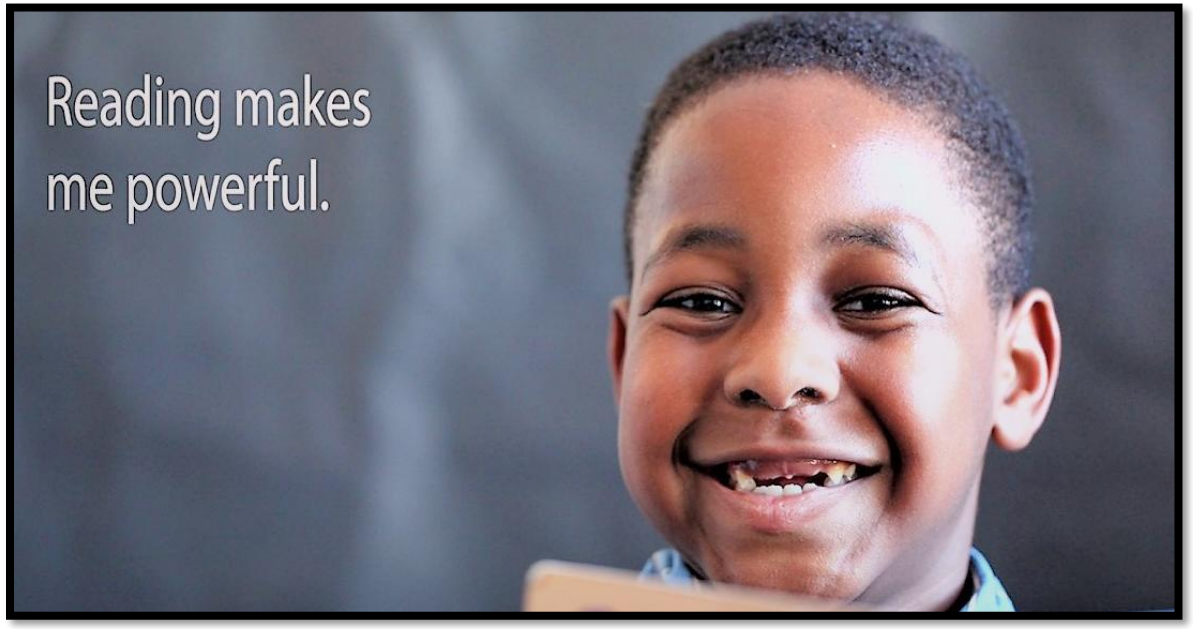
Cabot Learning Federation

I am a reader…

I am a reader. I can decipher the written code in texts of varying length and complexity; I can take meaning from the texts that I read; when I read, I read with fluency, intonation and at an appropriate pace. Reading enables me to make more sense of the world around me, it broadens my knowledge, widens my vocabulary and ignites my imagination. Reading gives me the power to develop myself as an individual and as a part of society.



	Key Concepts
What is reading? *Reading is the action or skill of deciphering words and symbols and making meaning of them. Our brains convert these words and relate them to the world we may have experienced, learned about or imagined.* *Humans have been reading for only around 5000 years, a sliver of our evolutionary history. The origins of humans learning to read dates back to when humans first began to write when the purpose of writing was to make records for others to understand.* *Reading is the process of looking at a series of written symbols and getting meaning from them. When we read, we use our eyes to receive written symbols (letters, punctuation marks and spaces) and we use our brain to convert them into words, sentences and paragraphs that communicate something to us.* *Reading can be silent (in our head) or aloud (so that other people can hear).* *Reading is a receptive skill - through it we receive information. But the complex process of reading also requires the skill of speaking, so that we can pronounce the words that we read. In this sense, reading is also a productive skill in that we are both receiving information and transmitting it (even if only to ourselves).*	**Background Knowledge:** Background knowledge is a collection of "abstracted residue" (Schallert, 2002, p. 557) that has been formed from all of life's experiences. We all, bring diverse bits of background knowledge—consciously or subconsciously—to every subsequent experience, and we use them to connect or glue new information to old. Background knowledge is an essential component in learning because it helps us make sense of new ideas and experiences.[1]
	Vocabulary: Vocabulary is the knowledge of words and word meanings. As Steven Stahl (2005) puts it, "Vocabulary knowledge is knowledge; the knowledge of a word not only implies a definition, but also implies how that word fits into the world." Vocabulary knowledge is not something that can ever be fully mastered; it is something that expands and deepens over the course of a lifetime. Instruction in vocabulary involves far more than looking up words in a dictionary and using the words in a sentence. Vocabulary is acquired incidentally through indirect exposure to words and intentionally through explicit instruction in specific words and word-learning strategies. According to Michael Graves (2000), there are four components of an effective vocabulary program: 1. wide or extensive independent reading to expand word knowledge 2. instruction in specific words to enhance comprehension of texts containing those words 3. instruction in independent word-learning strategies, and 4. word consciousness and word-play activities to motivate and enhance learning[2] Beck's Tiers of Vocabulary (see appendix 1) are referenced throughout this document. Teachers should familiarise themselves with the differences between the tiers to ensure that the appropriate range is taught.
	Language structures: A reader needs at least an implicit understanding of how language is structured, that is, grammar. The child reader needs to 'hear' their reading voice, whether this is in their head (silent reading) or out loud, they need to be able to hear whether their reading has made sense, they need to ask themselves whether their reading sounds right.
	Verbal reasoning / comprehension: Readers need to be able to make inferences and construct meanings from the text: that is, they need to be able to THINK logically about what they read in they are to understand it, and its implications. [3] Readers who struggle with phonemic awareness will find it challenging to understand much of what they are 'reading' without support. The reading habit of considering the context of what is being read needs to be carefully built up over time, as the reader's knowledge of phonics and language structures develops, so too will their ability to monitor the meaning of what they are reading.
	Literacy Knowledge: it is important for child readers to understand concepts of print such as reading from left to right and top to bottom, how to hold a book, and that full stops complete one sentence (unit of meaning) before the text moves on[3]. Opportunities for pupils to access a wide range of genres is key to the development of their literacy knowledge, increasing their awareness of and ability to read and comprehend fiction, non-fiction, poetry, play scripts etc will give them a broad and balanced reading experience that develops in complexity as their ability to read develops.
	Phonological awareness: Phonemic awareness refers to the specific ability to focus on and manipulate individual sounds (phonemes) in spoken words. Phonemes are the smallest units comprising spoken language. Phonemes combine to form syllables and words. Phonological awareness is a broad skill that includes identifying and manipulating units of oral language – parts such as words, syllables, and onsets and rimes. Children who have phonological awareness are able to identify and make oral rhymes, can clap out the number of syllables in a word, and can recognize words with the same initial sounds like 'money' and 'mother.'[4] Children who can keep time with a steady beat e.g., in rhymes or songs are more likely to naturally develop reading fluency as they progress through school.
	Decoding: Decoding is the ability to apply your knowledge of letter-sound relationships (Grapheme-Phoneme Correspondence (GPCs)), including knowledge of letter patterns, to correctly pronounce written words. Understanding these relationships gives children the ability to recognize familiar words quickly and to figure out words they haven't seen before. Phonics is one approach to reading instruction that teaches students the principles of letter-sound relationships (GPCs), how to sound out words, and exceptions to the principles.[5] Once children have recognised the letter-sound relationship (GPC) they are taught to sound the words out and blend the sounds together to enable them to say the word that they see.
	Sight recognition: Technically speaking, the term "sight word" refers to any word an individual can read as a whole word, without sounding it out. High frequency words are words that commonly occur in print. Because high frequency words appear repeatedly in texts, it is important for students to recognise these words with automaticity. These words then become "sight words" for the individual. Sight word recognition of high frequency words/common exception words is important because it increases fluency and allows the reader to focus upon the decoding of more complex words. As students become more fluent with decoding and sight word recognition, they are better able to focus on comprehending the text.[6]

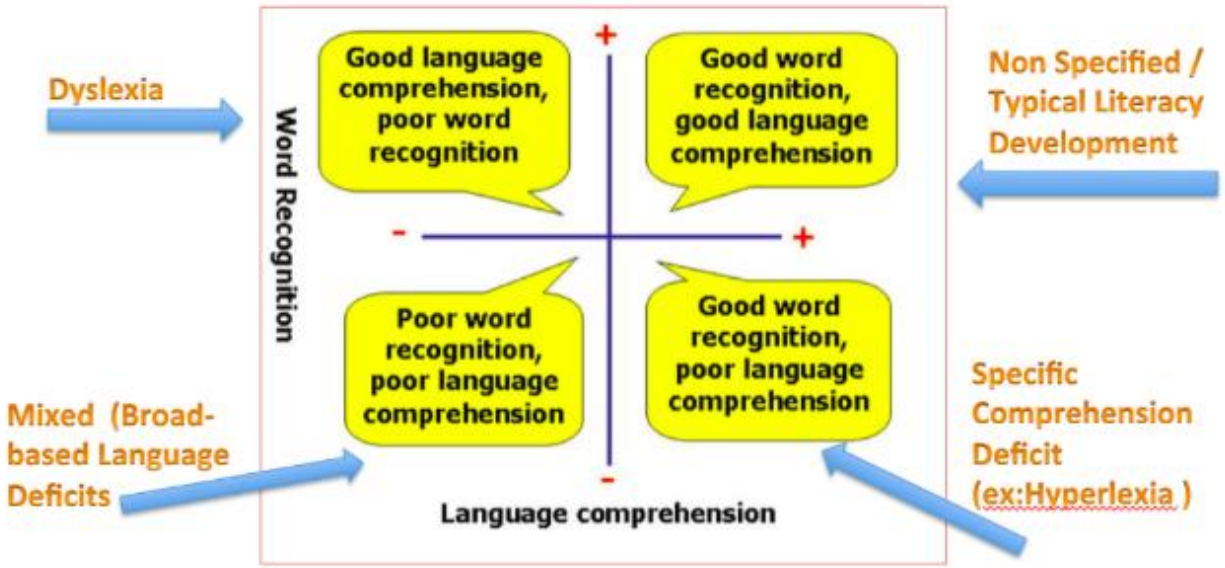
Reading for Pleasure

Reading for pleasure is more associated with intrinsic motivation; it is reading that children do for themselves at their own pace, with whom they choose and in their own way. Reading for pleasure is both an independent and social practice. It enhances reading programmes, school culture and individual wellbeing. Please see appendix 1 for further information about RfP.

Phonics

Phonics is a way of teaching children how to read and write. It helps children hear, identify and use different sounds that distinguish one word from another in the English language. Phonics involves matching the sounds of spoken English with individual letters or groups of letters. The phonics programme that we follow is: Unlocking Letters and Sounds* we expect our pupils to be secure at phonics phase 5c by the end of year one and secure at phonics phase 5c Mastery by the end of Term 2, Year 2

Simple View of Reading, Gough & Tunmer, 1986



The Simple View of Reading (SVR) states that reading comprehension is the product of word recognition and language comprehension – if we can say what we see in terms of text and we understand the words that we say, we are understanding what we have read.

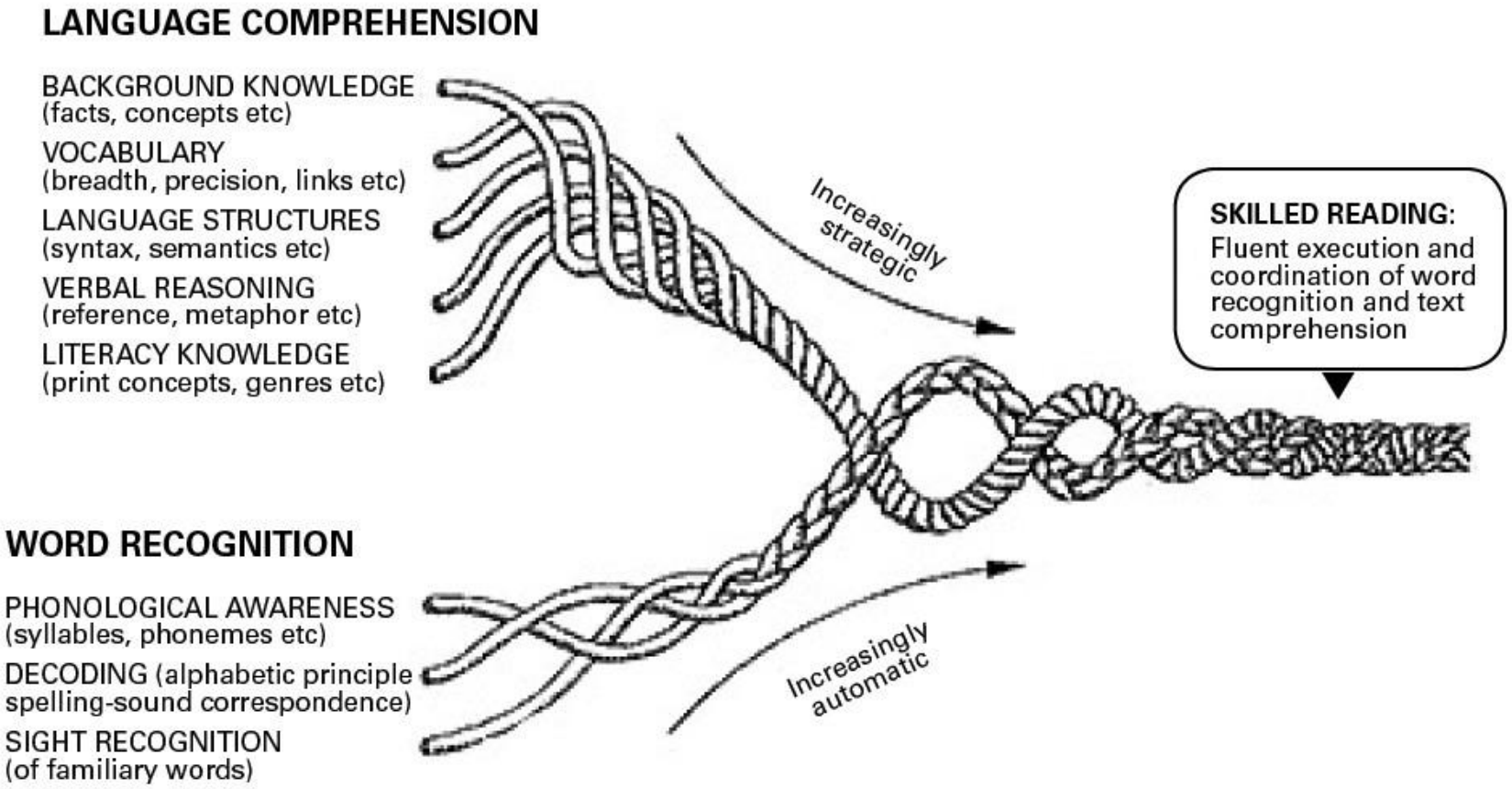
Ideally, students will be in the top right-hand quadrant where both aspects are strong – many students – for a whole range of reasons – find themselves in one of the other quadrants. We must work out what it is about reading that students are finding challenging and so at its most basic level, are they struggling to decode words, to recognise the words in front of them and/or are they struggling to understand those words? Perhaps they have limited background knowledge, perhaps their vocabulary bank is limited.

We can use the SVR to determine roughly where barriers to reading may exist for individual students.

Hollis Scarborough—creator of the famous Reading Rope and senior scientist at Haskins Laboratories—is a leading researcher of early language development and its connection to later literacy. The genesis of the Reading Rope dates back to Scarborough's lectures for parents on the complexities involved in learning to read. The Reading Rope consists of lower and upper strands. The word-recognition strands (phonological awareness, decoding, and sight recognition of familiar words) work together as the reader becomes accurate, fluent, and increasingly automatic with repetition and practice. Concurrently, the language-comprehension strands (background knowledge, vocabulary, language structures, verbal reasoning, and literacy knowledge) reinforce one another and then weave together with the word-recognition strands to produce a skilled reader.

The strands within the reading rope have formed the basis of this reading progression document.

The Many Strands that are Woven into Skilled Reading (Scarborough 2001)



	Pre-school - Key Knowledge, Vocabulary and Skill		
Key Concept	**Birth - 3-year-old Development Matters**	**3-4 year old Development Matters**	**Beyond expectations**
Background Knowledge		• Cultural capital, explicit teaching • Building on knowledge from home setting • Draw on what they already know • Experiential opportunities – live it before reading it • Explore contexts (narrative and wider curriculum)	
Vocabulary			• Discuss the meaning of new words by linking to prior knowledge, etymology, morphology, context, word roots **(may not include terminology)** • Explicit teaching and pre-teaching of vocabulary • Discuss, collect and explain words and phrases in **context** (narrative and subject-related) • Tier 2 and 3 vocab • Figurative language
Language Structures	• Join in with familiar phrases in stories and poems		• Beginning to have an understanding of 'what makes sense' means in the context of spoken language
Verbal Reasoning		• Engage in extended conversations about stories, learning new vocabulary	
Literacy Knowledge		• Know that print has meaning • Know that print can have different purposes • Know that we read English text from left to right and from top to bottom (e.g. know where to start reading) • Know the names of the different parts of the book • Understand page sequencing • Identify the front of the book • To correctly orientate a book	• Know the difference between print and a picture
Phonological Awareness		• Count or clap syllables in words • Recognise words with the same initial **sound**, such as money and mother	• Can spot and suggest rhymes • Recognise and distinguish between different sounds in their environment **e.g. animal sounds, musical instruments ULS?** • Develop auditory, visual and sequential memory to support the recognition and recall of GPCs later in their EYFS journey
Decoding			• Orally blending e.g, the teacher will sound-talk and pupils will orally blend sounds together to say the whole word
Sight Recognition	• Recognise own name and familiar logos and icons		

	Reception - Key Knowledge, Vocabulary and Skills		
Key Concepts	**3–4-year-old Development Matters**	**Expected**	**Beyond expectations**
Background Knowledge		• Cultural capital, explicit teaching • Building on prior knowledge from home setting and pre-reception experience • Draw on what they already know • Experiential opportunities – live it before reading it • Explore contexts (narrative and wider curriculum)	
Vocabulary			• Discuss the meaning of new words by linking to prior knowledge, etymology, morphology, context, word roots • Homophones, synonyms, antonyms • Explicit teaching and pre-teaching of vocabulary • Discuss, collect and explain words and phrases in context (narrative and subject-related) • Tier 2 and 3 vocab • Figurative language • Begin to use age-appropriate dictionaries to show an awareness of/show an interest in alphabetical order
Language Structures	• Orally re-tell simple poems/rhymes	• Recite some simple nursery rhymes by heart	• Check that the text makes sense to them as they read and correct inaccurate reading • Orally re-tell simple well-known stories and poems/rhymes
Verbal Reasoning		• Participate in discussion about simple books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say • Demonstrate their understanding e.g. through role play, story mapping and discussion • Make simple predictions e.g. predict how a story might end • Make simple inferences based on 'why' questions	• Discuss a wide range of poems, stories and non-fiction beyond their independent reading level
Literacy Knowledge	• Know that print has meaning • Know that print can have different purposes • Know that we read English text from left to right and from top to bottom • Know the names of the different parts of the book • Understand page sequencing	• Demonstrate use of the return sweep from one line to the next • Show evidence of 1:1 correspondence • Awareness of title, title page and blurb • Begin to have an awareness of non-fiction text features e.g. contents page, labels • Know the difference between a word and a letter • Identifying 'first' and 'last' concepts e.g. page, word, letter • Correctly orientate text (i.e. know when it is upside down) • Recognise that we pause at a full stop when reading	• Know the difference between lower case and upper case • Begin to understand that speech marks indicate that someone is talking out loud
Phonological Awareness	• Count or clap syllables in words • Recognise words with the same initial sound, such as money and mother	• Recognise and distinguish between different sounds in their environment e.g. animal sounds, musical instruments • Can orally blend and segment words using their phonic knowledge • Develop auditory, visual and sequential memory to support the recognition and recall of GPCs later in their EYFS journey	• Can continue a rhyming string
Decoding		• Accurately blend sounds in unfamiliar words that contain the GPCs that have been taught so far • Say a sound for each letter in the alphabet and the digraphs and trigraphs from phase 3 of Unlocking Letters and Sounds	• Apply phonic knowledge and skills to decode words, including words of more than one syllable
Sight Recognition	• Recognise own name and familiar logos and icons	• Read common exception words that occur frequently in age-appropriate texts • Accurately read aloud books that are consistent with their developing phonic knowledge • Check that the text makes sense as they read and correct inaccurate reading • Fluency in age-appropriate texts	

	Year 1 Key Knowledge, Vocabulary and Skills	
Key Concepts	**Expected**	**Beyond expectations**
Background Knowledge	• Cultural capital, explicit teaching • Building on prior knowledge linking to the previous year group • Draw on what they already know	• Experiential opportunities – live it before reading it • Explore contexts (narrative and wider curriculum)
Vocabulary		• Discuss the meaning of new words by linking to prior knowledge, etymology, morphology, context, word roots • Homophones, synonyms, antonyms • Explicit teaching and pre-teaching of vocabulary • Discuss, collect and explain words and phrases in **context** (narrative and subject-related) Danger of misdirective contexts • Tier 2 and 3 vocab • Figurative language • Use age appropriate dictionaries and thesauruses to check the meanings of words
Language Structures	• Orally retell known stories, linked to the Y1 range • Recite some simple poems by heart *e.g. nursery rhymes, Surrounded by Noise (Ian Souter) The Horseman (Walter de la Mare)* • Make simple predictions based on their own experiences e.g. I think mum will be cross because my mum gets cross • Check that the text makes sense to them as they read and correct inaccurate reading	
Verbal Reasoning	• Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say • Discuss a wide range of poems, stories and non-fiction beyond their independent reading level • Make simple predictions based on their own experiences e.g. I think mum will be cross because my mum gets cross • Make simple inferences based on their own experience *e.g. I think Red Riding Hood was scared because wolves are frightening*	• Demonstrate their understanding e.g. through role play, story mapping, discussion, drama
Literacy Knowledge	• 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 ?*	• Consider the key characteristics of familiar stories e.g. good and evil characters, happy endings, happening in the past • Recognise the difference between poetry and narrative and identify some features of both • Identify the significance of the title and events in non-fiction • Understand that non-fiction texts provide information • Understand that speech marks indicate that someone is talking out loud and change their expression accordingly • Recognise exclamation marks and question marks and change their voice accordingly
Phonological Awareness	• Count or clap syllables in words • Recognise words with the same initial **sound**, such as money and mother • Recognise and distinguish between different sounds in their environment e.g. animal sounds, musical instruments • Can orally blend and segment words using their phonic knowledge • Develop auditory, visual and sequential memory to support the recognition and recall of GPC's	• Can continue a rhyming string
Decoding	• Accurately blend sounds with automaticity in unfamiliar words that contain the GPCs that have been taught so far • Apply phonic knowledge and skills to decode words, up to phase 5c of UL&S	
Sight Recognition	• 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	• Check that the text makes sense as they read and correct inaccurate reading • Fluency in age-appropriate texts: 60 wpm

	Year 2 Key Knowledge, Vocabulary and Skills	
Key Concepts	**Expected**	**Beyond expectations**
Background Knowledge	• Cultural capital, explicit teaching • Building on prior knowledge linking to the previous year group • Draw on what they already know	• Experiential opportunities – live it before reading it • Explore contexts (narrative and wider curriculum)
Vocabulary	• Discuss the meaning of new words by linking to prior knowledge, etymology, morphology, context, word roots • Homophones, synonyms, antonyms • Discuss, collect and explain words and phrases in **context** (narrative and subject-related) Danger of misdirective contexts • Figurative language • Use age appropriate dictionaries and thesauruses to check the meanings of words	• Explicit teaching and pre-teaching of vocabulary • Tier 2 and 3 vocab
Language Structures	• **Check that the text makes sense to them as they read and correct inaccurate reading**	• 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) • Re-tell stories using relevant story/grammatical structures
Verbal Reasoning	• Discuss their understanding of stories, poems and non-fiction at a level beyond which they can read independently • Make predictions based on their wider reading • **Make inferences** based on a single point of reference about **characters' feelings, thoughts and actions** e.g. I think something bad will happen to Hansel and Gretal because they've been left on their own • **Explaining what has happened so far** • Express a single point of view about a text • Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say	• List key information orally or through text marking (highlighting/ underlining) in response to teachers' questions • 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 • Make links between the book they are reading and other books they have read.
Literacy Knowledge	• 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 • Use titles, headings, pictures and blurbs to locate relevant information • Identify how presentation contributes to meaning • Recognise commas in lists.	• Explain, discuss and link understanding of books, poems and other material • 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 • Recognise and understand the structure of the non-fiction texts used • Understand that speech marks indicate that someone is talking out loud and change their expression accordingly • Recognise exclamation marks and question marks and change their voice accordingly
Phonological Awareness	• Count or clap syllables in words • Can orally blend and segment words using their phonic knowledge • Develop auditory, visual and sequential memory to support the recognition and recall of GPCs	
Decoding	• Accurately blend sounds in unfamiliar words, especially recognising alternative sounds e.g. too, chew, shoe, blue • Use their growing phonics knowledge to decode and blend compound words • **Continue to correctly and quickly read the graphemes for all 40+ phonemes, including the alternatives taught** • Apply phonic knowledge and skills to decode words, up to phase 5c Mastery of UL&S	
Sight Recognition	• **Read aloud books matched to Y2 phonic knowledge, without overt sounding and blending, when they have been frequently encountered / Fluency in age-appropriate texts: 90 wpm** • Note unusual correspondences and identify where these occur in the word, in relation to the **Y2 CEW** • **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 • Use appropriate intonation to make the meaning clear.	

* Bold = Teaching Assessment Framework (TAF) expectations for expected standards

	Year 3 Key Knowledge, Vocabulary and Skills	
Key Concepts	**Expected**	**Beyond expectations**
Background Knowledge	• Cultural capital, explicit teaching • Building on prior knowledge linking to the previous year group • Draw on what they already know • Experiential opportunities – live it before reading it • Explore contexts (narrative and wider curriculum)	
Vocabulary	• Discuss the meaning of new words by linking to prior knowledge, etymology, morphology, context, word roots • Homophones, synonyms, antonyms • Discuss, collect and explain words and phrases in context (narrative and subject-related) Danger of misdirective contexts • Use age appropriate dictionaries and thesauruses to check the meanings of words	• Explicit teaching and pre-teaching of vocabulary • Tier 2 and 3 vocab • Figurative language
Language Structures	• Orally retell whole stories/sections of stories linked to the Y3 range. • 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) • Read aloud and perform play scripts, gaining the audience's interest in the characters and plot e.g. using stage directions, volume and action	
Verbal Reasoning	• Discuss their understanding of both texts they have read independently and those read to them, including contemporary and classic poetry, stories and non-fiction • 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 • Draw inferences about characters' feelings, thoughts, actions and motives based on one or more points of reference *e.g. I think the boy really misses his dad because he cries when he sees his friends with their dads.* • Justify inferences with a single piece of evidence from the text to support one specific point. • Ask relevant questions to clarify and improve their understanding of a text e.g. why didn't the villagers trust the Iron Man? • Identify the over-arching theme of a text e.g. honesty, loneliness, good overcoming evil. • Express their views and listen to the views of others. • 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. • 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.	
Literacy Knowledge	• 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). • Identify the language features of fiction and poetry… • Identify the language conventions of non-fiction in relation to the text type • Identify the structural conventions of non-fiction in relation to the text type • Use contents and sub-headings to locate and record specific information. • 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'.	• Use skimming to locate main ideas in the text and scanning to locate pieces of information, with a focus on specific words
Phonological Awareness	• Note unusual correspondences and identify where these occur in the word, in relation to the Y3/4 common exception words • Count or clap syllables in words • Can orally blend and segment words using their phonic knowledge • Develop auditory, visual and sequential memory to support the recognition and recall of GPCs	
Decoding	• Accurately blend sounds in unfamiliar words (e.g. context-specific vocabulary, proper nouns)	
Sight Recognition	• Apply their knowledge of root words, prefixes and suffixes to read aloud • Read with appropriate inflection, tone, volume and action demonstrating an awareness of common phrasing, patterns and Y3 punctuation • Fluency in age-appropriate texts: 270 words in three minutes with sustained reading stamina	

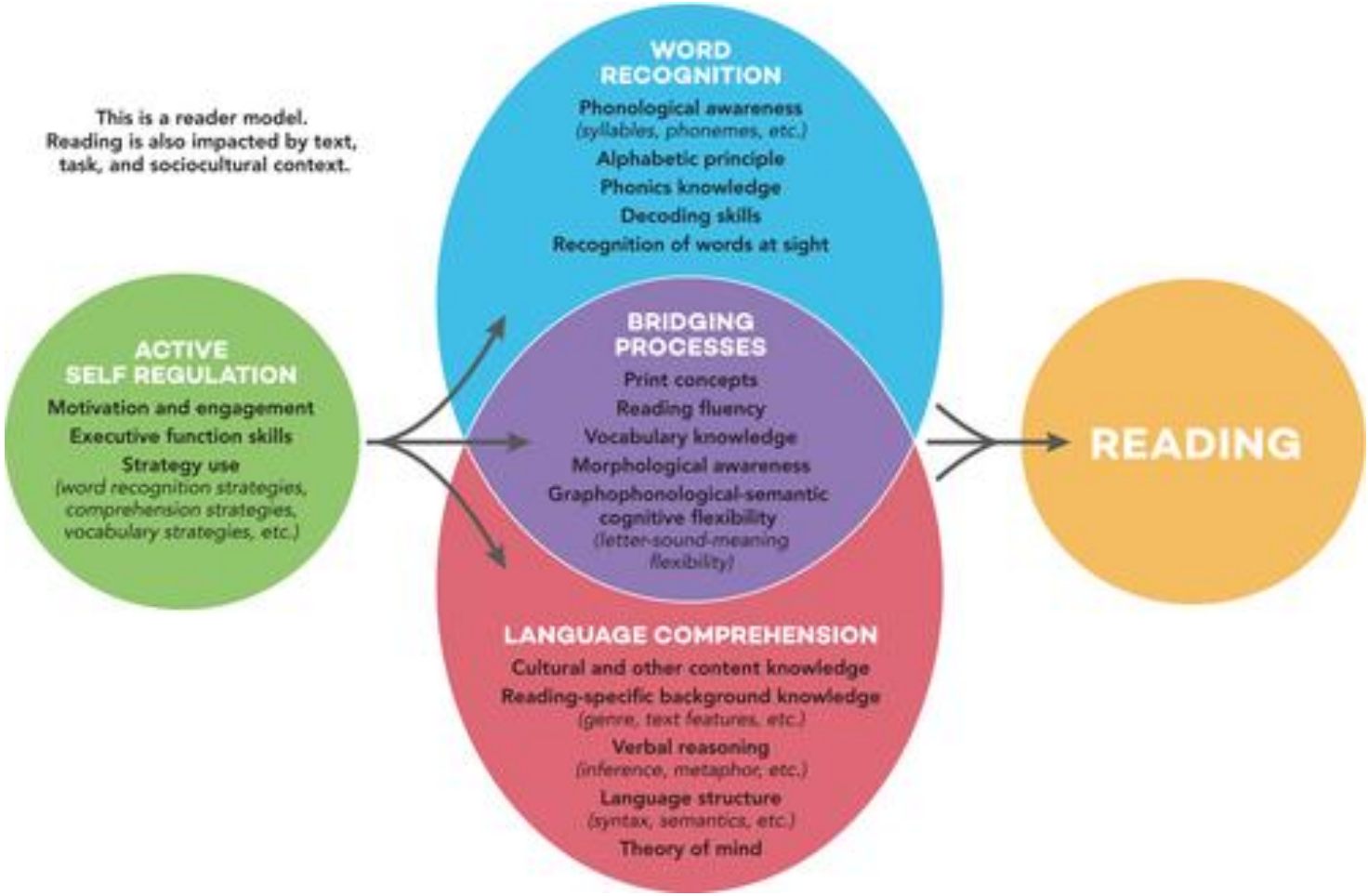
	Year 4 Key Knowledge, Vocabulary and Skills	
Key Concepts	**Expected**	**Beyond expectations**
Background Knowledge	• Cultural capital, explicit teaching • Building on prior knowledge linking to the previous year group • Draw on what they already know • Experiential opportunities – live it before reading it • Explore contexts (narrative and wider curriculum)	
Vocabulary	• Discuss the meaning of new words by linking to prior knowledge, etymology, morphology, context, word roots • Homophones, synonyms, antonyms • Discuss, collect and explain words and phrases in context (narrative and subject-related) Danger of misdirective contexts • Use age-appropriate dictionaries and thesauruses to check the meanings of words	• Explicit teaching and pre-teaching of vocabulary • Tier 2 and 3 vocab • Figurative language
Language Structures	• Orally retell whole stories/sections of stories linked to the Y4 range • 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). • 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	
Verbal Reasoning	• Discuss their understanding of both texts they have read independently and those read to them (see range). • 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 • Draw inferences about characters' feelings, thoughts and actions and motives based on different reference points e.g. I think Leon volunteers because he wants to prove that magic is real and he wants to see where the magic takes you • Justify inferences with several pieces of evidence from the text to support one specific point • 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? • 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 • Explain their views, listen to others' views and respond • 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. • 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	
Literacy Knowledge	• 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). Identify the language features of fiction and poetry… • Identify the language 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 • Use contents, indexes, glossaries and sub-headings to locate and record specific information • Identify how the structure and presentation of texts contributes to the meaning e.g. the use of chapters; different fonts; artwork	• Use skimming to locate main ideas in the text and scanning to locate specific information, such as relevant words and phrases
Phonological Awareness	• Note unusual correspondences and identify where these occur in the word, in relation to the Y3/4 common exception words • Count or clap syllables in words • Can orally blend and segment words using their phonic knowledge • Develop auditory, visual and sequential memory to support the recognition and recall of GPCs	
Decoding	• Accurately blend sounds in unfamiliar words	
Sight Recognition	• Apply their knowledge of root words, prefixes and suffixes to read aloud	• Read with appropriate inflection, tone, volume and action demonstrating an awareness of common phrasing, patterns and Y4 punctuation • Fluency in age-appropriate texts: 360 words in four minutes with sustained reading stamina

	Yar 5 Key Knowledge, Vocabulary and Skills	
Key Concepts	**Expected**	**Beyond expectations**
Background Knowledge	• Cultural capital, explicit teaching • Building on prior knowledge linking to the previous year group • Draw on what they already know • Experiential opportunities – live it before reading it • Explore contexts (narrative and wider curriculum)	
Vocabulary	• Discuss the meaning of new words by linking to prior knowledge, etymology, morphology, context, word roots • Homophones, synonyms, antonyms • (2g) Identify / explain how meaning is enhanced through choice of words and phrases • Discuss, collect and explain words and phrases in context (narrative and subject-related) Danger of misdirective contexts • Recognises a range of descriptive devices including figurative language • Use age appropriate dictionaries and thesauruses to check the meanings of words	• Explicit teaching and pre-teaching of vocabulary • Tier 2 and 3 vocab
Language Structures	• 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). • 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	
Verbal Reasoning	• Discuss their understanding of both texts they have read independently and those read to them (see range) • Predict what may happen based on their understanding of the context and the themes within the text (e.g. I think Rose will die because the soldiers are nervous and likely to shoot at anything) • Draw inferences from across the chapter or 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 • Justify inferences and views with a variety of references from across the text • 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? • Explain and develop their own views and build effectively on those of others • 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 • Summarise ideas, events and information from the text as a whole e.g. the author's viewpoint about a particular issue. • Distinguish between fact and opinion	• 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
Literacy Knowledge	• 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) • Discrete teaching of skimming and scanning to locate information efficiently across a range of sources • Identify the structural conventions of non-fiction in relation to the text type • 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	
Phonological Awareness	• Count or clap syllables in words • Can orally blend and segment words using their phonic knowledge • Develop auditory, visual and sequential memory to support the recognition and recall of GPCs	
Decoding	• Use their phonetic knowledge to decode higher-level unfamiliar words	
Sight Recognition	• Apply their knowledge of root words, prefixes and suffixes to read aloud in relation to Y5 curriculum content • Use appropriate inflection, volume and tone demonstrating understanding and awareness of the audience • Fluency in age-appropriate texts: 450 words in five minutes with sustained reading stamina and expression, including Y5 punctuation	

	Year 6 Key Knowledge, Vocabulary and Skills	
Key Concepts	**Expected**	**Beyond expectations**
Background Knowledge	• Building on prior knowledge linking to the previous year group • Draw on what they already know • Explore contexts (narrative and wider curriculum)	• Cultural capital, explicit teaching • Experiential opportunities – live it before reading it
Vocabulary	• Discuss the meaning of new words by linking to prior knowledge, etymology, morphology, context, word roots • Homophones, synonyms, antonyms • Discuss, collect and explain words and phrases in context (narrative and subject-related) Danger of misdirective contexts • Recognises a range of descriptive devices including figurative language • Use age appropriate dictionaries and thesauruses to check the meanings of words	• Explicit teaching and pre-teaching of vocabulary • Tier 2 and 3 vocab
Language Structures	• 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) • 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	
Verbal Reasoning	• Discuss their understanding of both texts they have read independently and those read to them • Predict what may happen based on their **wider understanding of context and themes** (e.g. I think Rose will die because the Germans killed people who tried to help anyone in concentration camps). • **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 • **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 • 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) • **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 • Explain and **extend** their own views and **challenge** those of others • Evaluate how authors use language to impact the reader e.g. use of repetition for effect • Summarise ideas, events and information throughout a text and across texts (about a common topic) • Distinguish between fact, opinion **and bias**	
Literacy Knowledge	• Read books that are structured in specific ways and for a range of purposes e.g. time slip stories, texts that provide information about a theme/topic from the past, present and future • Identify the structural conventions of non-fiction in relation to the text type • Identify **and evaluate** 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	• Discrete teaching of skimming and scanning to locate information efficiently across a range of sources
Phonological Awareness	• Count or clap syllables in words • Can orally blend and segment words using their phonic knowledge • Develop auditory, visual and sequential memory to support the recognition and recall of GPCs	
Decoding	• Use their phonetic knowledge to decode higher-level unfamiliar words	
Sight Recognition	• Apply their knowledge of root words, prefixes and suffixes to read aloud **in relation to Y6 curriculum content** • Use appropriate inflection, volume and tone demonstrating understanding and awareness of the audience	Fluency: sustained reading **with extended texts across the curriculum at 90 wpm**

Appendix 1: Active View of Reading

The Active View of Reading, Duke & Cartwright 2021
(https://ila.onlinelibrary.wiley.com/doi/full/10.1002/rrq.411)



The Active View of reading (AVR) builds on the SVR and Scarborough's Reading Rope. Word recognition and language comprehension continue to play key roles in the reading process, like Scarborough, Duke and Cartwright have defined the range of aspects which are incorporated within word recognition and language comprehension, but they have also included bridging process which link the two. Fluency is a key aspect – reading fluently supports deeper levels of understanding to develop.

Another key aspect of this model of reading is the active self-regulation in the green circle – students have to want to read, they have to be motivated, they have to be active with their reading – if they are passive, they will struggle to understand, they will struggle to develop wider knowledge of the world, they will struggle to broaden their knowledge of vocabulary. In short, they will struggle to access the curriculum in all subjects. We have to create opportunities for students to experience success and joy with their reading, we have to model enthusiasm for reading – our students deserve to experience the benefits that being a skilled reader can deliver.

Appendix 2: Fluency

Fluency: the ability to read in a phrased and fluent manner supports children to develop their understanding of text read. At the CLF, we use the Fluency Rubric below to support our assessment of a child's ability to read fluently. Teachers need to hear children read aloud regularly to determine their levels of fluency and to decide on the child's next steps. Effective fluency activities can be found in Tim Rasinski's Mega Book of Fluency and via PiXL.

At the CLF, we use versions of the CLPE reading scale (appendix 2 and appendix 3) to support teacher's holistic judgements about pupils as readers.

By the end of each academic year, a child who is considered to be meeting age related expectations, is one who can read an age-appropriate text fluently as well as meeting the range of criteria for their year group.

To access the full version of the CLPE reading scale, please go to: https://clpe.org.uk/teaching-resources/reading-and-writing-scales

Here, you will find some really useful next steps for teachers to use to support pupils to move up the reading scale.

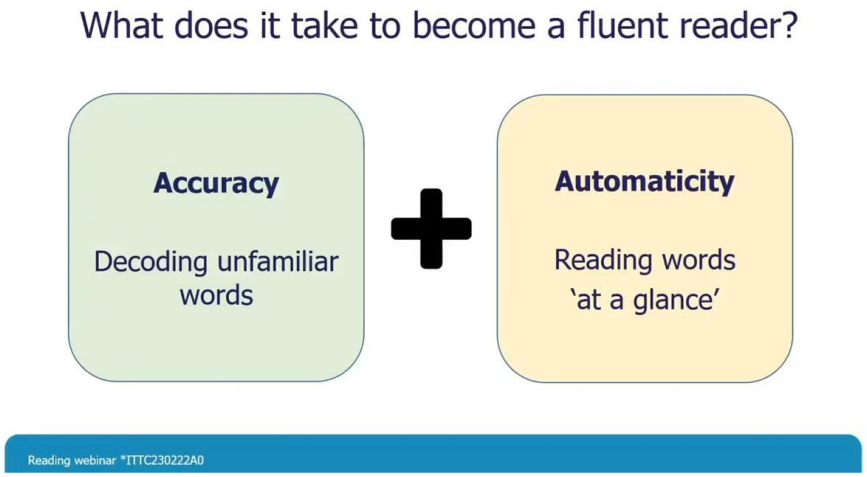
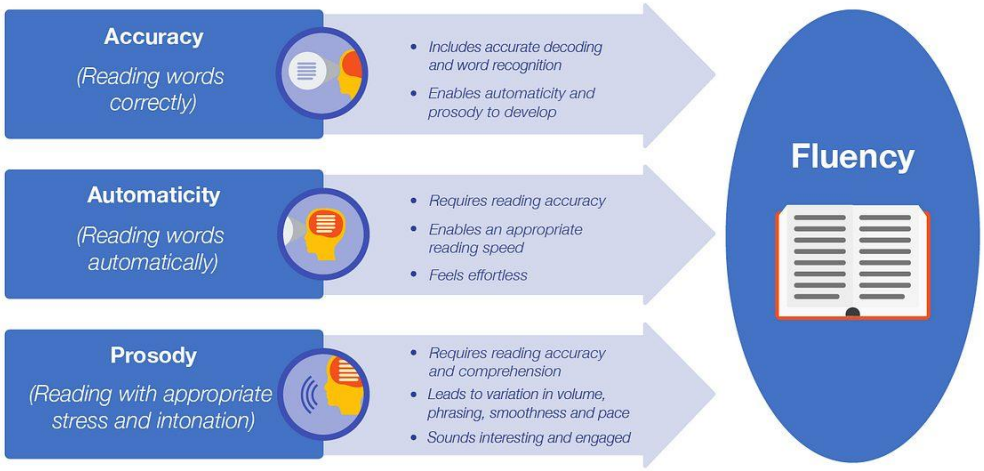


Figure 5: Reading fluency



NAME _____

FLUENCY RUBRIC

	1	2	3	4
Expression and Volume	Reads in a quiet voice as if to get words out. The reading does not sound natural like talking to a friend.	Reads in a quiet voice. The reading sounds natural in part of the text, but the reader does not always sound like they are talking to a friend.	Reads with volume and expression. However, sometimes the reader slips into expressionless reading and does not sound like they are talking to a friend.	Reads with varied volume and expression. The reader sounds like they are talking to a friend with their voice matching the interpretation of the passage.
Phrasing	Reads word-by-word in a monotone voice.	Reads in two or three word phrases, not adhering to punctuation, stress and intonation.	Reads with a mixture of run-ons, mid sentence pauses for breath, and some choppiness. There is reasonable stress and intonation.	Reads with good phrasing; adhering to punctuation, stress and intonation.
Smoothness	Frequently hesitates while reading, sounds out words, and repeats words or phrases. The reader makes multiple attempts to read the same passage.	Reads with extended pauses or hesitations. The reader has many "rough spots."	Reads with occasional breaks in rhythm. The reader has difficulty with specific words and/or sentence structures.	Reads smoothly with some breaks, but self-corrects with difficult words and/ or sentence structures.
Pace	Reads slowly and laboriously.	Reads moderately slowly.	Reads fast and slow throughout reading.	Reads at a conversational pace throughout the reading.

Scores of 10 or more indicate that the student is making good progress in fluency. Score _____

Scores below 10 indicate that the student needs additional instruction in fluency.

Rubric modified from Tim Rasinski – Creating Fluent Readers

Appendix 3: Reading, Oracy and the School's Reading Culture

Reading is a social activity, we want pupils to have opportunities to share their reading experiences with their peers and their teachers. Our CLF-wide development and promotion of oracy skills feed into this expectation.

Giving CLF pupils the time to think, consider and question what they have read forms an integral part of their development as a reader. Giving them the time to share these thoughts, considerations and questions with their peers and their teachers forms an integral part of their development as an individual.

Opportunities to share reading experiences feeds into our drive to ensure that pupils read for pleasure – enthusiasm for reading will be driven initially by the teacher and the culture of the individual school but ultimately, this enthusiasm will be carried forwards by the pupils themselves. Teachers consciously plan to read aloud a carefully chosen selection of texts to their pupils. This gives pupils opportunities to hear texts that they might not ordinarily choose to read themselves. Teachers model reading processes and strategies using read-aloud, think-alouds to demonstrate how they read for meaning.

In addition to reading for pleasure, pupils are supported to read to learn. Teachers model how we use texts to increase our levels of vocabulary and knowledge, they demonstrate how we make links between what we already know and what we are currently reading about.

Teachers support pupils to make links between the literary devices and authorial choice in texts they read. This empowers pupils to experiment and play with language in their own writing.

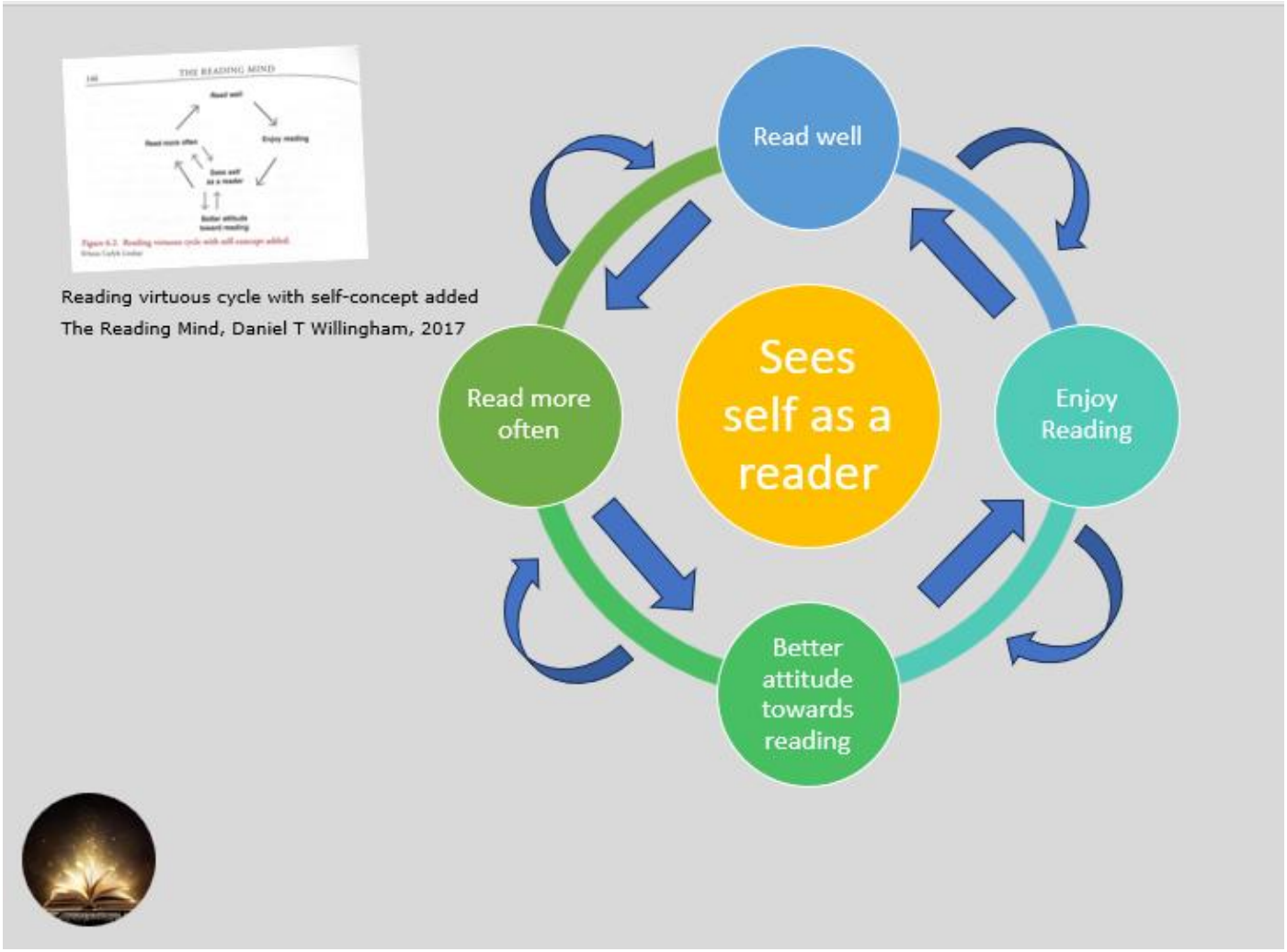
A school's reading 'culture' will be evident throughout the school, pupils will know that the adults who work in their school, love reading because conversations about what has been read – at home, in the classroom, on the playground – will be heard regularly, throughout the school. Pupils will talk with enthusiasm about books they have read, books they're looking forward to reading and they will talk about themselves and their teachers as readers.

Pupils will understand the power of being a reader; they will be able to talk about this and what it means to them as an individual and their future in society.

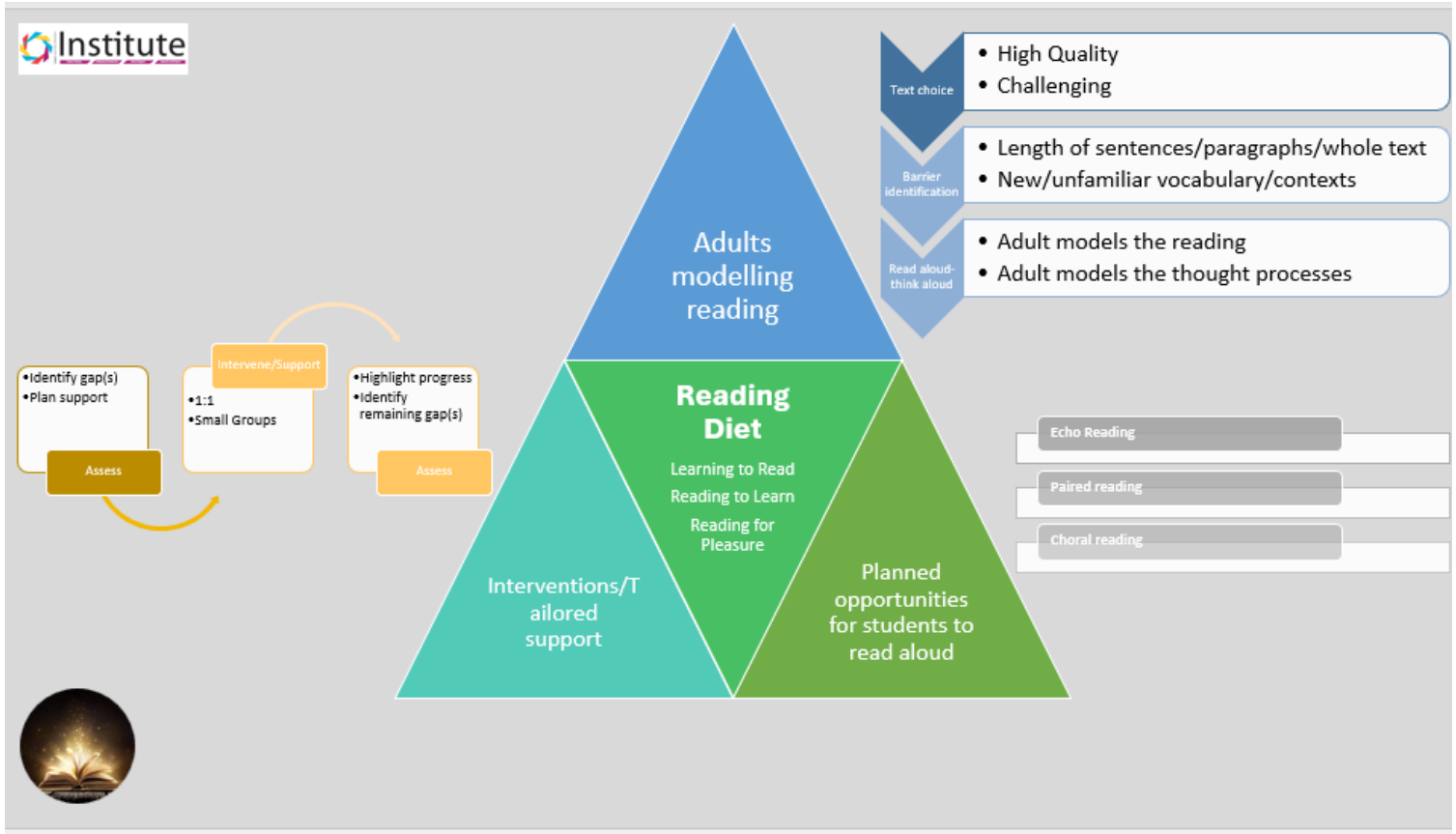
Appendix 4: Identity as a reader

Here are some key slides/images which all teacher should be aware of:

Developing our identity as a reader?



What does reading look like in your setting?



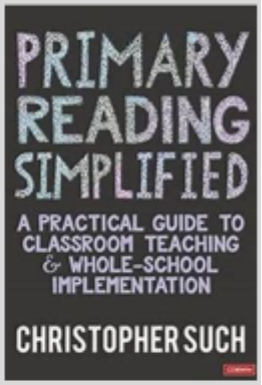
Following on from the Reading Framework (2023) we have worked on developing the teaching of reading so that individual skills are not taught separately. This is an example of how the teaching of reading can be balanced across the week from Years 1-6. It is based on the work from Chris Such and is one way of ensuring that the skills of reading (previously taught separately e.g., through VIPERS) are covered whilst developing children's background knowledge, vocabulary, fluency and comprehension.

The right balance …



Institute

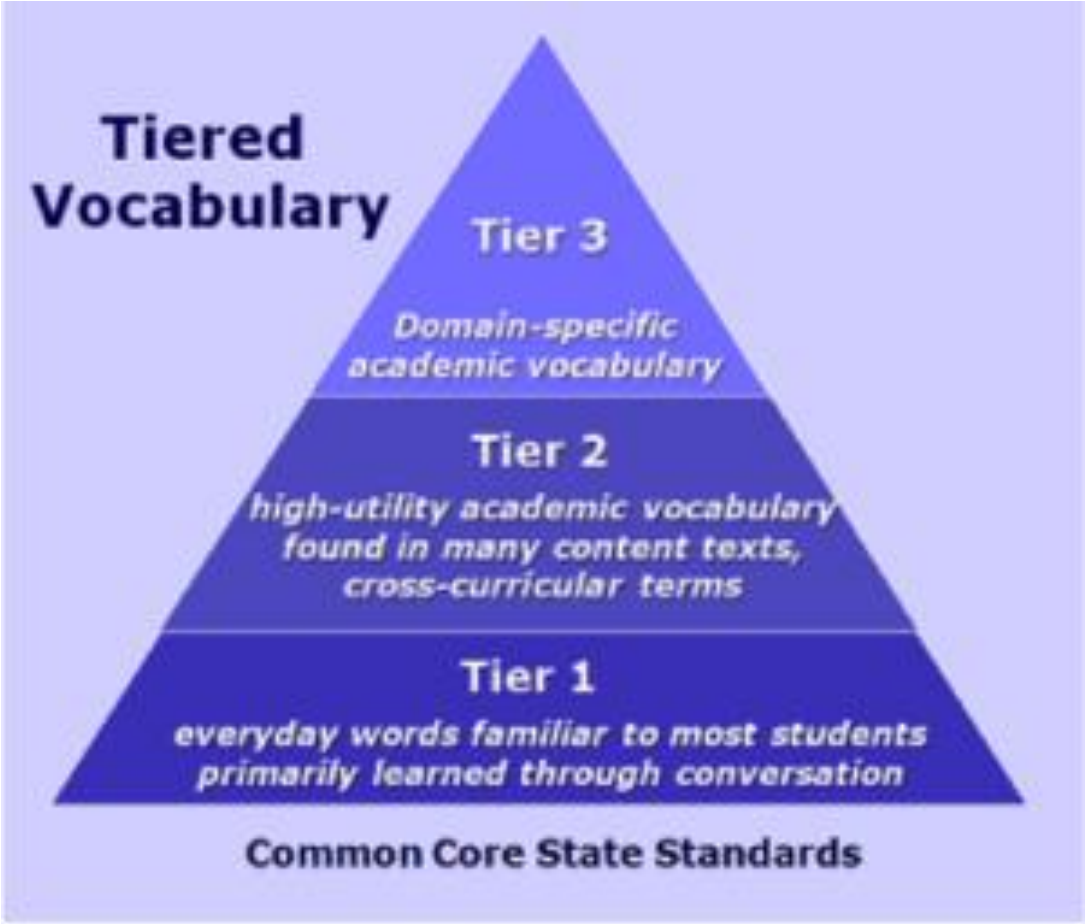
	Monday	Tuesday	Wednesday	Thursday	Friday
Most pupils still learning the basics of decoding (usually Year1)	Scaffolded reading	Scaffolded reading	Scaffolded reading	Scaffolded reading	Scaffolded reading
Most pupils at early stages of fluency (usually Year 2)	Fluency reading	Extended reading	Fluency reading	Extended reading	Fluency reading
Most pupils approaching fluent reading (usually Years 3-4)	Fluency reading	Extended reading	Fluency reading	Extended reading	Close reading
Most pupils relatively fluent readers (usually Years 5-6)	Fluency reading	Extended reading	Close reading	Extended reading	Close reading





Appendix 5: Tiers of Vocabulary

https://academicliteracy.wordpress.com/2016/06/11/the-three-tier-model-of-vocabulary-words/



Appendix 2 CLPE Reading Scales Bullet Points (For the full version of the reading scales, please go to: Reading and Writing Scales | Centre for Literacy in Primary Education (clpe.org.uk)

Stage	Child's Reading Behaviours
Beginning Reader	• Not yet able to access print independently, may not yet have awareness that the text carries meaning. • Likely to need a great deal of support with the reading demands of the classroom • Most have favourites they want to share and will be able to talk their way through a known book, drawing on picture cues and patterns of language remembered from hearing the book read aloud. • May join in with simple nursery rhymes, poems, songs and rhyming texts, which should be an integral part of the curriculum at this stage. • They generally enjoy listening to, sharing and joining in with a range of familiar texts. • They react and respond to illustrations, character and narratives through questions and imaginative play. • Know how to handle books, are aware of directionality and how print works. Some children may be engaging with other kinds of texts, e.g. print around them, digital and media texts. • They may know a few core words, letter names or sounds, often of personal signifi cance, such as names or other words, letters or sounds of interest. • Engage with activities that develop their early phonological awareness through play with sounds, such as recognising sounds in their environment, using musical instruments and their bodies and voices to create a range of sounds. • Reading at this stage relies principally on memory of the story and a willingness to perform, interpret and invent, based on what they have heard and recall. • Older readers at this stage might have a limited experience of reading and may not choose to read for pleasure. • Building up a repertoire of known texts to which they want to return again and again, as they are being read to and as they are developing as readers. • May not yet have developed strategies to lift the words from the page. • Familiar with the storyline, the tune on the page and have a natural inclination to predict when working with memorable texts; so they become the storyteller and re-enact the text. Familiarisation helps to develop a growing awareness of what is involved in being able to do it themselves. On each occasion and over time, the children play a more active role in reading.

Early Reader	• Can tackle known and predictable texts with growing confidence but still need support with new and unfamiliar ones. • Show a growing ability to make sense of what they read, drawing on illustrations, their knowledge of language and the world as well as the words on the page. • Transition from dependence on memory or on reading alongside an adult, to a growing independence in reading texts that are familiar but not known by heart.

	• Developing a growing enthusiasm for a wider range of reading material, which may include simple information books and picture books as well as text in the environment, in digital form and through media. • Familiarity with a text provides a supportive framework of meanings and language patterns from which a child can draw, while beginning to focus more closely on print. • Beginning to evidence one-to-one correspondence, drawing on their developing phonic knowledge by linking graphemes and phonemes to help them decode simple words and recognition of a core of known words. • Can read and understand simple sentences. • As fluency and understanding develop, children will begin to self correct. • With support, children reflect on their reading and respond personally to what they have read, making links to prior knowledge, significant experiences and popular culture. • Begin to evaluate the books they meet, expressing likes and dislikes with reasons for their views. • Older readers at this stage may have a narrow range of independent reading as they are still likely to be drawn to texts that are familiar and do not pose sufficient challenge in extending vocabulary and comprehension skills. • Unfamiliar material can be challenging. However, they may be able to read their own writing confidently. • They continue to need support with the reading demands of the classroom. • Can be over-dependent on one strategy when reading aloud, often reading word by word and may be over-reliant on phonics.

Developing Reader	• Gaining control of the reading process. • Link reading to their own experiences and are able to read simple texts independently. • Show interest in a growing range of reading material and are able to branch out into a variety of books and other texts, which include simple information texts, poetry and picture books, as well as digital texts and print in the environment. • Apply their developing phonic knowledge when reading words containing known graphemes, recognising alternative graphemes for known phonemes and alternative pronunciations for graphemes, checking that the text makes sense. • Read words containing common suffi xes and contractions and understand their purpose. • Have a more extensive vocabulary of sight words and fluency is beginning to develop through recognition of larger units within words.

	• Continue to develop self-correction strategies when reading does not make sense and are able to use more than one strategy. • Bring varied sources of information in order to enable them to make meaning of what they read. • Their improved fluency enables them to comprehend more of what they are reading. • Reflect on their reading, respond personally to what they have read by drawing on personal connections to the texts. • Evaluate the books they meet and are able to articulate views and preferences, making connections to other texts they have encountered. • Older children at this stage are developing fluency as readers and are reading certain kinds of material with confidence, such as short books with simple narrative shapes and with illustrations. • They will often re-read favourite books.
Moderately Fluent Reader	• Read with confidence for more sustained periods, but still need to return to a familiar range of texts, whilst at the same time beginning to explore new kinds of texts independently. • Look at larger units of words to help them to decode more effectively and read more fluently. • Developing confidence in tackling new kinds of texts independently. • Show evidence of growing enthusiasm for a wider range of reading material that they self select; this may include but is not limited to information books, longer picture books, comics, graphic novels, age appropriate newspapers, short chapter books and a range of digital texts. • Likely to move between familiar and unfamiliar texts in their reading choices, linking new texts to others read, and to personal experiences. • More confident to express opinions including likes, dislikes and challenges, as well as responding to the questions and listening to the views of others. • Older readers at this stage may still need help with the reading demands of the classroom and especially with reading across the curriculum. • As their reading experiences increase, children's reading strategies and the language cues of print begin to mesh and they take on more and more of the reading for themselves, bringing to the activity all they know and can do to make the text meaningful.

Fluent Reader	• Capable readers, who approach familiar texts with confidence but still need support with unfamiliar materials. • Developing stamina as readers, are able to read for longer periods and cope with more demanding texts. • Begin to read silently and monitor their reading. This transition period is an important one: in the initial stages, they sub-vocalise the words reading at the same pace as if they were reading aloud, but with experience and maturity, the words become 'thoughts in the head' and the rate of reading increases. During this time children still need support and guidance. • Use a fuller range of cueing systems, relying less on phonics, and are able to identify larger units such as syllables, using these to decode unknown words. • Their increased fluency aids comprehension and allows them to start to self-correct. • Confident and independent with familiar kinds of texts, such as shorter chapter books, but may need support with the reading demands of information texts or longer and more complex fiction, poetry and digital texts. • Select books independently and can use information books and materials for straightforward reference purposes, but still need help with unfamiliar material. • Growing understanding of poetry, stories and texts of different sorts is revealed through discussion and writing. • Willing to reflect on reading and often use reading in their own learning. • Receptive to the views of others and engage in discussions about texts and their impact. • Begin to infer beyond the literal from books and stories read independently
Experienced Reader	• Experienced readers are avid readers; making choices from a wide range of material. • Comfortable with reading both silently and aloud to others. • Fully launched as readers; they are able to read a wide range of texts independently and with ease. • More able to cross-check across a range of cues to ensure comprehension. • Confidently break up words in ways that support them in decoding unknown vocabulary without impeding their fluency. • Likely to be developing strong reading preferences and showing interest in new authors and genres. • Recommend books to others based on their own reading preferences, giving reasons for their choices. • Ask questions to enhance their understanding of the text and are able to make comparisons within and across different texts. • More able to appreciate nuances and subtleties in text. • Through discussion and in writing about their reading, they show that they are able to read between the lines and make explicit connections with other reading and personal experience, such as inferring characters' feelings, thoughts and motives from their actions, justifying their inferences with evidence.

Independent Reader	• Self-motivated, confident and experienced, and may be pursuing particular interests through reading. • Capable of tackling some demanding texts and can cope well with the reading of the wider curriculum. • Read thoughtfully and appreciate shades of meaning. • Capable of locating, retrieving and drawing on a variety of sources in order to research a topic independently and of presenting information to the reader. • Across a range of texts, they can distinguish between statements of fact and opinion. • Willing to take on more extended and more challenging texts. • Become more fluent and experienced across the wide range of reading demands that exist in the primary classroom. • Make predictions based on details stated and implied. • With encouragement, they become more critical of what they read, and what writers have to say, as well as beginning to notice the effect that writing has on them as a reader. • Comment on how organisational structures and language, including figurative language, are used to contribute to meaning and how this impacts on the reader. • They express views formed through both independent reading and the books that are read to them, explaining and justifying personal opinions, and courteously challenge those of others whose views may differ from those of their own.
Mature Independent Reader	• Mature, independent readers are enthusiastic and reflective, with strong established tastes across a range of genres and reading materials. • They enjoy pursuing their own reading interests independently and have read and demonstrate familiarity with a wide range of books. • They can handle a wide range of texts, including some young adult texts. • They recognise that different kinds of texts require different styles of reading. • Can identify the effect of a text on the reader, with some explicit explanation as to how that effect has been created. • Can identify themes and conventions demonstrating, through discussion and comment, an understanding of their use in and across a wide range of writing. • Are able to evaluate evidence drawn from a variety of information sources. • Can explain and discuss their understanding of what they have read in a variety of ways including cross-curricular presentations or writing. • Developing critical awareness as readers, analysing how the language, form and structure are used by a writer to create meanings and effects, and developing an appreciation of how particular techniques and devices achieve the effects they do. • Become more able to question and/or admire aspects of content, form and function. • Realise that some texts contain elements of prejudice, which they learn to recognise, criticising texts and/or illustrations that are biased. • Extending their understanding of features such as ambiguity or irony. • Can compare writers' ideas and perspectives, as well as how these are conveyed.

These are the statements from the CLPE Reading Scales, which are available on their website. We have taken these and grouped them into sub-categories to help teachers see the progression within the stages.

	Beginning Reader	Early Reader	Developing Reader	Moderately Fluent Reader	Fluent Reader	Experienced Reader	Independent Reader	Mature Independent Reader
Overview	Not yet able to access print independently, may not yet have awareness that the text carries meaning. Likely to need a great deal of support with the reading demands of the classroom. Know how to handle books & aware of directionality and how print works. Reading relies principally on memory of the story and a willingness to perform, interpret and invent, based on what they have heard and recall.	Can read and understand simple sentences. Can tackle known and predictable texts with growing confidence but still need support with new and unfamiliar ones	Read simple texts independently. Gaining control of the reading process.	Read with confidence for more sustained periods, but still need to return to a familiar range of texts, whilst at the same time beginning to explore new kinds of texts independently. Developing confidence in tackling new kinds of texts independently.	Capable readers, who approach familiar texts with confidence but still need support with unfamiliar materials. Developing stamina as readers, are able to read for longer periods and cope with more demanding texts.	Experienced readers are avid readers; making choices from a wide range of material.	Self-motivated, confident and experienced, and may be pursuing particular interests through reading.	Mature, independent readers are enthusiastic and reflective, with strong established tastes across a range of genres and reading materials. Recognise that different kinds of texts require different styles of reading.

	Beginning Reader	Early Reader	Developing Reader	Moderately Fluent Reader	Fluent Reader	Experienced Reader	Independent Reader	Mature Independent Reader
Decoding & Fluency	May know a few core words, letter names or sounds - often of personal significance, such as names or other words, letters or sounds of interest. Engage with activities that develop their early phonological awareness through play with sounds, such as recognising sounds in their environment, using musical instruments and their bodies & voices to create a range of sounds.	Transition from dependence on memory/reading along, to a growing independence in reading texts that are familiar but not known by heart. Familiarity with a text provides a supportive framework of meanings & language patterns to draw from, while beginning to focus more closely on print. Beginning to evidence 1:1 correspondence, linking graphemes & phonemes to help decode simple words. Recognition of a core of known words. Begin to self correct as fluency and understanding develop.	Can apply developing phonic knowledge when reading known graphemes, alternative graphemes for known phonemes & alternative pronunciations for graphemes, checking that the text makes sense. Read words with common suffixes & contractions and understand their purpose. More extensive vocabulary of sight words. Fluency beginning to develop through recognition of larger units within words. Continue to develop self-correction strategies when reading does not make sense & able to use more than one strategy.	Look at larger units of words to help decode more effectively and read more fluently.	Use a fuller range of cueing systems, rely less on phonics & able to identify larger units such as syllables, using these to decode unknown words. Begin to read silently and monitor their reading. Move from sub-vocalising the words reading at the same pace as if they were reading aloud, to the words become 'thoughts in the head' and an increased rate of reading. (During this time children still need support and guidance).	Comfortable with reading both silently and aloud to others. Confidently break up words in ways that support them in decoding unknown vocabulary without impeding their fluency.	Become more fluent and experienced across the wide range of reading demands that exist in the primary classroom.	

	Beginning Reader	Early Reader	Developing Reader	Moderately Fluent Reader	Fluent Reader	Experienced Reader	Independent Reader	Mature Independent Reader
SENSE		Show a growing ability to make sense of what they read, drawing on illustrations, their knowledge of language and the world as well as the words on the page.	Bring varied sources of information in order to enable them to make meaning of what they read. Improved fluency enables them to comprehend more of what they are reading.		Increased fluency aids comprehension and allows them to start to self-correct.	More able to cross-check across a range of cues to ensure comprehension.		Can explain and discuss their understanding of what they have read in a variety of ways including cross-curricular presentations or writing.
Response	May join in with simple nursery rhymes, poems, songs & rhyming texts Generally enjoy listening to, sharing & joining in with a range of familiar texts. React and respond to illustrations, character and narratives through questions and imaginative play.	With support, reflect on their reading & respond personally to what they have read, making links to prior knowledge, significant experiences and popular culture.	Reflect on their reading, respond personally to what they have read by drawing on personal connections to the texts. Link reading to their own experiences	Likely to move between familiar and unfamiliar texts in their reading choices, linking new texts to others read & and to personal experiences.	Willing to reflect on reading and often use reading in their own learning.	Ask questions to enhance their understanding of the text and are able to make comparisons within and across different texts.	Make predictions based on details stated and implied.	Can identify the effect of a text on the reader, with some explicit explanation as to how that effect has been created.

	Beginning Reader	Early Reader	Developing Reader	Moderately Fluent Reader	Fluent Reader	Experienced Reader	Independent Reader	Mature Independent Reader
Range	May be engaging with other kinds of texts, e.g. print around them, digital and media texts.	Developing a growing enthusiasm for a wider range of reading material, which may include simple information books and picture books as well as text in the environment, in digital form and through media.	Show interest in a growing range of reading material and are able to branch out into a variety of books and other texts, which include poetry and picture books & simple information texts, as well as digital texts and print in the environment.	Show evidence of growing enthusiasm for a wider range of reading material that they self select; this may include but is not limited to information books, longer picture books, comics, graphic novels, age appropriate newspapers, short chapter books and a range of digital texts.	Confident and independent with familiar kinds of texts, e.g. shorter chapter books, but may need support with reading demands of information texts or longer and more complex fiction, poetry and digital texts. Growing understanding of poetry, stories and texts of different sorts revealed through discussion and writing.	Fully launched as readers Able to read a wide range of texts independently and with ease.	Capable of tackling some demanding texts and can cope well with the reading of the wider curriculum. Willing to take on more extended and more challenging texts.	Can handle a wide range of texts, including some young adult texts.
Preferences	Most have favourites they want to share and will be able to talk their way through a known book, drawing on picture cues and patterns of language remembered from hearing the book read aloud.	Begin to evaluate the books they meet, expressing likes and dislikes with reasons for their views.	Evaluate the books they meet and are able to articulate views and preferences, making connections to other texts they have encountered.	More confident to express opinions including likes, dislikes and challenges, as well as responding to the questions and listening to the views of others.	Receptive to the views of others and engage in discussions about texts and their impact.	Likely to be developing strong reading preferences and showing interest in new authors and genres. Recommend books to others based on their own reading preferences, giving reasons for their choices.	Express views formed through both independent reading and the books that are read to them, explaining and justifying personal opinions, and courteously challenge those of others whose views may differ from those of their own.	Enjoy pursuing their own reading interests independently and have read and demonstrate familiarity with a wide range of books.

	Beginning Reader	Early Reader	Developing Reader	Moderately Fluent Reader

Older Readers	Older readers at this stage might have a limited experience of reading and may not choose to read for pleasure. Building up a repertoire of known texts, which they want to return to again and again, as they are being read to and as they are developing as readers. May not yet have developed strategies to lift the words from the page. Familiar with the storyline, the tune on the page and have a natural inclination to predict when working with memorable texts; so they become the storyteller and re-enact the text. Familiarisation helps to develop a growing awareness of what is involved in being able to do it themselves. On each occasion and over time, the children play a more active role in reading.	Older readers at this stage may have a narrow range of independent reading as they are still likely to be drawn to texts that are familiar and do not pose sufficient challenge in extending vocabulary and comprehension skills. Unfamiliar material can be challenging. However, they may be able to read their own writing confidently. They continue to need support with the reading demands of the classroom. Can be over-dependent on one strategy when reading aloud, often reading word by word and may be over-reliant on phonics.	Older children at this stage are developing fluency as readers and are reading certain kinds of material with confidence, such as short books with simple narrative shapes and with illustrations. They will often re-read favourite books.	Older readers at this stage may still need help with the reading demands of the classroom and especially with reading across the curriculum. As their reading experiences increase, children's reading strategies and the language cues of print begin to mesh and they take on more and more of the reading for themselves, bringing to the activity all they know and can do to make the text meaningful.

	Fluent Reader	Experienced Reader	Independent Reader	Mature Independent Reader

Research	Select books independently and can use information books and materials for straightforward reference purposes, but still need help with unfamiliar material.		Capable of locating, retrieving and drawing on a variety of sources in order to research a topic independently and of presenting information to the reader.	Are able to evaluate evidence drawn from a variety of information sources.
Inference & Critical Awareness	Begin to infer beyond the literal from books and stories read independently.	Through discussion & in writing about their reading, show that they're able to read between the lines and make explicit connections with other reading and personal experience, such as inferring characters' feelings, thoughts and motives from their actions, justifying their inferences with evidence. More able to appreciate nuances and subtleties in text.	Read thoughtfully and appreciate shades of meaning. Can distinguish between statements of fact and opinion across a range of texts. With encouragement, become more critical of what they read, and what writers have to say, as well as beginning to notice the effect that writing has on them as a reader. Comment on how organisational structures and language, including figurative language, are used to contribute to meaning and how this impacts on the reader.	Can identify themes and conventions demonstrating, through discussion and comment, an understanding of their use in and across a wide range of writing. Developing critical awareness as readers, analysing how the language, form and structure are used by a writer to create meanings and effects. Developing an appreciation of how particular techniques and devices achieve the effects they do. Become more able to question and/or admire aspects of content, form and function. Realise that some texts contain elements of prejudice, which they learn to recognise, criticising texts and/or illustrations that are biased. Extend their understanding of features such as ambiguity or irony. Can compare writers' ideas and perspectives, as well as how these are conveyed.

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