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| Skill  | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Character relationships and points of view.  | 9- Shows curiosity about content of texts (may begin to **discuss** content and answer basic questions about a story, egg, how? Why?) | 21- Can relate stories/texts to their own experiences, including story settings and incidents. 22- Can comment on obvious characteristics and actions of characters in stories.  | 24- Can confidently relate texts to their own experiences9- Can provide simple explanations about events or information (Egg, why a character acted in a particular way)23- Is beginning to read between the lines, using clues from texts, to discuss thoughts, feelings and actions | 23- Often reads between the lines to interpret meaning and/or explain what characters are thinking, felling and the way they act. 6- Can explain how and why main characters act in certain ways, using evidence from the text16- Can identify reasons for actions and events based on evidence in the text18- Sometimes empathises with different characters point of view in order to explain what characters are thinking, feeling and the way they act. 4- Can explore some straight forward underlying themes and ideas (those that are not clearly signalled at a literal level). | 23- Can sometimes explain different characters point of view 22- is beginning to recognise how a character is represented in different ways and can respond to this in reference to the text. 14- Can read between the lines using clues from action, dialogue and description to interpret meaning, and/or explain what characters are thinking, feeling and the way they act.  | 9- Can explain different characters points of view 18- Can read between the lines using clues from action, dialogue and description to interpret meaning and explain how and why characters are acting, thinking feeling.  | 20- can evaluate relationships between characters(how characters behave in different ways as they interact with different people, and or different settings, and consider the relative importance of these instances when evaluating a characters actions) referring back to the text to support thoughts and judgements14- Can identify and discuss impact and explicit point of view in texts, referring back to the different points and wider experience7- Can identify the point of view of some texts and how this impacts on the reader.10- Can use quotations and text references to support ideas and arguments 11- Can explain a characters motive throughout a text and use evidence from the text to back up opinions.  |
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| Establishing meaning with vocabulary  | 7- Can gain simple meaning from texts using illustrations when not yet able to read the text its self | 7- Can use growing knowledge of vocabulary to establish meaning when reading aloud5- Notices unfamiliar and interesting words (WOW Words) grow with the age of the child)  | 17- Can explain the meaning of interesting WOW words in context, for example, despair, marvel (including words with common pre-fixes, suffices)  | 17- Can explore potential meanings of ambitions vocabulary read in context (using knowledge of etymology, the word origin, morphology, the form and structure of the word, i.e. the root word, plus prefix and suffix or the context of the word.  | 13- Can work out the meanings of ambitions words, and or phrases in context | 2- Can clarify the meaning of unknown words from the way they are used in context.  | 1- Can work out the meaning of unknown words and phrases by relating to known vocabulary as well as from the way they are used in context.  |
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| Establishing meaning from events and characters  |  |  | 8 Can compare similarities and differences between texts in terms of characters and themes22 Can discuss reasons for events in stories by beginning to use clues in the story | 22- Can sometimes use clues from action, description and dialogue to help establish meaning  | 15- Can begin to explore potential alternatives that could have occurred in the texts (e.g. Different endings) refer to the text to justify their ideas. 8- Can use clues from action, description and dialogue to establish meaning  | 2- explore potential alternative endings that could have occurred in a text (e.g. A different ending), referring to text to justify their ideas16- Can infer and deduce meaning based on evidence drawn from different points in the text | 17- Can reflect on the wider consequences or significance of information, ideas of events in the text as a whole (how one small incident altered the whole course of the story) 22- Can unpick the details of different layers of meaning in texts (children use language to discuss such as “this could be interpreted as”)  |
|  | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Making predictions  | 15- Is beginning to drawn on knowledge of familiar stories/story structures to make predictions about unfamiliar stories (e.g. Suggest how a story might end or what a character might do next)  | 9- Can make plausible predictions about the plot of an unknown story, using the text and other book features10- Can make plausible predictions about characters, using knowledge of the story and own experiences | 7- Can make predictions about a text using a range of clues (e.g. Experience of books written by the same author, experience of books already read on a similar theme, book title, cover and blurb)  | 21- When prompted, can justify and elaborate on opinions and predictions, referring back to the text for evidence5- Can make plausible predictions based on knowledge from/of the text and wider connections (e.g. Other texts on same theme; other texts by same author; personal connection the child makes; a connection the child makes to wider experience)  | 7 – Can refer back to the text to support opinions and predictions (sum up what you have found)  | 8- Can use inference and deduction skills to discuss messages, moods, feelings and attitudes using the clues from the text | 18 Can investigate texts to confirm and justify reasons for predictions and opinions 40 Can refer back to the text to support predictions, thoughts and opinions being able to elaborate in order to provide reasoned justifications, |