Age-Related Expectations: Reading

Materials to support the assessment of reading in the new curriculum

Foreword

The over-arching aim of teaching reading is to support children in becoming fluent and motivated life-long readers. These age-related expectations (AREs) are intended to support teachers in making decisions about where pupils are in relation to national expectations. They have been organised into six strands:

- oral
- organisation and research
- range
- response
- grammar (language, style and impact)
- word reading

The AREs have been thoroughly cross-referenced against the National Curriculum objectives, the National Curriculum non-statutory guidance, the six strands above and the parallel Writing AREs.

The materials include:

- the AREs presented as year group sheets: to assess the progress of individual pupils;

- the AREs presented as strands: to support teachers' understanding of the progression of reading skills year on year. Throughout this document, the wording in bold emphasises the increase in expectation from the previous year;

- a range document: to provide suggestions of possible poetry, fiction and non-fiction titles.
  This is not a definitive list but rather an example of the texts that may be appropriate within each year group.

Making Judgements:

- The focus of the 2014 National Curriculum is on mastery of the skills outlined for each year group. Therefore, a range of opportunities should be provided to enable children to broaden and apply their skills. It is only children who present as being gifted that may need to work above their year group expectations.

- Judgements need to be informed and based upon a wide evidence base. This may include but is not limited to: guided reading notes; reading journal activities; comprehension activities; performance and contributions to discussions; drama and Talk for Writing activities; writing across the curriculum.

- There is no set criteria to determine the amount of evidence that is required to make a judgement. Teachers need to have sufficient evidence and be **certain** that, over time and across a range of reading, children are **consistently** meeting the objective.

- To support accurate assessment it is vital that schools engage in a range of regular internal and external moderation activities.

- Although the Word Reading objectives have been included, it is important that schools assess and track phonics using the assessment tool linked to their chosen programme. Doing so will provide much greater detail about children's skills and next steps.

The Teaching and Learning of Reading:

- It is important to create wider reading opportunities so that children can experience texts that challenge their ability and are beyond their independent reading level. Children are not necessarily expected to write at this level but exposure to these texts engages and motivates; provides stimuli for writing opportunities and broadens the understanding and use of language.
- Within teaching across the curriculum, whole class texts need to challenge and engage all pupils and provide effective models in terms of their language and structure. Guided and independent reading should be planned according to need, with texts pitched at an appropriate level to encourage skills development.
- Individual reading is important, especially in the early stages of development and should be used alongside the above.

These materials have been written by Claire Ridsdale and Vicky Gordon, English Advisers from South Gloucestershire Traded Services, commissioned by the South Gloucestershire Leadership Academy. Many thanks go to the Subject Leaders from the following schools, who have contributed towards revising and refining the document.

Blackhorse Primary School
Callicroft Primary School
Charfield Primary School
Christ the King RC Primary School
Frampton Cotterell C of E Primary School
Holy Family RC Primary School
Stanbridge Primary School
St. John's Mead C of E Primary School
St. Stephen's Junior School

Shaw Reading Progression adapted from:

EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Start to simply link what they read or hear to their own life and experiences.	Link what they read or hear to their own experiences		Read books that are structured in different ways and for a range of different purposes e.g. cartoons (to share plot concisely) chapter books (to provide more detail) diaries (for viewpoint)	Read books that are structured in specific ways and for a range of purposes e.g. comparing online and paper texts (appeal to the reader) comparing information books (Horrible Histories and Eyewitness books)	Read books that are structured in specific ways and for a range of purposes e.g. comparing different approaches to recipes formal/informal) autobiographies and biographies (viewpoint)	Read books that are structured in specific ways and for a range of purposes e.g.timeslipe stories, texts that provide information about a theme/topic from the past, present and future
Retell a story with actions and/or picture prompts as part of a group.	Orally retell known stories, linked to the Y1 range	Orally retell known stories, linked to the Y2 range	Orally retell whole stories/sections of stories linked to the Y3 range	Orally retell whole stories/sections of stories linked to the Y4 range		
Join in with familiar sogs, rhymes or stories.

Can sequence pictures from a story or with familiar events | Recite some simple poems by heart e.g. nursery rhymes, Surrounded by Noise (Ian Souter) The Horseman (Walter de la Mare) | Recite poems by heart, using **intonation** to make the **meaning clear** e.g. The Sound Collector (Roger McGough) Walking With My Iguana (Brian Moses) Daddy Fell into the Pond (Noyes) | Recite poems by heart, using intonation, **tone** and **volume** to **gain** the interest of the listener e.g. Waves (Jackie Kay), The King's Breakfast (AA Milne) Up on the Downs and The Boneyard Rap (Wes Magee) | Recite poems by heart, using intonation, tone and volume to **maintain** the interest of the listener e.g. From A Railway Carriage (RL Stevenson) How to Persuade Your Parents to Give You More Pocket Money (Andrea Shavick) | Recite poems by heart, using intonation, tone and volume to **monitor** the interest of the listener and **adapt** their recital e.g. Night Mail (Auden) The Highwayman (Noyes) | Recite poems by heart, using intonation, tone and volume to **emphasise key elements of the poem** and **provoke a response in the listener** e.g. The Tyger (Blake) Stop All The Clocks (Auden) recital of well-known speeches (Winston Churchill, Martin Luther King, Nelson Mandela) |

Shaw Reading Progression adapted from:

EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Read aloud books matched to YR phonic knowledge Start to correct incorrect reading when it obviously doesn't make sense	Read aloud books matched to Y1 phonic knowledge Check that the text makes sense to them as they read and correct inaccurate reading	Read aloud books matched to Y2 phonic knowledge Check that the text makes sense to them as they read and correct inaccurate reading	Read aloud and perform play scripts, **gaining** the audience's interest in the characters and plot e.g. using stage directions, volume and action	Read aloud and perform play scripts, maintaining the audience's interest in the characters and plot e.g. using stage directions, appropriate intonation, pace and action for the type of play	Read aloud and perform play scripts, **monitoring** the audience's interest and **changing the performance** accordingly e.g. consistent use of intonation, pace and action for the characters and type of play	Read aloud and perform play scripts, **refining** their performance to illustrate subtleties e.g. to show changes in character, effects of the plot using asides, expressions, gestures, monologues

Shaw Reading Progression adapted from:

EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Explain the main events of a familiar story with prompts eg. With pictures or actions. Use story language when acting out a narrative	Identify the significance of the title and events in stories e.g. why is this story called 'Where The Wild Things Are?' Why did they make Max king? Identify the significance of the title and events in non-fiction	Identify the **sequence** of events in fiction and **how these are related** e.g. understanding beginning/middle/end Identify the sequence of events in non-fiction and how these are related e.g. introductions /conclusions	**Summarise** the main idea/s within a paragraph or section e.g. this paragraph is about how Harry is feeling. This paragraph is about how penguins feed.	Summarise ideas from **across several paragraphs** or sections e.g. how a character's fear is portrayed across several paragraphs, identifying the subject of each paragraph in a non-chronological report	Summarise ideas, **events and information** from the **text as a whole** e.g. the author's viewpoint about a particular issue Explain their thinking through making reference to key details e.g. quoting from the text	Summarise ideas, events and information throughout a text and **across** texts (about a common topic) Explain their thinking through making reference to key details and comparisons
	Understand that non-fiction texts provide information	Use titles, headings, pictures and blurbs to to locate relevant information	Use contents and sub-headings to locate relevant information	Use contents, **indexes, glossaries** and sub-headings to locate **specific** information		
			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 e.g. pollution, recycling	Independently devise key questions and identify themes to research e.g. racism, slavery
		Use **scanning** to locate a single piece of information, in response to questions from the teacher	Use **skimming** to locate main ideas in the text Use **scanning** to locate pieces of information	Use **skimming** to locate main ideas in the text Use **scanning** to locate specific information	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

Shaw Reading Progression adapted from:

EYFS	Y1	Y2	Y3	Y4	Y5	Y6
			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 (see range)	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 (see range)
		Understand the structure of the non-fiction texts used	Identify **how** the structure and presentation of texts **contributes to the meaning** e.g. shape poems, rhyme in rap, direction/size of print in 'Emily Brown and the Thing'	Identify how the structure and presentation of texts contributes to the meaning e.g. the use of chapters; different fonts; artwork	Identify how the structure and presentation of texts contributes to the meaning e.g. graphic novels; stories told from two viewpoints; the order and presentation of points in an argument	Identify how the structure and presentation of texts contributes to the meaning e.g. moving backwards and forwards throughout the story ('Holes') using a range of narrators (Trash) pathway stories
					Distinguish between fact and opinion	Distinguish between fact, opinion and bias
Answer simple 'find it' questions related to phonics and word retrieval.	Answer questions orally about a shared non-fiction text e.g. what do penguins eat?	**List key information** orally or through text marking (highlighting /underlining) in response to teachers' questions	**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 **Explore and use** their own techniques to make notes	Make notes from several sources to gather information **Make choices** about the **most efficient techniques** to make notes

Shaw Reading Progression adapted from:

EYFS	Y1	Y2	Y3	Y4	Y5	Y6
					Refine notes by disregarding **irrelevant** information e.g. when researching penguins in Antarctica, disregarding information about polar expeditions to Antarctica	Refine notes by disregarding **unreliable** information e.g. when researching penguins in Antarctica, disregarding information based on opinion or facts that don't correlate with the bulk of the research
Give meaning to the marks they make.					**Use notes** to support presentations and debates	**Use notes** to support presentations and debates

Shaw Reading Progression adapted from:

EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Talk about books they like and choose.	**Discuss** a wide range of poems, stories and non- fiction beyond their independent reading level.	**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)	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)
Can **explain** some of the main events in a story.	Demonstrate and explain their understanding e.g. through role play, story mapping, discussion, drama	**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**	Explain and **develop** their own views and **build effectively on** those of others	Explain and **extend** their own views and **challenge** those of others
Can draw pictures of the characters.	Consider the key characteristics of familiar stories e.g. good and evil characters, happy endings, happening in the past		Identify the over-arching theme of a text e.g. honesty, loneliness, good overcoming evil	Identify the **author's message** about the theme e.g. being honest is the best way to be; it's ok to lie when you need to	Identify an author's **treatment of the same theme** across one or **several of their books/poems** e.g. Michael Morpurgo's treatment of WWII	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** e.g. 'Trash' is about courage, poverty, perseverance

Response: 2

	Draw on what they already know to understand a text e.g. through relating to their own experiences (linking learning about penguins to 'Happy Feet')	Draw on what they already know to understand a text e.g. through: the vocabulary, grammar or context; cause and effect (thinking about what's prompted a character's behaviour?)	Ask relevant questions to clarify and improve their understanding of a text e.g. why didn't the villagers trust the Iron Man?	Ask specific questions to improve their thoughts about a text; explanations and understanding of language e.g. did Tom do that because he wanted to win the match? How did he escape from the cave? What does that word mean?	Ask relevant questions to improve their wider understanding of a text, topic or theme e.g. Why does Michael become friends with Kensuke? (Kensuke's Kingdom) What was it like to be a child in Victorian times? Why has the author used lots of short sentences?	Ask specific questions to develop understanding of a text, topic or theme, including their wider understanding of cultural and social issues e.g. Why did Dickens write so often about the rich and the poor? Why was Adeline treated so badly? (Chinese Cinderella)

EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Make simple **predictions**: They listen to stories, anticipating key events & respond to what they hear with relevant comments, questions and reactions.	Make simple **predictions** based on their own experiences e.g. I think mum will be cross because my mum gets cross	Predict what may happen on the basis of **what has been read so far** e.g. I think mum will get cross because mum told Tom not to lie again	Predict what may happen based on both what has been **stated** (obvious) **and implied** (less obvious) e.g. I think mum will get cross because Tom knew he shouldn't have lied	Predict what may happen based on what has been **implied** e.g. I think mum will get cross because she's worried Tom may get into trouble	Predict what may happen based on **their understanding of the content and the themes within the text** e.g. I think Macbeth will die because: - he's a murderer - the witches suggest it	Predict what may happen based on **their wider understanding of content and themes** e.g. I think Macbeth will die because: - it's a tragedy - villains often lose
They develop their own narratives and explanations by connecting ideas or events.	Make simple inferences e.g. I think Red Riding Hood was scared because the wolf was frightening	Make inferences on the basis of **what is said and done** e.g. I think something bad will happen to Hansel and Gretal because they've been left on their own	Draw inferences about **characters' thoughts and actions** e.g. I think the boy really misses his dad because he cries when he sees his friends with their dads	Draw inferences about **characters' feelings and motives** e.g. I think Leon volunteers because he wants to prove that magic is real	Draw inferences from within the text about **themes and characters' and authors' viewpoints** e.g. Tom is scared to move house because he doesn't pack; he leaves his favourite toy behind on purpose and he's always anxious	Draw inferences **across texts** about characters' viewpoints, authors' viewpoints and themes e.g. soldiers were disillusioned with the war because the reality was different from what they'd been told
Talk about what happens and why these things occur.			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	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** e.g. selecting points that support and discrediting points that contradict their argument

Grammar (Language, Style and Impact)

EYFS	Y1	Y2	Y3	Y4	Y5	Y6
They demonstrate understanding when talking with others about what they have read.		**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)		
Join in with favourite stories or nursery rhymes.	**Discuss** the meaning of new words by linking to vocabulary they know e.g. unkind = means not kind	**Clarify** and discuss the meanings of new words, by linking to vocabulary they know e.g. I think 'kindly' means he spoke in a nice way.	**Identify** and **discuss** the meaning of words **in context** e.g. I think 'generous' means kind because he gave his money away	**Explain** the meaning of new words in context e.g. I think 'compassionate' means kind because she could have walked away but she didn't	**Explore** the meaning of words in a **given** context within fiction and non- fiction e.g. 'flexible' means rubber is a bendy material	**Explore** the meaning of words in **different contexts** within fiction and non-fiction e.g. **flexible** means he was prepared to compromise/means it was bendy
Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.	Recognise and use **predictable phrases in known** stories e.g. 'I'll huff and I'll puff; once upon a time; happily ever after	Recognise simple, recurring **literary language** across poetry and narratives e.g. in a land far away; long ago; once there lived; it wasn't long before; they searched far and wide	**Identify** words and phrases that **capture the reader's interest** and contribute to the **meaning** of the text e.g. it says gobbled, which tells you he was eating it greedily and quickly. The author's used powerful verbs like flushed, drifting, sneaked, pluck	**Explain** how words and phrases capture the reader's interest and **imagination** and how they contribute to the meaning of the text e.g. the author's used powerful verbs like: twisting and turning, tumbled, pounding, spun, which give you an idea about how fast and exciting the acrobats are	**Evaluate** how authors use language to **impact the reader** e.g. use of repetition for effect; the author's used the metaphor 'his face was a grey cloud,' which helps you to imagine his sadness.	**Evaluate how** and **why** authors use language, **shades of meaning and a range of figurative devices** to impact on the reader e.g. explain the differences between words such as: miffed, irritated, furious, fuming, irate, livid, incensed and their impact
	Use age appropriate dictionaries to check the meanings of words e.g. picture dictionaries, first dictionaries	Use age appropriate dictionaries to check the meanings of words e.g. first dictionaries, infant dictionaries	Use age appropriate dictionaries to check the meanings of words	Use age appropriate dictionaries to check the meanings of words	Use age appropriate dictionaries and **thesauri** to check the meanings of words	Use age appropriate dictionaries and **thesauri** to check the meanings of words

Shaw Reading Progression adapted from:

EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Use phonic knowledge to decode regular words and read them aloud.

They also read some irregular words. | Apply phonic knowledge and skills to decode words correctly and quickly read the graphemes for all 40+ phonemes, including the alternatives taught so far

Accurately blend sounds in unfamiliar words that contain the GPCs that have been taught so far

Note unusual correspondences and identify where these occur in the word, in relation to the Y1 common exception words

Read words of more than one syllable and those that end in: –s, –es, –ing, –ed, –er and –est

Read words with contractions

Accurately read aloud books that are consistent with their developing phonic knowledge | Accurately blend sounds in unfamiliar words, especially recognising alternative sounds e.g. t**oo**, ch**ew**, sh**oe**, bl**ue**

Note unusual correspondences and identify where these occur in the word, in relation to the Y2 common exception words

Read accurately words of two or more syllables

Read words containing common suffixes e.g. – ment, -less, -ful, -ness

Automatically read unfamiliar words accurately and without undue hesitation when reading aloud

Read fluently and confidently in line with the Y2 range | In line with Appendix 1:
-    apply their knowledge of root words, prefixes and suffixes to read aloud
-    note unusual correspondences and identify where these occur in the word, in relation to the Y3/4 common exception words | In line with Appendix 1:
-    apply their knowledge of root words, prefixes and suffixes to read aloud
-    note unusual correspondences and identify where these occur in the word, in relation to the Y3/4 common exception words | In line with Appendix 1:
-    apply their knowledge of root words, prefixes and suffixes to read aloud | In line with Appendix 1:
-    apply their knowledge of root words, prefixes and suffixes to read aloud |

Shaw Reading Progression adapted from:

In all year groups, pupils should be able to read texts that are in line with the word reading expectations for their year group. They should also be exposed to texts beyond the level at which they can read independently, through listening to texts read aloud and through shared reading. In both cases, pupils should read texts that range not only in their content but also in the way they are structured. As their skills develop, pupils should be able to select and refine their choice of texts for a range of purposes.

Please see the accompanying document, which exemplifies what is constituted by 'a wide range of texts' for each year group.

EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Enjoys an increasing range of books.	Engage with a wide range of familiar poems, picture books, fairy tales, narrative and non-fiction	Read a wide range of **contemporary and classic** poems, stories, traditional tales and non- fiction accurately and fluently	Read a wide range of books including: fiction, fairy stories, **myths and legends, plays**, non- fiction, **reference** books **or textbooks and different forms of poetry independently**	Read a wide range of books including: fiction, fairy stories, **myths and legends, plays**, non- fiction, **reference** books **or textbooks and different forms of poetry independently**	Read a wide range of **modern fiction, fiction from our literary heritage and other cultures and traditions, non-fiction and different forms of poetry**	Read a wide range of **modern fiction, fiction from our literary heritage and other cultures and traditions, non-fiction and different forms of poetry**

Oral	1. Link what they read or hear to their own experiences 2. Orally retell known stories, linked to the Y1 range 3. Recite some simple poems by heart e.g. nursery rhymes, Surrounded by Noise (Ian Souter) The Horseman (Walter de la Mare) 4. Check that the text makes sense to them as they read and correct inaccurate reading 5. Read aloud books matched to Y1 phonic knowledge	**Grammar**	6. Discuss the meaning of new words by linking to vocabulary they know e.g. unkind = means not kind 7. Recognise and use predictable phrases in known stories e.g. 'I'll huff and I'll puff; once upon a time; happily ever after 8. Use age appropriate dictionaries to check the meanings of words e.g. picture dictionaries, first dictionaries
Response	9. Discuss a wide range of poems, stories and non-fiction beyond their independent reading level 10. Demonstrate their understanding e.g. through role play, story mapping, discussion, drama 11. Consider the key characteristics of familiar stories e.g. good and evil characters, happy endings, happening in the past 12. Draw on what they already know to understand a text e.g. through relating to their own experiences (linking learning about penguins to 'Happy Feet') 13. Make simple predictions based on their own experiences e.g. I think mum will be cross because my mum gets cross 14. Make simple inferences e.g. I think Red Riding Hood was scared because the wolf was frightening	**Organisation & Research**	15. Identify the significance of the title and events in stories e.g. why is this story called 'Where The Wild Things Are?' Why did they make Max king? 16. Identify the significance of the title and events in non-fiction 17. Understand that non-fiction texts provide information 18. Answer questions orally about a shared non-fiction text e.g. what do penguins eat?
Word Reading	19. Apply phonic knowledge and skills to decode words 20. Correctly and quickly read the graphemes for all 40+ phonemes, including the alternatives taught so far 21. Accurately blend sounds in unfamiliar words that contain the GPCs that have been taught so far 22. Note unusual correspondences and identify where these occur in the word, in relation to the Y1 common exception words 23. Read words of more than one syllable and those that end in: –s, –es, –ing, –ed, –er and –est 24. Read words with contractions 25. Accurately read aloud books that are consistent with their developing phonic knowledge	**Range**	▪ Engage with a wide range of familiar poems, picture books, fairy tales, narrative and non-fiction

Oral	1. Orally retell known stories, linked to the Y2 range 2. Recite poems by heart, using intonation to make the meaning clear e.g. The Sound Collector (Roger McGough) Walking With My Iguana (Brian Moses) Daddy Fell into the Pond (Noyes) 3. Read aloud books matched to Y2 phonic knowledge 4. Check that the text makes sense to them as they read and correct inaccurate reading	**Grammar**	5. Discuss favourite words and phrases 6. Clarify and discuss the meanings of new words, by linking to vocabulary they know e.g. I think 'kindly' means he spoke in a nice way. 7. Recognise simple, recurring literary language across poetry and narratives e.g. in a land far away; long ago; once there lived; it wasn't long before; they searched far and wide 8. Use age appropriate dictionaries to check the meanings of words e.g. first dictionaries, infant dictionaries	
Response	9. Discuss their understanding of stories, poems and non-fiction (see range) at a level beyond which they can read independently 10. Express a single point of view about a text 11. Draw on what they already know to understand a text e.g. through: the vocabulary, grammar or context; cause and effect (thinking about what's prompted a character's behaviour) 12. Predict what may happen on the basis of what has been read so far e.g. I think mum will get cross because she told Tom not to lie again 13. Make inferences on the basis of what is said and done e.g. I think something bad will happen to Hansel and Gretal because they've been left on their own	**Organisation & Research**	14. Identify the sequence of events in fiction and how these are related e.g. understanding beginning/middle/end 15. Identify the sequence of events in non-fiction and how these are related e.g. introductions /conclusions 16. Use titles, headings, pictures and blurbs to locate relevant information 17. Use scanning to locate a single piece of information, in response to questions from the teacher 18. Recognise and understand the structure of the non-fiction texts used 19. List key information orally or through text marking (highlighting/ underlining) in response to teachers' questions	
Word Reading	20. Accurately blend sounds in unfamiliar words, especially recognising alternative sounds e.g. t<u>oo</u>, ch<u>ew</u>, sh<u>oe</u>, bl<u>ue</u> 21. Note unusual correspondences and identify where these occur in the word, in relation to the Y2 common exception words 22. Read accurately words of two or more syllables 23. Read words containing common suffixes e.g. –ment, -less, -ful, -ness 24. Automatically read unfamiliar words accurately and without undue hesitation when reading aloud 25. Read fluently and confidently in line with the Y2 range	**Range**	▪ Read a wide range of contemporary and classic poems, stories, traditional tales and non-fiction accurately and fluently	

Oral	1. Read books that are structured in different ways and for a range of different purposes e.g. cartoons (to share plot concisely) chapter books (to provide more detail) diaries (for viewpoint) 2. Orally retell whole stories/sections of stories linked to the Y3 range 3. Recite poems by heart, using intonation, tone and volume to gain the interest of the listener e.g. Waves (Jackie Kay) The King's Breakfast (AA Milne) Up on the Downs and The Boneyard Rap (Wes Magee) 4. Read aloud and perform play scripts, gaining the audience's interest in the characters and plot e.g. using stage directions, volume and action	**Grammar**	5. Identify the language conventions of non-fiction in relation to the text type (see range) 6. Identify and discuss the meaning of words in context e.g. I think 'generous' means kind because he gave his money away 7. Identify words and phrases that capture the reader's interest and contribute to the meaning of the text e.g. it says gobbled, which tells you he was eating it greedily and quickly. The author's used powerful verbs like flushed, drifting, sneaked, pluck 8. Use age appropriate dictionaries to check the meanings of words
Response	9. Discuss their understanding of both texts they have read independently and those read to them (see range) 10. Express their views and listen to the views of others 11. Identify the over-arching theme of a text e.g. honesty, loneliness, good overcoming evil 12. Ask relevant questions to clarify and improve their understanding of a text e.g. why didn't the villagers trust the Iron Man? 13. Predict what may happen based on both what has been stated (obvious) and implied (less obvious) e.g. I think mum will get cross because Tom knew he shouldn't have lied 14. Draw inferences about characters' thoughts and actions e.g. I think the boy really misses his dad because he cries when he sees his friends with their dads 15. Justify inferences with a single piece of evidence from the text to support one specific point	**Organisation & Research**	16. Summarise the main idea/s within a paragraph or section e.g. this paragraph is about how Harry is feeling. This paragraph is about how penguins feed. 17. Use contents and sub-headings to locate relevant information 18. Identify a main topic to research, independently and through shared reading 19. Use skimming to locate main ideas in the text 20. Use scanning to locate pieces of information 21. Identify the structural conventions of non-fiction in relation to the text type (see range) 22. Identify how the structure and presentation of texts contributes to the meaning e.g. shape poems, rhyme in rap, direction/size of print in 'Emily Brown and the Thing' 23. 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
Word Reading	In line with Appendix 1: 24. apply their knowledge of root words, prefixes and suffixes to read aloud 25. note unusual correspondences and identify where these occur in the word, in relation to the Y3/4 common exception words	**Range**	Read a wide range of books including: fiction, fairy stories, myths and legends, plays, non-fiction, reference books or textbooks and different forms of poetry independently

Oral	1. Read books that are structured in specific ways and for a range of purposes e.g. comparing online and paper texts (appeal to the reader) comparing information books (Horrible Histories and Eyewitness books) 2. Orally retell whole stories/sections of stories linked to the Y4 range 3. Recite poems by heart, using intonation, tone and volume to maintain the interest of the listener e.g. From A Railway Carriage (RL Stevenson) How to Persuade Your Parents to Give You More Pocket Money (Andrea Shavick) 4. Read aloud and perform play scripts, maintaining the audience's interest in the characters and plot e.g. using stage directions, appropriate intonation, pace and action for the type of play	**Grammar**	5. Identify the language conventions of non-fiction in relation to the text type (see range) 6. Explain the meaning of new words in context e.g. I think 'compassionate' means kind because she could have walked away but she didn't 7. Explain how words and phrases capture the reader's interest and imagination and how they contribute to the meaning of the text e.g. the author's used powerful verbs like: twisting and turning, tumbled, pounding, spun, which give you an idea about how fast and exciting the acrobats are 8. Use age appropriate dictionaries to check the meanings of words
Response	9. Discuss their understanding of both texts they have read independently and those read to them (see range) 10. Explain their views, listen to others' views and respond 11. Identify the author's message about the theme e.g. being honest is the best way to be; it's ok to lie when you need to 12. Ask specific questions to improve their thoughts about a text; explanations and understanding of language e.g. did Tom do that because he wanted to win the match? How did he escape from the cave? What does that word mean? 13. Predict what may happen based on what has been implied e.g. I think mum will get cross because she's worried Tom may get into trouble 14. Draw inferences about characters' feelings and motives e.g. I think Leon volunteers because he wants to prove that magic is real 15. Justify inferences with several pieces of evidence from the text to support one specific point	**Organisation & Research**	16. Summarise ideas from across several paragraphs or sections e.g. how a character's fear is portrayed across several paragraphs, identifying the subject of each paragraph in a non-chronological report 17. Use contents, indexes, glossaries and sub-headings to locate specific information 18. Independently identify key questions to research about a topic 19. Use skimming to locate main ideas in the text 20. Use scanning to locate specific information 21. Identify the structural conventions of non-fiction in relation to the text type (see range) 22. Identify how the structure and presentation of texts contributes to the meaning e.g. the use of chapters; different fonts; artwork 23. 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
Word Reading	In line with Appendix 1: 24. apply their knowledge of root words, prefixes and suffixes to read aloud 25. note unusual correspondences and identify where these occur in the word, in relation to the Y3/4 common exception words	**Range**	Read a wide range of books including: fiction, fairy stories, myths and legends, plays, non-fiction, reference books or textbooks and different forms of poetry independently

Oral	1. Read books that are structured in specific ways and for a range of purposes e.g. comparing different approaches to recipes (formal/informal) autobiographies and biographies (viewpoint) 2. Recite poems by heart, using intonation, tone and volume to monitor the interest of the listener and adapt their recital e.g. Night Mail (Auden) The Highwayman (Noyes) 3. Read aloud and perform play scripts, monitoring the audience's interest and changing the performance accordingly e.g. consistent use of intonation, pace and action for the characters and type of play	**Grammar**	4. Explore the meaning of words in a given context within fiction and non-fiction e.g. 'flexible' means rubber is a bendy material 5. Evaluate how authors use language to impact the reader e.g. use of repetition for effect; the author's used the metaphor 'his face was a grey cloud,' which helps you to imagine his sadness 6. Use age appropriate dictionaries and thesauri to check the meanings of words
Response	7. Discuss their understanding of both texts they have read independently and those read to them (see range) 8. Explain and develop their own views and build effectively on those of others 9. Identify an author's treatment of the same theme across one or several of their books/poems e.g. Michael Morpurgo's treatment of WWII 10. Ask relevant questions to improve their wider understanding of a text, topic or theme e.g. Why does Michael become friends with Kensuke? (Kensuke's Kingdom) What was it like to be a child in Victorian times? Why has the author used lots of short sentences? 11. Predict what may happen based on their understanding of the content and the themes within the text e.g. I think Macbeth will die because: he's a murderer / the witches suggest it 12. Draw inferences from within the text about themes and characters' and authors' viewpoints e.g. Tom is scared to move because he doesn't pack; he leaves his favourite toy behind on purpose and he's always nervous 13. Justify inferences and views with a variety of references from across the text	**Organisation & Research**	14. Summarise ideas, events and information from the text as a whole e.g. the author's viewpoint about a particular issue 15. Explain their thinking through making reference to key details e.g. quoting from the text 16. Independently devise key questions and identify themes to research e.g. pollution, recycling 17. Use skimming and scanning to locate information efficiently across a range of sources 18. Identify the structural conventions of non-fiction in relation to the text type (see range) 19. Identify how the structure and presentation of texts contributes to the meaning e.g. graphic novels; stories told from two viewpoints; the order and presentation of points in an argument 20. Distinguish between fact and opinion 21. Make notes from several sources to gather information 22. Explore and use their own techniques to make notes 23. Refine notes by disregarding irrelevant information e.g. when researching penguins in Antarctica, disregarding information about polar expeditions to Antarctica 24. Use notes to support presentations and debates
Word Reading	In line with Appendix 1: 25. Apply their knowledge of root words, prefixes and suffixes to read aloud	**Range**	Read a wide range of modern fiction, fiction from our literary heritage and other cultures and traditions, non-fiction and different forms of poetry

Oral	1. Read books that are structured in specific ways and for a range of purposes e.g. timeslip stories, texts that provide information about a theme/topic from the past, present and future 2. Recite poems by heart, using intonation, tone and volume to emphasise key elements of the poem and provoke a response in the listener e.g. The Tyger (Blake) Stop All The Clocks (Auden) recital of well-known speeches (Winston Churchill, Martin Luther King, Nelson Mandela) 3. Read aloud and perform play scripts, **refining** their performance to illustrate subtleties e.g. to show changes in character, effects of the plot using asides, expressions, gestures, monologues	**Grammar**	4. Explore the meaning of words in different contexts within fiction and non-fiction e.g. flexible means he was prepared to compromise/means it was bendy 5. Evaluate how and why authors use language, shades of meaning and a range of figurative devices to impact on the reader e.g. explain the differences between words such as: miffed, irritated, furious, fuming, irate, livid, incensed and their impact 6. Use age appropriate dictionaries and thesauri to check the meanings of words
Response	7. Discuss their understanding of both texts they have read independently and those read to them (see range) 8. Explain and extend their own views and challenge those of others 9. 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 e.g. 'Trash' is about courage, poverty, perseverance 10. Ask specific questions to develop understanding of a text, topic or theme, including their wider understanding of cultural and social issues e.g. Why did Dickens write so often about the rich and the poor? Why was Adeline treated so badly? (Chinese Cinderella) 11. Predict what may happen based on their wider understanding of content and themes e.g. I think Macbeth will die because it's a tragedy/villains often lose 12. Draw inferences across texts about characters' viewpoints, authors' viewpoints and themes e.g. soldiers were disillusioned with the war because the reality was different from what they'd been told 13. Justify their inferences and views with a variety of references from across texts and by comparing sources and considering the reliability of information e.g. selecting points that support and discrediting points that contradict their argument	**Organisation Research**	14. Summarise ideas, events and information throughout a text and across texts (about a common topic) 15. Explain their thinking through making reference to key details and comparisons 16. Independently devise key questions and identify themes to research e.g. racism, slavery 17. Use skimming and scanning to locate information selectively and precisely across a range of sources 18. Identify the structural conventions of non-fiction in relation to the text type (see range) 19. Identify how the structure and presentation of texts contributes to the meaning e.g. moving backwards and forwards throughout the story ('Holes') using a range of narrators (Trash) pathway stories 20. Distinguish between fact, opinion and bias 21. Make notes from several sources to gather information 22. Make choices about the most efficient techniques to make notes 23. Refine notes by disregarding unreliable information e.g. when researching penguins in Antarctica, disregarding information based on opinion or facts that don't correlate with the bulk of the research 24. Use notes to support presentations and debates
Word Reading	In line with Appendix 1: 25. Apply their knowledge of root words, prefixes and suffixes to read aloud	**Range**	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

The 2014 National Curriculum states that children should: 'listen to a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently' in KS1 and 'listen to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks' in KS2.

This resource is intended to provide exemplification of what the range may look like within poetry, fiction and non-fiction. It has been produced to provide suggestions for each year group. It is not intended as a definitive list or as an absolute but as an illustration of the types of texts children may read as they progress through primary school. In line with the school's approach to the curriculum and the needs and interests of the class, teachers should decide which forms, genres and texts are appropriate in order to ensure a broad range of reading across the year.

When choosing or suggesting books for children, teachers need to remember that expectations should develop and extend from one year to the next. Texts for each year group should be appropriate in terms of their length, complexity, vocabulary, content, sentence structure and organisation. The texts that children read independently should match national expectations in relation to the word reading objectives for their year group.

YR	Nursery rhymes	Little Miss Muffet, Jack and Jill, Humpty Dumpty, Hey Diddle Diddle
Y1	Simple and rhyming poetry	I Had a Little Nut Tree (Anon) Jellyfish (Michael Rosen)
Y2	List poems	Locker Inspection (Sue Cowley) Things I'd Do If It Weren't for Mum (Tony Mitton) The River (Valerie Bloom)
	Shape poems	Concrete Cat (Dorothy Childs)
	Rhyming poetry	My Gran Visits England (Grace Nicholls)
	Free Verse	Seashell (James Berry) Time (Valerie Bloom)
Y3	Rap	Gran Can You Rap? (Jack Ousbey) Cat Rap (Grace Nicholls)
	Cinquains/quatrains	School Trip (Tracey Blance) Five Lions for Halloween (Sue Cowley)
	Free verse	Dog in the Playground (Rosen) A Day in Autumn (RS Thomas) Mr Tom Narrow (James Reeves) Leisure (W H Davies) This Is The Day (June Crebbin) Conversation Piece (Gareth Owen) Growing (Tony Mitton) Lord Neptune (Judith Nicholls)
Y4	Narrative poems	The Owl and The Pussy Cat (Edward Lear) Revolting Rhymes (Roald Dahl) The Walrus and the Carpenter (Lewis Carroll) The Jumblies (Edward Lear)
	Haikus	Haiku (Roger McGough) Bumblebee (Angela Topping)
	Free verse	View Up Through Her Window (Velma Pollard) Winter (Judith Nicholls)
Y5	Narrative poems	The Highwayman (Noyes) Night Mail (Auden) The Listeners (Walter de la Mare) Jabberwocky (Carroll) 'Twas The Night Before Christmas (Moore) The Pied Piper of Hamelin (Browning)
	Free verse	Earth Cries (Jen Binta Breeze)
Y6	Sonnets	Sonnets form the Portuguese, no. 43 'How do I love thee..? (Emily Barrett Browning) Sonnet 18 'Shall I compare thee to a Summer's Day?' (Shakespeare) Bread and Music (Conrad Aiken) Ozymandias (Shelley)
	Ballads	The Lady of Shallot (Tennyson) John Barleycorn (Burns) The Ballad of Reading Gaol
	Odes	(Wilde) Ode To The Author (Matthew Holloway) Ode to Autumn (Keats) Snow Queen (Julyn
	Elegy	Pride)
	Free verse	Poem IX in XII Songs 'Stop all the clocks' (Auden) Do Not Stand At My Grave And Weep (Mary Elizabeth Frye)
		The Thought Fox (Ted Hughes) Goldilocks on CCTV (John Agard) I Too (Langston Hughes) Still I Rise (Maya Angelou)

Narrative Range

YR	Picture books	Rosie's Walk, We're Going on A Bearhunt, Beegu, Spells, The Odd Egg, Billy's Bucket, Clown
	Fairy tales	Jack and the Beanstalk, Red Riding Hood
Y1	Picture books	The Gruffolo, Meerkat Mail, Snail & The Whale, Gorilla, Owl Babies, Percy the Parkeeper, Where the Wild Things Are
	Fairy tales/Fables	Rapunzel, Cinderella, The Hare and the Tortoise, The Three Little Pigs
Y2	Picture books	The Tear Thief, Who's Afraid of the Big, Bad Book? The Snowman Mrs Armitage
	Fairy tales/Fables	How The Leopard Got It's Spots, Hansel and Gretal, The True Story of the Three Little Pigs (introducing parodies)
	Short chapter books	The Owl Who Was Afraid Of The Dark, Flat Stanley, The Hodgeheg
Y3	Longer picture books	Into the Forest, Lost Happy Endings
	Short chapter books	The Iron Man, Midnight Fox, Horrid Henry
	Fairy tales/Folk tales	The Town Mouse and The Country Mouse, The Emperor's New Clothes, Rumpelstiltskin, Peter and The Wolf (darker fairy tales, more sophisticated plots)
Y4	Longer picture books	Leon & The Place Between, The Wolves In The Wall , Father Christmas
	Folk tales/Fables/Myths	Mariana and The Merchild, Theseus and the Minotaur, Pandora's Box, Sir Gawain and The Green Knight, Snowman
	Longer chapter books	Kensuke's Kingdom, How To Train Your Dragon, Dragon Boy, The Ice Palace, Firework Maker's Daughter
Y5	Picture books exploring more sophisticated themes	The Viewer, The Rabbits, How to Live Forever , The Arrival
	Longer chapter books (literary heritage and other cultures)	Trash, Pig Heart Boy, Cosmic, Chinese Cinderella, Journey to Jo'Burg, Goodnight Mr Tom, Treasure Island, The Eighteenth Emergency, Artemis Fowl, Boewolf, Refugee Boy, The House of Silk
	Shakespeare	Macbeth
Y6	As above and also:	
	Flashback/Time loop	Tom's Midnight Garden, A Christmas Carol, Holes
	Extended narratives	The Hobbit, War Horse, Northern Lights, The Secret Garden, The Graveyard Book
	Shakespeare	A Midsummer Night's Dream, The Tempest

YR	The non-fiction range would include: labels in the classroom; captions in very simple texts; postcards; letters written by the teacher or letters in stories (e.g. Meerkat Mail, Emily Gravett) a range of non-fiction books (e.g. Animal Gallery, B Wildsmith)						
	Reference	**Recount**	**Reports**	**Instructions**	**Persuasion**	**Explanation**	**Discussion**
Y1	Picture dictionaries; first dictionaries - First Dictionary, Picture Dictionary, First Dictionary and Thesaurus Activities (pub. Schofield & Sims)	Thank you letters; postcards; simple diaries - Prita Goes to India (P Das)	Posters providing information; simple information texts - Eye Wonder: Oceans, Reptiles (pub. D Kindersley)	Simple recipes; lists - Acker Backa Boo (O Dunn) - What shall I cook? (R Gibson)	Posters advertising events		
Y2	- Phonics Spelling Dictionary (pub. OUP)	Letters; diaries - Florence Nightingale (S Ross) - Home Life through the years (Clare Lewis pub. Raintree)	Simple news reports; information texts/leaflets about one topic (e.g. with diagrams, headings) - EyeWonder: Space (pub. D Kindersley) - Nasty Nature (N Arnold) - Newsround website	Recipes; instructions for making things - How to draw animals (F Watt) - Do Try This at Home. Cook it! (Punk Science)	Simple letters; blurbs; posters - Looking after your teeth (Sian Smith *ebook*)	Simple texts linked to topics (e.g. how something grows or works) - Until I met Dudley(R McGough) - The Hedgehog's Year (TES iboard) - Electricity (Angela Royston pub. Hachette)	
Y3/4	Junior dictionaries; (introducing antonyms and synonyms) simple thesauri - Junior Dictionary (pub. Oxford) - Junior Thesaurus (pub. OUP) - Junior Illustrated Dictionary (Oxford)	Journals; eye-witness recounts (historical) - Life in the Stone Age, Bronze Age and Iron Age (Anita Ganeri Pub. Raintree) - Daily Life in Ancient Egypt (Claire Throp Pub. Raintree)	Information texts around a theme; news reports - Mammals (H Head) - Grasslands (S Callery) - Foul Football (M Coleman) - The Romans (C Hynson) - First News	Instructions linked to topic, more complex procedures; use of diagrams - Survival (A Masters) - Get Real: Terror at Sea - What's Next? Instructions and Directions (Claire Throp)	Magazine and multi-media adverts; brochures for attractions; travel brochures or websites. - Can we save the Tiger? (Martin Jenkins) - Eat Well (Sian Smith)	Simple texts linked to topics; (e.g. how something grows or works) diagrams - The Story of Inventions (A Claybourne)	

		Reference	Recount	Reports	Instructions	Persuasion	Explanation	Discussion
Y5/6		Complete dictionaries; thesauri; simple encyclopaedias - School Dictionary (pub. Oxford) - School Thesaurus (pub. Oxford) - School Dictionary (Collins)	Autobiographies, biographies, first person accounts; memoirs - Coming to England (F Benjamin) - Famous People, Famous Lives: Martin Luther King (V Wilkins) - Chinese Cinderella (Adeline Yen Mah) - Diary of Anne Frank	Information texts that use a variety of genres, journalistic articles - Savage Earth (pub. D Kindersley) - Eyewitness: Pirates (pub. Eyewitness) - Danger Zone: Extreme Survival (A Masters) - What goes on inside my Head? (R Winston) - Victorian Britain (J Guy)	Manuals; guides; imaginative instructions linked to fiction - Cooking up a storm: The Teen Survival Cookbook (S Stern)	Arguments relating to sophisticated themes; (e.g. racism) pamphlets from pressure groups; famous speeches - Martin Luther King's 'I have a dream' speech - Dear Children of the Earth (Schim Schimmel)	Flow charts; explanatory texts using a range of features (e.g. diagrams, captions, paragraphing, causal connectives) - Extreme Science: Ocean in Motion (Paul Mason)	Debates; speeches; arguments; in writing and on television/ radio - Zoos: Pros and Cons *ebook* (Reading A–Z) - Energy Sources: Pros and Cons *ebook* (Reading A–Z)

This page intentionally blank

Specialist Traded Services

Your every need, our expertise