | Recognise:* commas in lists
* apostrophe of omission & possession (singular noun)

Identify past/present tense and why the writer has used a tense. | Recognise:* apostrophe of possession (plural) inverted commas

Identify how sentence type can be changed by altering word order, tenses, adding/deleting words or amending punctuation.Explain why a writer has used different sentence types or a particular word order and the effect it has created. Recognise:* plurals
* pronouns and how used
* collective nouns
* adverbs

Explain the difference that the precise choice of adjectives and verbs make. | Recognise:* complex sentences with more than one subordinate clause
* phrases which add detail to sentences

Explain how a writer has used sentences to create particular effects Explain how and why a writer has used clauses to add information to a sentence. |
| **Research** |  | Know difference between fiction and non-fiction texts. | Use content and index to locate information.  | Skim & scan to locate information and/or answer a question. | Skim and scan to aide note-taking. Use more than one source when carrying out research.Create a set of notes to summarise what has been read. |