Goat Lees Reading Curriculum – End Points

	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Language and vocabulary	*Express themselves effectively, showing awareness of listeners' needs. *Use past, present and future forms accurately when talking about events that have happened or are to happen in the future. *Develop own narratives and explanations by connecting ideas/events.	*Make collections of interesting words and use them when talking about books and stories. *Use simple dictionaries and begin to understand their alphabetical organisation. *Explore the effect of patterns of language and repeated words/ phrases. *Identify and discuss some key elements of story language.	*Develop understanding of words met in reading. *Speculate about the possible meaning of unfamiliar words they have read. *Use simple dictionaries and begin to understand their alphabetical organisation *Speculate about why an author might have chosen a particular word and the effect they want to achieve.	*Identify where an author uses alternatives and synonyms for common or over used words and speculate about the shades of meaning implied. *Locate words in a dictionary by the first two letters. *Discuss authors' choice of words and phrases that describe and create impact.	*Consider a writer's use of specific and precise nouns, adjectives, verbs and adverbs and discuss the meanings conveyed. *Investigate technical or subject specific words. *Locate words in a dictionary by the third and fourth place letters. *Use the quartiles of the dictionary to locate words quickly. *Understand how writers use figurative and expressive language to create images and atmosphere. *Discuss the meaning of similes.	*Distinguish between everyday word meanings and their subject specific use. *Use dictionaries effectively to locate word meanings and other information about words. *Use a dictionary to check a suggested meaning. *Discuss the meaning of figurative language used in a text, beginning to explain the purpose and impact. *Investigate how writers use words and phrases for effect.	*Collect unfamiliar vocab from texts, define meanings and use vocab when recording. *Collect and define technical vocabulary *Use dictionaries, glossaries and other alphabetically ordered texts confidently and efficiently in order to locate information about words met in reading. *Identify the most appropriate meaning of a word used in a text from alternative definitions given in a dictionary. *Identify and discuss idiomatic phrases, expressions and comparisons in texts. *Consider how authors have introduced and extended ideas about characters, events or topics through the language choices. *Comment critically on how a writer uses language to imply ideas, attitudes & POV
Inference	*Speaking - Express themselves effectively, showing awareness of listeners' needs. Use past, present and future forms accurately when talking about events that have happened or are to happen in the future. *Develop their own narratives and explanations by connecting ideas or events.	*Speculate about characters from what they say and do. *Discuss what is suggested about a character from the way or how he/she speaks. *Link what they are reading to their own experience. *Explore the effect of patterned language or repeated words and phrases in familiar stories. *Answer simple questions where they recall information from a text.	*Make simple, plausible inferences about characters from what they say and do, focusing on important moments in a text. *Infer characters' feelings in fiction *Talk around a topic prior to reading. *Re-read sections of texts to find answers to questions about characters and events. *Investigate traditional story language. *Answer simple inference questions by making a point and supporting it with 'evidence' from a text.	*Understand how what a character says or does impacts on other characters, or on events in the narrative. *Link what they read to their knowledge/experience of a topic & to their knowledge of similar texts. *Make regular predictions and brief summaries as they read, thinking about the clues and hints, as well as what is directly stated. *Re-read sections of texts carefully to check their ideas. *Discuss the language used to create significant aspects of a text, e.g. opening and how a writer implies as well as tells. *Re-read sections of texts carefully to find 'evidence' *Answer simple inference questions by making a point and supporting it with 'evidence.'	*Deduce the reasons for the way that characters behave from scenes across a short story. *Link what they are reading to prior knowledge and experience & to knowledge of similar texts. *Make predictions and brief summaries at regular intervals *Think about what they've read, re-read sections of texts carefully to find 'evidence' to support speculations and interpretation of characters and events. *Understand how writers use figurative and expressive language to hint at and suggest ideas and information in order to capture interest. *Discuss the meaning of similes and other comparisons. *Support their ideas by quoting or by paraphrasing. *Answer inferential questions both orally and in writing, by making a point, and explaining it.	*Understand what is implied about characters and make judgements about their motivations and attitudes from the dialogue and descriptions. *Link what they read to what they know (prior knowledge and experience), their knowledge of texts, and to what they have read in previous sections, to make inferences and deductions. *Know how to gain a rapid overview of a text, e.g. by skimming and scanning. *Build 'thinking time' into reading, id questions that they want answered. *Summarise current understanding at intervals when reading an extended text. *Identify and discuss comparisons in texts - why authors might have used them. *Consider the language used in a text and pick up the implications and associations being made by the writer. *Evaluate a book or section of it, referring to details and examples to back up their judgement and support reasoning. *Identify and summarise evidence from a text to support a hypothesis.	*Understand what is implied about characters through the way they are presented, incl through the use of a narrator or narrative voice, explaining how this influences the readers' view of characters. *Link what they have just read to what they know, their knowledge of texts, and what they have read in previous sections, to make inferences and deductions. *Know how to gain a rapid overview of a text, and how and when to read slowly & carefully. *Build 'thinking time' into their reading, identifying questions that they want answered. *Summarise their understanding at regular intervals when reading an extended text. *Identify the hints and suggestions that writers make through their choices of words and phrases and the associations these evoke. *Identify material from texts to support an argument, know when it is useful to quote directly, paraphrase or adapt. *Identify and summarise evidence from a text to support a hypothesis.

Retrieval	*Recall the main events and characters or key facts* *Explain what has been read, remembering some key events, characters, places and facts.*	*Retrieve: literal information from a short text extract.* -who, what, where, when, which, who and how questions	*Retrieve* specific information by scanning for key/ question words. *Use scanning to search for key words.* *Analyse a question to find which words to scan for and apply to answer questions.*	*Navigate* increasingly longer texts to retrieve specific information. *Find the exact location of information in longer texts by using scanning skills and organisational devices such as paragraphs to find answers to who, what, where, why, when, how, which questions.*	*Retrieve* key facts and information where question words and text language vary. *Scan for alternative words or phrases that mean the same as question words.* *Check the accuracy of what they are retrieving by reading around the words/groups of words.*	*Retrieve* key details and accurate quotations from a whole text. *Skim a whole text to work out which paragraph or section of text an answer may be located. *Scan the paragraph or section of text to retrieve specific information quoting from the text to support their answer.*	*Retrieve and summarises details to support opinions and predictions.* *Use skimming, scanning and text marking, pupils will retrieve evidence and quotations accurately to support answers to questions which require analysis of mood/ setting/characters and to support opinions and preferences.*
Prediction	*Demonstrate an understanding when talking with others about what they've read.*	*Predict what might happen on the basis of what has been read so far.* *Make predictions based on clues such as pictures, illustrations, titles* *Use titles, cover pages, pictures and opening sections of texts to predict the content of unfamiliar stories and non-fiction texts.*	*Predict what might happen on the basis of what has been read so far* *Use immediate clues & what they have read to make predictions about what is going to happen or what they will find out.* *Make plausible predictions showing an understanding of the ideas, events or characters they are reading about.*	*Predict what might happen from details stated and implied* *Update and modify predictions about the events, characters or ideas in a text on a regular basis.* Pupils predictions may include quotations from/references to text (although may not always relevant) *Predict from what they have read or had read to them how incidents, events, ideas or topics will develop or be concluded	*Predict what might happen from details stated and implied* *Make predictions about a text based on prior knowledge of the topic, event or type of text.* *Modify predictions as they read on.* Pupils predictions will be supported by some generally relevant textual reference/ quotation.* *Use information about characters to make plausible predictions about their actions.*	*Predict what might happen from details stated and implied* *Make regular and increasingly plausible predictions as they read, modifying their ideas as they read the next part of the text.* Pupils predictions will generally be supported by relevant textual reference/ quotations.* *Learn to anticipate events based on their own experience, what has been read so far and knowledge of other similar texts.* *Discuss the plausibility of their predictions and the reason for them.*	*Predict what might happen from details stated and implied* *Make plausible predictions and explain what they are basing them on.* *Discuss how and why they need to modify their predictions as they read. Predictions will be detailed and incorporate appropriate textual reference and quotations.* *Make predictions, discussing the reasoning behind them, drawing on their knowledge of the world, from reading other similar texts and what they read earlier in the text.* *Compare predictions with events that occurred & consider why predictions were accurate, plausible, off the mark
Making comparisons		*Discuss and compare events or topics they have read about or have listened to.*	*Id, collect, compare common themes in stories/poems.* *Compare characters and events in stories.* *Compare the information about different topics in non-fiction texts.*	*Make comparisons between events in narrative or information texts on the same topic or theme.* *Compare and contrast writing by the same author.*	*Collect information to compare and contrast events, characters or ideas.* *Compare and contrast books and poems on similar themes.*	*Make comparisons between the ways that different characters or events are presented.* *Compare the way that ideas or themes are presented in different texts or in different versions of the same text.*	*Make comparisons and draw contrasts between different elements of a text and across texts.* *Compare/contrast the work of an author.* *Investigate different versions of the same story or different books on the same topic, identify sim and diff.*
Meaning and connections	*Speaking –* *Use past, present and future forms accurately when talking about events that have happened or are to happen in the future.* *Develop their own narratives/ explanations by connecting ideas or events.*	*Pick out significant events, incidents or information that occur through a text.* *Link familiar story themes to own experiences.* *Identify and compare basic story elements.* *Note some of the features in non-fiction,* *Recite poems with predictable and repeating patterns, extending and inventing patterns and playing with rhyme.*	*Discuss familiar story themes that they have read or heard.* *Give reasons why things happen or change over the course of a narrative.* *Identify and discuss story elements such as setting, events, characters, and the way that problems develop and get resolved.* *Explain organisational features of texts* *Identify and discuss patterns of rhythm, rhyme which influence the sound of a poem.*	*Identify typical story themes, e.g. trials and forfeits, good and evil, weak over strong.* *Discuss how characters' feelings, behaviour and relationships change.* *Investigate the features of traditional stories.* *Explain how the organisational features of non-fiction texts support the reader in finding info or researching a topic.* *Distinguish between rhyming and non-rhyming poetry and comment on the impact of the poem's layout	*Identify social, moral or cultural issues or themes in stories – dilemmas.* *Link cause and effect in narratives and recounts.* *Explain how ideas are developed in non-fiction.* *Explore narrative order and how scenes are built up and concluded through description, action and dialogue.* *Identify the main features of non-fiction texts and understand how these support in gaining information efficiently.*	*Distinguish between plot events/ details & main themes in the texts.* *Identify how ideas and themes are explored and developed.* *Explain how a detailed picture can emerge from a non-fiction text by examining diff aspects of the topic.* *Compare the structure of different stories to discover how they differ in pace, build up, sequence, complication and resolution.* *Identify the features of different non-fiction text.* *Read poems by significant poets and identify what is distinctive about the style or presentation.*	*Understand how a writer develops themes, ideas or points of view.* *Id how the narrative or author's voice influences POV & frames their understanding.* *Distinguish between explicit and implicit points of view and discuss how the sense of the writer can develop* *Understand aspects of narrative structure. *Understand how writers use the features and structure of information texts to convey their ideas or information.* *Analyse how the structure or organisation of a poem supports the expression of moods, feelings and attitudes.*
Sequence and summarise		Retell a story giving the main events.	*Retell story, main events* *Retell some important info they've found out.* *Draw info from a number of sentences to sum up what is known about a character, event or idea.*	*Retell main points of a story in sequence.* *Identify a few key points from across a non- fiction passage.*	*Summarise a sentence or paragraphs by identifying most important elements.* *Make brief summaries at regular intervals, picking up clues and hints and what is directly stated.*	*Summarise a complete short text/substantial section of a text.* *Summarise what is known about a character, event or topic, explain any inferences and opinions by reference to the text.*	*Make regular, brief summaries, linking summary to previous predictions.* *Update ideas about the text in the light of what they've read.* *Summarise 'evidence' from across a text to explain events or ideas.*
Reading for pleasure	*Listen attentively, respond with comments, questions.* *Listen to stories, anticipating key events*	*Select books to read and listen to, give reasons for choices* *Discuss books they like, give reasons*	*Make, and justify, choices for their personal reading* *Make choices from a selection of texts to hear and to read themselves*	*Sustain their reading for enjoyment* *Discuss why they like particular books/authors* *Extend the range of books read by browsing, selecting texts*	*Read independently complete short texts and sections from info books* *Describe & review reading habits* *Develop reading stamina in longer texts*	*Listen to texts read.* *Read favourite authors, choose books on recommendations* *Talk about books referring to details/ examples in the text* *Plan personal reading goals- reflect interests and extend their range*	*Listen to texts read to them and sustain their reading of longer and more challenging texts* *Discuss their personal reading with others and articulate their personal response to their reading, identifying how and why a text affects the reader*