



EYFS		KS1		LKS2		UKS2	
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Word</b>							
		I can use regular plural noun suffixes (-s or -es [e.g., dog, dogs; wish, wishes]), and know the effects of these suffixes on the meaning of the noun	I know the rules for plural -es [e.g., dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun	I can use the forms a or an according to whether the next word begins with a consonant or a vowel	I know the grammatical difference between plural and possessive -s	I can use hyphens to create compound words and phrases [e.g., co-ordinate and weatherworn]	I can use a range of prefixes, suffixes and word families, including words with a large number of them [e.g., uncooperativeness or uncoordinated]
<b>Suffixes</b>							
		I know how the prefix un- changes the meaning of verbs and adjectives [negation, e.g., unkind, or undoing: untie the boat]  I can use affixes that can be added to verbs where no change is needed in the spelling of root words (e.g., helping, helped, helper)	I can form nouns using suffixes such as -ness, -er and by compounding [e.g., whiteboard, superman] to turn adjectives into adverbs  I can form adjectives using suffixes such as -ful, -less  I can use the suffixes -er, -est in adjectives and the use of -ly in Standard English	I can form nouns using a range of prefixes [e.g., super-, anti-, auto-]	I can use word families based on common words, showing how words are related in form and meaning [e.g., solve, solution, solver, dissolve, insoluble]	I can convert nouns or adjectives into verbs using suffixes [e.g. - ate; -ise; -ify]  I can use verb prefixes [e.g., dis-, de-, mis-, over- and re-]	I know how words are related by meaning as synonyms and antonyms [e.g. big, large, little]
<b>Noun Phrases</b>							
		I can use adjectives [colour, shape, size] to create a simple noun phrase [the blue car]	I can use expanded noun phrases for description and specification [e.g., the blue butterfly, plain flour, the man in the moon]	I can make use of adverbs to modify noun phrases [e.g., the really bright star or the particularly small shell]	I can create noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases [the strict maths teacher with curly hair or the person of interest]	(See relative clauses in Conjunctions)  I can make use of noun phrases to convey complicated information concisely	I can use the full range of noun phrases to create descriptions in fiction and non-fiction
<b>Adverbial Phrases</b>							
		I can use simple adverbs to sequence writing	I can use adverbs and simple adverbials to express time, place and manner	I can use adverbial phrases to identify place, time, manner and frequency	I can use fronted adverbials [e.g., Later that day, I heard the bad news.	I can use fronted adverbials (phrases and clauses) to create cohesion between paragraphs	I can use fronted adverbials (phrases and clauses) to create cohesion within and between paragraphs
<b>Tense</b>							
		I can use the simple past tense (- ed), present tense and present progressive (-ing) where there is no change to the root word	I can use tense consistently and coherently, including use of the progressive form of verbs in the present and past tense to mark actions in progress [e.g., she is drumming, he was shouting]	I can use the present perfect form of verbs instead of the simple past [e.g., He has gone out to play contrasted with He went out to play]	I can use the simple future tense [e.g., we will learn about Vikings]	I can indicate degrees of possibility using adverbs [e.g., perhaps, surely] or modal verbs [e.g., might, should, will, must]  I can make use of the future tense by using a range of modal verbs	I can use the past perfect tense [e.g., He had just arrived the house when the phone started to ring.]
<b>Sentences</b>							
		I know how words can combine to make sentences  I can use 'and' to join single clause sentences	I know how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command  I can create multi-clause sentences using subordination and co-ordination	I can create a range of multi-clause sentences using a wide range of conjunctions  I can begin a sentence with a subordinate clause	I can use shorter sentences for effect and to build suspense [e.g., She slowly turned the rusty handle on the old wooden door and entered the unlit room. It was empty.]  I can use multi-clause sentences without a conjunction or using the progressive tense [e.g., Running down the corridor, they spotted the open window]	I can use relative clauses to create multi-clause sentences [e.g., using the relative pronouns which, who, that, when, where and whose]	I can use semi-colons to replace a conjunction in a multi-clause sentence [e.g., It's raining; I'm fed up.]



EYFS		KSI		LKS2		UKS2	
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<b>Sentence Conjunctions</b>							
		<i>I can join words and join clauses using 'and'</i>	<i>I can use subordination (using when, if, that, because) and coordination (using or, and, but)</i>	<i>I can express time, place and cause using conjunctions [e.g., when, before, after, while, so, because], adverbs [e.g., then, next, soon, therefore], or prepositions [e.g. before, after, during, in, because of]</i>	<i>I can develop my use of a range of conjunctions [e.g. yet, whereas, until, since, before, after] and understand when these can be used as prepositions or adverbs</i>  <i>I understand that some prepositions and adverbs can be used in a similar way to conjunctions [e.g., beside, despite, during, outside, down, below, next, therefore, however]</i>	<i>I can use relative clauses beginning with who, which, where, when, whose, that, or an omitted/implied relative pronoun</i>	<i>I can use of a wide range of conjunctions, sentence types and lengths to create sentences for varied effects, styles and purposes</i>
<b>Punctuation</b>							
		<i>I can separate words with spaces</i>  <i>I am starting to use capital letters, full stops, question marks and exclamation marks to demarcate sentences</i>  <i>I can use capital letters for names and for the personal pronoun I</i>	<i>I can use capital letters, full stops, question marks and exclamation marks to demarcate sentences</i>  <i>I can use commas to separate items in a list</i>  <i>I can use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [e.g., the girl's name]</i>	<i>I can use apostrophes to mark where letters are missing in a wider range of words, [e.g., should've, couldn't, let's]</i>  <i>I can use apostrophes to mark singular possession in nouns, and plural possession in irregular nouns [e.g., the girl's name, the children's playtime]</i>	<i>I can use apostrophes to mark plural possession [e.g., the girl's name, the girls' names]</i>  <i>I can use commas after fronted adverbials</i>	<i>I can use brackets, dashes or commas to indicate parenthesis</i>  <i>I can use commas to clarify meaning or avoid ambiguity</i>	<i>I can semi-colons, colons and dashes to mark the boundary between independent clauses [e.g., It's raining; I'm fed up]</i>  <i>I can use colons to introduce a list and use semi-colons within lists</i>  <i>I can use bullet points to list information</i>  <i>I know how hyphens can be used to avoid ambiguity</i>
<b>Speech</b>							
		<i>I can read, explore and identify speech punctuation in books and modelled writing</i>  <i>I can use some speech in my writing (but I might not use inverted commas)</i>	<i>I am starting to use inverted commas to punctuate direct speech</i>	<i>I can use inverted commas and other punctuation to indicate direct speech [e.g., a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"]</i>	<i>I can use reporting clauses including relative clauses for description and specification</i>  <i>I can use inverted commas to punctuate quotes in non-fiction writing</i>	<i>In narratives, I can describe settings, characters and atmosphere</i>  <i>I can integrate dialogue to convey character and advance the action</i>	<i>In narratives, I can create settings, characters and atmosphere by integrating dialogue to convey character and advance the action</i>  <i>I can select the correct register and level of formality to enhance characterisation</i>
<b>Text</b>							
		<i>I can sequence sentences to form short narratives</i>	<i>I can correctly and consistently use of present and past tenses including progressive forms throughout my writing</i>  <i>I can write simple, coherent narratives about my personal experiences and those of others (real or fictional)</i>	<i>I am starting to use paragraphs as a way to group related material</i>  <i>I can use headings and sub-headings to aid my presentation</i>	<i>I can use paragraphs to organise my ideas around a theme</i>  <i>I can choose appropriate pronouns or nouns within and across sentences to aid cohesion and avoid repetition</i>	<i>I can use different devices to build cohesion within a paragraph [e.g., then, after that, this, firstly]</i>  <i>I can link ideas across paragraphs using adverbials of time [e.g., later], place [e.g., nearby] and number [e.g., secondly] or tense choices [e.g., he had seen her before]</i>	<i>I can link ideas across paragraphs using a wider range of cohesive devices, including: repetition of a word or phrase, grammatical connections [e.g., the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis</i>  <i>I can use different layout devices to structure text [e.g., headings, sub-headings, columns, bullets, or tables]</i>



Grammar	EYFS		KS1		LKS2		UKS2	
	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Levels of Formality and Changes in Register							
			<p>I am starting to use simple contracted forms using 'not' [e.g., can't, haven't and don't]</p>	<p>I can use contracted forms [e.g., Let's get you an ice pack... They wouldn't have...if they hadn't... They've taken the sheep!]</p>	<p>I can use second person direct address to the reader, and some usage of first person [e.g., If you love a challenge – however difficult – then you will... Are you nervous about the London trip? When we arrived at school, we...]</p>	<p>I can use abstract nouns, and noun phrases used as the subject of the verb, [e.g. [Darkness was being whispered in... full of despair]</p> <p>I can use vernacular (everyday) language, including idioms [e.g. ...do your bit for the war. ...the words are stuck in my throat.]</p> <p>I can use Standard English forms for verb inflections instead of local spoken forms [e.g., we were instead of we was, or I did instead of I done]</p>	<p>I can use modal verbs in certain grammatical structures [Should it rain, we may have to cancel the picnic.]</p> <p>I can use the personal pronoun 'one', [e.g., One should not be concerned about... It is better to do this oneself]</p> <p>I can use nominalisation [e.g., The arrival of the mysterious stranger caused excitement, rather than, We were very excited when the mysterious stranger arrived.]</p> <p>I can choose precise verbs over multi-word verbs [e.g., find out – discover; ask for – request; go in – enter]</p>	<p>I can make use of the passive to affect the presentation of information in a sentence [e.g., The window in the greenhouse was broken (by me) or It is widely believed that...]</p> <p>I know the difference between structures typical of informal and formal speech and writing [e.g., the use of question tags: He's your friend, isn't he?]</p> <p>I can use subjunctive forms [such as If I were or Were they to come in some very formal writing and speech]</p>
Grammar Terminology								
		<p>letter capital letter word singular plural sentence punctuation full stop question mark exclamation mark</p>	<p>noun noun phrase statement question exclamation command compound suffix adjective adverb verb tense (past, present) apostrophe comma</p>	<p>preposition conjunction word family prefix clause subordinate clause direct speech consonant consonant letter vowel vowel letter inverted commas (or 'speech marks')</p>	<p>determiner pronoun possessive pronoun adverbial</p>	<p>modal verb relative pronoun relative clause parenthesis bracket dash cohesion ambiguity</p>	<p>subject object active passive synonym antonym ellipsis hyphen colon semi-colon bullet points</p>	



	EYFS		KSI		LKS2		UKS2		
	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Composition	Plan								
			I can write about real events	I can write narratives about personal experiences and those of others (real and fictional) I can write poetry I can write for different purposes	I can discuss and record my ideas	I can discuss writing similar to that which I am planning to write in order to understand and learn from its structure, vocabulary and grammar	I can identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for my own	I can note and develop initial ideas, drawing on my reading and research where necessary  When writing narratives, I can consider how authors have developed characters and settings	
	Draft and Write								
			I can say out loud what I am going to write about  I can write down my ideas  I can orally rehearse sentences	I can plan what I am going to write about  I can write down key words, including new vocabulary encapsulating what I want to say, sentence by sentence	I can compose and rehearse sentences orally (including dialogue)  In narratives, I can create settings, characters and plot	I can progressively build a varied and rich vocabulary and use an increasing range of sentence structures  I can organise paragraphs around a theme  In non-narrative material, I can use simple organisational devices [e.g. headings and subheadings]	I can write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader  I can select appropriate grammar and vocabulary, and understand how such choices can change and enhance meaning	In narratives, I can describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action  I can précis longer passages  I can use a wide range of devices to build cohesion within and across paragraphs  I can use further organisational and presentational devices to structure text and to guide the reader [e.g., headings, bullet points, underlining]	
	Evaluate and Edit								
		I can re-reading to check that my writing makes sense	I can evaluate my writing with my teacher and other pupils  I can re-read to check that my writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form  I can proof-read to check for errors in spelling, grammar and punctuation [e.g., ends of sentences punctuated correctly]	I can suggest improvements to my own and others' writing  I can propose changes to grammar and vocabulary to improve consistency [e.g., word choice]	I can assess the effectiveness of my own and others' writing and suggest improvements  I can propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences	I can assess the effectiveness of my own and others' writing  I can propose changes to vocabulary, grammar and punctuation  I can ensure the consistent or correct use of tenses throughout a piece of writing  I can distinguish between the language of speech and writing and identify the level of formality required	I can assess the effectiveness of my own and others' writing  I can propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning  I can ensure the consistent or correct use of tense throughout a piece of writing  I can ensure correct subject and verb agreement when using singular and plural  I can distinguish between the language of speech and writing and choose the appropriate register		
Perform and Publish									
		I can read aloud what I have written	I can read aloud what I have written with appropriate intonation to make the meaning clear	I can read aloud my own writing, to a group or the whole class, using appropriate intonation	I can read aloud my own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear	I can perform my own compositions, using appropriate intonation, volume, and movement so that meaning is clear	I can perform my own compositions, varying the intonation, volume, and movement with an awareness of audience		



EYFS		KSI		LKS2		UKS2	
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Fluency</b>							
		<p><i>I can re-read books to build up my fluency and confidence in word reading</i></p> <p><i>I can accurately read aloud books consistent with my developing phonic knowledge</i></p>	<p><i>I can read most familiar words quickly and accurately, without overt blending</i></p> <p><i>I can re-read familiar books to build up my fluency and confidence in word reading</i></p>	<p><i>I can continue to build up my fluency, stamina and confidence in word reading</i></p>	<p><i>I can continue to build up my fluency, stamina and confidence in reading increasingly longer texts</i></p>	<p><i>I can develop my fluency, stamina and confidence in reading a wider range of longer texts</i></p>	<p><i>I can develop fluency, stamina and confidence in reading a wide variety of longer texts from a range of genres</i></p>
<b>Phonics, etymology and morphology</b>							
		<p><i>I can apply my phonic knowledge and skills as the route to decode words</i></p> <p><i>I can respond speedily with the correct graphemes for all 40+ phonemes, including graphemes with alternative sounds</i></p> <p><i>I can read accurately by blending sounds in unfamiliar words containing taught GPCs</i></p> <p><i>I can read words (incl. polysyllabic words) containing taught GPCs and –s, –es, –ing, –ed, –er and – est suffixes</i></p> <p><i>I can read compound words</i></p>	<p><i>I am continuing to apply phonics as the route to decode words until automatic decoding has become embedded and my reading is fluent</i></p> <p><i>I can accurately read (by blending sounds) words of two+ syllables containing taught graphemes, recognising alternative sounds for graphemes</i></p> <p><i>I can read words containing common suffixes</i></p> <p><i>I can read aloud books matched to my knowledge, blending unfamiliar words automatically</i></p>	<p><i>I can apply my growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words I meet</i></p>	<p><i>I can apply my growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words I meet</i></p>	<p><i>I can apply my growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words I meet</i></p>	<p><i>I can apply my growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words I meet</i></p>
<b>Non-rule words</b>							
		<p><i>I can read the following common exception words:</i></p> <p><i>the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our – and/or others, according to the programme used</i></p> <p><i>I can read words with contractions [e.g., I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)</i></p>	<p><i>I can read further common exception words:</i></p> <p><i>door, floor, poor, because, find, kind, mind, behind, child, children, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas</i></p>	<p><i>I can read further common exception words:</i></p> <p><i>accident(ally), address, arrive, believe, breathe, build, calendar, centre, certain, complete, continue, decide, different, disappear, earth, enough, experience, extreme, favourite, forward(s), grammar, guard, heard, height, imagine, important, island, learn, library, medicine, minute, naughty, occasion(ally), opposite, particular, perhaps, position, possible, pressure, promise, quarter, recent, reign, sentence, special, strange, suppose, therefore, thought, various, woman/women</i></p>	<p><i>I can read further common exception words:</i></p> <p><i>actual(ly), answer, appear, bicycle, breath, busy/business caught, century, circle, consider, describe, difficult, early, eight/ eighth, exercise, experiment, famous, February, fruit, group, guide, heart, history, increase, interest, knowledge, length, material, mention, natural, notice, often, ordinary, peculiar, popular, possess(ion), potatoes, probably, purpose, question, regular, remember, separate, straight, strength, surprise, though/although, through, weight</i></p>	<p><i>I can read further common exception words:</i></p> <p><i>accommodate, according, aggressive, ancient, appreciate, available, awkward, bruise, cemetery, communicate, competition, conscious, convenience, criticise (critic + ise), definite, determined, dictionary, embarrass, equip (–ped, –ment), exaggerate, existence, familiar, forty, government, harass, identity, individual, interrupt, leisure, marvellous, muscle, neighbour, occupy, opportunity, persuade, prejudice, profession, pronunciation, recognise, relevant, rhyme, sacrifice, shoulder, sincere(ly), stomach, suggest, system, thorough, variety, vehicle</i></p>	<p><i>I can read further common exception words:</i></p> <p><i>accompany, achieve, amateur, apparent, attached, average, bargain, category, committee, community, conscience, controversy, correspond, curiosity, desperate, develop, disastrous, environment, especially, excellent, explanation, foreign, frequently, guarantee, hindrance, immediate(ly), interfere, language, lightning, mischievous, necessary, nuisance, occur, parliament, physical, privilege, programme, queue, recommend, restaurant, rhythm, secretary, signature, soldier, sufficient, symbol, temperature, twelfth, vegetable, yacht</i></p>



Reading: Comprehension	EYFS		KSI		LKS2		UKS2	
	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Reading for pleasure</b>								
		<i>I can listen to and discuss a wide range literature beyond my independent reading ability, linking it to my own experiences</i>	<i>I can listen to, discuss and express views about a wide range literature beyond my independent ability, including contemporary and classic poetry, stories and non-fiction, and be familiar with and retell a wider range of stories, fairy stories and traditional tales</i>	<i>I can listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks and be familiar with and retell a wide range of fairy stories, myths and legends</i>	<i>I can listen to, discuss and express views about a wide range of fiction, poetry, plays, nonfiction and reference books or textbooks and be familiar with and retell a wide range of fairy stories, myths and legends</i>	<i>I can continue to read and discuss a wider range of fiction, poetry, plays, non-fiction and reference books or textbooks</i>  <i>I can increase my familiarity with a wide range of books, including myths, legends and traditional stories</i>  <i>I can recommend books to my peers</i> <i>I can make comparisons across books</i>	<i>I can continue to read, discuss and express views about a wider range of fiction, poetry, plays, non-fiction and reference books or textbooks</i>  <i>I can increase my familiarity with a wide range of books, including modern fiction, classic and diverse fiction</i>  <i>I can recommend books to my peers, giving reasons for my recommendations</i>  <i>I can make comparisons within and across books</i>	
<b>Structure</b>								
		<i>I can recognise and join in with predictable phrases</i>	<i>I am being introduced to non-fiction books structured in different ways</i>	<i>I can read books that are structured in different ways</i>	<i>I can read a wider range of books that are structured in different ways and read for a range of purposes</i>	<i>I can read books that are structured in different ways and read for a range of purposes</i>	<i>I can read books that are structured in different ways and read for a range of purposes</i>	
<b>Poetry and Rhymes</b>								
		<i>I appreciate and recite some rhymes and poems</i>	<i>I can recognise simple recurring literary language</i>  <i>I can build a further repertoire of poems learnt by heart, reciting with intonation</i>	<i>I can prepare poems and play scripts to read aloud and to perform, using intonation</i>  <i>I can recognise some different forms of poetry [e.g., free verse]</i>	<i>I can prepare poems and play scripts to read aloud and perform, using intonation, tone and action</i>  <i>I can recognise some different forms of poetry [e.g., narrative poetry]</i>	<i>I can learn a range of poetry by heart</i>  <i>I can prepare poems and plays to read aloud and to perform, using intonation, tone and volume</i>	<i>I can learn a wider range of poetry by heart</i>  <i>I can prepare poems and plays to read aloud and to perform, using intonation, tone and volume</i>	
<b>Understanding Language</b>								
		<i>I can discuss word meanings, linking new meanings to those I already know</i>	<i>I can discuss and clarify the meanings of words and my favourite words and phrases</i>	<i>I can discuss words and phrases that capture the reader's interest</i>  <i>I can use dictionaries to check the meaning of words that I have read</i>	<i>I can discuss words and phrases that capture the reader's interest and imagination</i>  <i>I can use dictionaries to check the meaning of words that I have read</i>	<i>I can discuss and evaluate how authors use language, including figurative language</i>	<i>I can discuss and evaluate how authors use language, including figurative language, and consider the impact on the reader</i>	
<b>Understand</b>								
		<i>I can check that the text makes sense to me as I read</i>  <i>I can correct inaccurate reading</i>	<i>I can check that the text makes sense to me as I read</i>  <i>I can correct inaccurate reading with increasing automaticity</i>	<i>I can check that the text makes sense to me</i>  <i>I can discuss my understanding</i>  <i>I can predict the meaning of new words</i>	<i>I can check that the text makes sense to me</i>  <i>I can discuss my understanding</i>  <i>I can explain the meaning of words in context</i>	<i>I can check that the book makes sense to me</i>  <i>I can discuss my understanding</i>  <i>I can explore the meaning of words in context</i>  <i>I can identify how language, structure and presentation contribute to meaning</i>	<i>I can check that the book makes sense to me</i>  <i>I can explore the meaning of words in context and use my background knowledge to predict the meaning of new words</i>  <i>I can identify how language, structure and presentation contribute to meaning</i>	



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<b>Identify and retrieve</b>							
		<i>I can draw on what I already know [e.g., they are sad]</i>	<i>I can draw on what I already know or on background information and vocabulary</i>	<i>I can identify how language and structure contribute to meaning</i> <i>I can retrieve and record information from non-fiction</i>	<i>I can identify how language, structure, and presentation contribute to meaning</i> <i>I can retrieve and record information from non-fiction</i>	<i>I can distinguish between statements of fact and opinion</i> <i>I can provide reasoned justifications for their views</i>	<i>I can distinguish between statements of fact, opinion and bias</i> <i>I can provide reasoned justifications for my views</i>
<b>Inference</b>							
		<i>I can make simple inferences about characters</i>	<i>I can make inferences on the basis of what is being said and done</i>	<i>I can draw inferences such as characters' feelings and thoughts from their actions,</i> <i>I can justify the inferences I make</i>	<i>I can draw inferences such as characters' feelings, thoughts and motives from their actions,</i> <i>I can justify the inferences I make with evidence</i>	<i>I can draw inferences such as characters' feelings, thoughts and motives from their actions,</i> <i>I can justify inferences with evidence and quotations</i>	<i>I can draw inferences such as characters' feelings, thoughts and motives from their actions,</i> <i>I can justify inferences with evidence and quotations from multiple points in the text</i>
<b>Prediction</b>							
		<i>I can predict what might happen based on previous experience</i>	<i>I can predict what might happen on the basis of what I have read so far</i>	<i>I can predict what might happen from details stated in the text</i>	<i>I can predict what might happen from details stated and implied</i>	<i>I can predict what might happen from details stated and implied and knowledge of other texts</i>	<i>I can predict what might happen from details stated and implied and knowledge of other texts, and I can give evidence for reasons</i>
<b>Discussion</b>							
		<i>I can discuss the significance of the title and events</i> <i>I can participate in discussions about what is read to me</i> <i>I can take turns and listen to what others say</i>	<i>I can answer and ask questions</i> <i>I can participate in discussions about books, poems and other works</i> <i>I can take turns and listen to what others say</i>	<i>I can ask questions to improve my understanding of a text</i> <i>I can participate in discussions about books</i>	<i>I can ask questions to improve my understanding of a text</i> <i>I can participate in discussion about books, taking turns and listening to what others say</i>	<i>I can ask questions to improve my understanding</i> <i>I can participate in discussions about books, building on my own and others' ideas</i>	<i>I can ask questions to improve my understanding</i> <i>I can participate in discussions about books, building on my own and others' ideas, and challenging views courteously</i>
<b>Explanation</b>							
		<i>I can explain clearly my understanding of what is read to me</i>	<i>I can explain and discuss my understanding of books, poems and other material, both those that I listen to and those that I read for myself</i>	<i>I can explain and discuss my understanding of what I have read through discussion, and written responses</i>	<i>I can explain and discuss my understanding of what I have read through discussion, reading journals and written responses</i>	<i>I can explain and discuss my understanding of what I have read, including through presentations and debates</i>	<i>I can explain and discuss my understanding of reading, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary</i>
<b>Summarising</b>							
		<i>I am familiar with a wide range of key stories and their characteristics</i>	<i>I can discuss the sequence of events in books and how information is related</i>	<i>I can identify main ideas and summarise them</i>	<i>I can identify main ideas drawn from more than one paragraph and summarise them</i>	<i>I can summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</i> <i>I can retrieve and record information from non-fiction</i>	<i>I can summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</i> <i>I can retrieve, record and present information from non-fiction</i>
<b>Themes</b>							
		<i>I can discuss the main ideas in stories</i>	<i>I can discuss the meaning, main ideas and morals in stories</i>	<i>I can identify themes and conventions in some books</i>	<i>I can identify themes and conventions in a wide range of books</i>	<i>I can identify and discuss themes and conventions in a wider range of books</i>	<i>I can identify and discuss themes and conventions across all reading</i>