



	EYFS	Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
	FS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Fiction genres	Fairy Tales Classic stories Rhyming stories Picture books	Classic stories Traditional Tales Fairy Tales Stories from other cultures Rhyming stories Modern picture books	Stories from different cultures Myths, legends and folk-tales Stories from different faiths Fairy-tales re-formed and original Classic tales Modern picture books Stories that help children to understand issues or challenge stereotypes	Stories from different cultures Myths and legends Aesop's Fables Parables Fairy tales re-formed, humorous Short classic novels Modern picture books	Historical stories Classic novels Mystery and adventure stories Stories from different cultures and religions Myths and legends Traditional stories Parables Modern picture books	Stories with Issues and dilemmas Historical fiction Inspirational stories Stories from different cultures and religions Legends Parables Modern picture books	Classic stories Time-slip stories Inspirational stories Dystopian novels Stories from different cultures and religions Legends Modern picture books
Poetry (pe)-6(s)							

Graphic organiser use	Story maps	Spider diagrams Story maps	Spider diagrams Story maps Explanations	Graphic organisers for most non-fiction text types, boxed up text for fiction	Graphic organisers for most non-fiction text types, boxed up text for fiction	Graphic organisers for most non-fiction text types, boxed up text for fiction	Graphic organisers for most non-fiction text types, boxed up text for fiction
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# Word Reading

<p>EYFS</p> <p>30-50m to ELG's</p> <p>40-60m to EUG's</p> <p>Early Learning Goals</p>	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>I show interest in illustrations and print in books and print in the environment.</p> <p>I can recognise familiar words and signs such as own name and advertising logos.</p> <p>I can look and handle books independently (holds books the correct way up and turns pages).</p>	I use phonic knowledge to help me to decode words	I use phonic knowledge to decode new text with developing fluency.	I use phonic knowledge to decode new text automatically and fluently			
	I respond speedily with the correct sound for graphemes for all 40+ phonemes including alternative graphemes	I sound out new words quickly in my head including words with alternative graphemes				
	I read many words within my graphemic knowledge without needing to sound them out	I read most words except new or unfamiliar words without having to sound and blend out loud.				
	I read exception / tricky words from phase 2 to phase 5 and spot unusual					

I can ascribe meanings to marks that they see in different places.

I can begin to break the flow of speech into words.

I can begin to read words and simple sentences.

I read and understand simple sentences.





# Grammar for reading

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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I know that print carries meaning and, in English, is read from left to right and top to bottom.

To begin to be aware of the way stories are structured.

I can ascribe meanings to marks that they see in different places.

I can begin to break the flow of speech into words.

I can begin to read words and

# Reading comprehension strategies

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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I can begin to understand  
'why' and 'how' questions.

I can answer 'how' and  
'why' questions about their  
experiences and in  
response to stories or  
events.

I answer questions about  
what I read.

I answer and ask questions  
about what I read

I ask questions and wonder to  
improve my understanding of  
a text

# Response to text

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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I can listen to and join in with stories and poems, one-to-one and also in small groups.

I can join in with repeated refrains in rhymes and stories.

I use intonation, rhythm and phrasing to make the meaning clear to others.

I develop preference for forms of expression.

I can play cooperatively as part of a group to develop and act out a narrative.

<p>about what they have read I can express myself effectively, showing awareness of listeners' needs.</p>	<p>I can explain clearly what I understand when someone reads to me.  I can say what I like and don't like in books</p>	<p>poems and other writing that I read for myself. I make connections between different stories I have read. I identify parts of the text that make me respond in different ways and link this to other texts</p>	<p>I identify themes from a given range in stories, poems and books.</p>	<p>I identify themes, structures and some purposes in a wide range of books.</p>	<p>I identify and discuss themes and conventions in a range of writing.</p>	<p>prominent and lesser themes and can make connections between these and others I have read.</p>
	<p>I identify simple features of language in key stories and poems</p>	<p>I recognise simple recurring literary language in stories and poems  I talk about my favourite words and phrases and identify familiar patterns in language</p>	<p>I identify and discuss words and phrases that make the reader interested.</p>	<p>I am beginning to understand why authors have chosen particular words and phrases over alternative options.</p>	<p>I understand why authors have chosen particular words and phrases over alternative options.</p>	<p>I comment on how and why a writer has used certain language, including figurative language (e.g. simile, metaphor, personification)</p>
	<p>I am learning to appreciate stories, rhymes and poems and I can recite some by heart.</p>	<p>I know and can recite stories and poems with appropriate intonation to make the meaning clear.</p>	<p>I read aloud and perform poems and play scripts showing my understanding through intonation, volume</p>			