



RECEPTION (Class Pendle)

Development Matters
30-50 MONTHS
LILAC

- Shows awareness of rhyme and alliteration and recognises rhythm in spoken words
- Listens to and joins in with stories and poems, one to one and also in small groups.
- Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.
- Begins to be aware of the way stories are structured, suggests how the story might end and listens to stories with increasing attention and recall.
- Describes main story settings, events and principal characters, whilst showing an interest in illustrations and print in books and the environment.
- Recognises familiar words and signs such as own name and advertising logos.
- Looks at books at home independently, handles them carefully and knows how information can be relayed in print.
- Holds books the right way up, turns pages, reads from left to right/top to bottom in English and knows print can carry meaning.

Development Matters
40-60 MONTHS
PINK, RED

- Continues a rhyming string
- Hears and says initial sounds in words.
- Segments the sounds in simple words and blends them together, knowing which letters represent some of them.
- Links sounds to letters, naming and sounding the letters of the alphabet.
- Begins to read words and simple sentences.
- Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.
- Enjoys an increasing range of books.
- Knows that information can be retrieved from books and computers.

Development Matters
EARLY LEARNING GOAL
YELLOW, LIGHT BLUE

- Children read and understand simple sentences.
- They use phonic knowledge to decode regular words and read them aloud accurately.
- They read some common irregular words.
- They demonstrate understanding when talking with others about what they have read.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	YELLOW, LIGHT BLUE, GREEN, ORANGE, TURQUOISE, PURPLE	PURPLE, GOLD, WHITE, LIME,	LIME, BROWN	BROWN, GREY	BLUE	MAROON, BLACK, FREE READER
Comprehension: Inference & Deduction	<ul style="list-style-type: none"> • Able to talk about the main events in a text and highlight the important parts. • Begins to draw inferences from the text and or illustrations based on what is said or done. • Makes predictions based on the events in the text. • Explains what they understand about a text from what they have read. • Locates specific information in the text to find answers to simple questions. • Recalls straight forward information about characters. • Links the title of a book to its events. 	<ul style="list-style-type: none"> • Shows an ability to predict what happens next based on what has been read so far. • Identifies/comments on main characters in stories and the way they relate to one another. • Extracts information from non-fiction texts appropriately using contents, index, chapters, headings and glossary and uses this to summarise. • Ability to recall the qualities of a character. • Makes inferences about thoughts, feelings and actions. • Uses evidence in the text to answer questions • Links characters behaviour to events in the text. 	<ul style="list-style-type: none"> • Explores underlying themes and ideas making reference to the text. • Draws inferences such as inferring characters feelings, thoughts and motives from their actions. • Asks questions to improve understanding of a text. • Shows an understanding of the main ideas and events with reference to the text. • Developing an ability to skim materials to note down different views and arguments. • Starts to justify predictions by referring to the text. • Uses details stated and implied to build up predictions. • Deduces from evidence in the text what characters are like or their motives based on events. • Rereads and reads ahead to look for clues to determine the meaning of a character's actions or words. 	<ul style="list-style-type: none"> • Makes specific use of the text to provide reasonable justifications for predictions and opinions. • Makes reasoned judgements on characters actions. • Distinguishes between fact and opinion. • Uses clues from action, dialogue and description to establish meaning. • Infers meaning using evidence from the text and wider experiences. • Ability to elaborate on own opinions when responding to questions about a text. • Identifies the main ideas drawn from one or more paragraph and summarises these. • Retrieves and records information from non-fiction texts to use within own oral and/or oral responses. 	<ul style="list-style-type: none"> • Identifies significant ideas, events and characters within narratives and their overall effect on the plot. • Summarises the main ideas drawn from a text, distinguishing from fact and opinion. • Starts to use text marking to identify key information in a text. • Retrieves, records and presents information from non-fiction texts. • Infers meaning using evidence from the text and wider experiences. • Uses clues from action, dialogue and description to interpret meaning. • Refers to the text to support opinions and predictions. 	<ul style="list-style-type: none"> • Uses scanning and text marking competently to find and identify key information. • Make connections between other similar texts, prior knowledge and experience and explain the links. • Confidently uses text marking to identify key information in a text. • Summarises succinctly in note form or orally key information from different parts of a text. • Skims and scans more complex and longer texts to find and collate information to establish the main idea. • Compares characters viewpoints on events and other characters. • Considers different accounts of the same event within a text. • Independently applies the skills of information retrieval in contexts where they are genuinely motivated to find out information. • Draws inferences from subtle clues across a complete text. • Refers to the text to support and justify predictions/opinions (Point, Evidence, Explanation and Evaluation). • Recognises why writers use a range of contrasting settings within a story. • Identifies ways in which characters change or develop over time.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Comprehension: Structure & Organisation	<ul style="list-style-type: none"> • Retells key stories orally using narrative language in the correct sequence. • Uses the structure of a story when re-enacting or retelling. • Understands the structure of simple non-fiction texts and can explain the difference to narrative. • Able to extract key information from reading. • Understands and talks about the main events or characters in a known story. • Discusses the different characteristics of poems, stories and non-fiction text types. 	<ul style="list-style-type: none"> • Discusses the sequence of events in books and how they are related to each other. • Retells orally a range of familiar stories and traditional tales. • Shows an understanding of the main points in a text and retells the story. • Recognises similarities in the plot or characters within different stories. • Ability to summarise the main points from a paragraph or text. • Explains the features of text types studied so far and references to them in reading. 	<ul style="list-style-type: none"> • Is able to identify the main themes and conventions in a wide range of books. (For example: the triumph of good over evil or the use of magical devices in fairy stories/folk tales). • Ability to discuss how the organisation of a narrative text type can vary. • Identifies how structure and presentation contribute to the overall meaning of a text. • Retrieves and records information from non-fiction texts using knowledge of layout (use of contents and index pages). • Understands that narrative books are structured in different ways such as adventure, quest or stories with a dilemma. • Explains the features of text types studied so far and references to them in reading. 	<ul style="list-style-type: none"> • Identifies compares and contrasts a range of plots, character types across a range of texts. • Ability to identify the features of a wide range of fiction text types, such as science fiction, issues and dilemmas. • Makes connections between texts and the wider world. • Comments on the similarities of a range of different non-fiction texts. • Recognises and comments on the use of presentational devices such as headings, numbers etc. • Understands how punctuation can convey character. (For example: exclamation marks to affect tone of voice). 	<ul style="list-style-type: none"> • Independently identifies the purpose and audience of a range of non-fiction texts. • Evaluates the effectiveness of the layout and organisational features used within a text. • Identifies the effect of context on a text. (For example, historical or other cultures). • Identifies how language, structure and presentation contribute to the overall meaning of a text. • Compares different versions of texts and comments on the differences/ similarities. • Recognises more complex themes such as loss or heroism in books. • Identify grammatical features used by the writer. • Evidence across the curriculum of an ability to know what information is needed and exactly where to look when using non-fiction texts. 	<ul style="list-style-type: none"> • Compares and contrasts the features of different narrative text types such as adventure, fantasy and myths. • Explains how punctuation marks the grammatical boundaries of sentences and gives meaning. • Recognises texts that contain features from more than one text type. • Identifies the style of different writers and poets; providing examples from different texts. • Identifies text type from phrases used and how effectively they are structured and/or laid out. • Able to identify themes across longer texts and pick out the key points. • Identifies the grammatical features/techniques used to create atmosphere, key messages and attitudes. • Uses structural and organisational features of a range of text types to sustain understanding.
Comprehension: Vocabulary & Viewpoint	<ul style="list-style-type: none"> • Ability to say what they like or dislike about a narrative or poem. • Recognises repetitive language and rhyme, whilst being able to suggest other rhyming words. 	<ul style="list-style-type: none"> • Able to talk about favourite authors and genres of books, giving opinions. • Knows and recognises simple recurring literacy language in stories and contemporary/classical 	<ul style="list-style-type: none"> • Uses dictionaries to check the meaning of unfamiliar words. • Explains and discuss own understanding of books, poems and other material, both those read aloud and those 	<ul style="list-style-type: none"> • Discusses the authors choice of technical language • Links own personal comments to the text. • Relates events and characters feeling to own experiences. 	<ul style="list-style-type: none"> • Explores and comments on the meaning of idiomatic and figurative language. • Ability to comment/discuss confidently the author's use of language for 	<ul style="list-style-type: none"> • Identifies formal and informal language. • Expresses opinions about a text using PEE (Point, Evidence & Explanation) • Compares and comments on texts by different authors on the same topic or different

	<ul style="list-style-type: none"> • Links own experience to what they read or hear. • Understands and uses terms referring to non-fiction features such as contents, page, author, headings. • Navigates a text and is able to comment on the purpose of some organisational features. • Can talk about a favourite book or character. 	<p>poetry.</p> <ul style="list-style-type: none"> • Justifies views about characters, events or feelings using evidence in the text. • Gains an overall impression of a text by making predictions about the contents/ subject of a book by skim reading. • Begins to understand the effect of different words and phrases. • Identifies technical language and picks out alliteration, repetition and similes. 	<p>independently.</p> <ul style="list-style-type: none"> • Starts to understand how choice of detail and language creates meaning beyond the literal. • Explores figurative language (similes and metaphors) and the way it conveys meaning. • Comments on the relationship between a poet and the subject of a poem. • Evaluates specific texts with reference to text types. • Makes personal reflections about character descriptions • Identifies the language used to create mood and tension. • Discusses words and phrases that capture the reader's interest and imagination. 	<ul style="list-style-type: none"> • Articulates a personal response to the author's style and use of language. • Expresses personal responses which may or may not reflect the author's intent. • Finds and comments on words used to convey feelings, moods and tension when responding to a text. • Makes personal reflections about character descriptions. • Explains with reference to the text, the impact of words and phrases the author has chosen to interest and hold the reader's attention. 	<p>effect, such as precisely chosen adjectives, similes and personification.</p> <ul style="list-style-type: none"> • Identifies grammatical features used by writers to impact on the reader (rhetorical questions, varied sentence lengths, starters and empty words). • Expresses a reasoned personal viewpoint about texts, giving reasons linked back to the text. • Ability to present the author's viewpoint of a text. • Able to use some technical terms such as metaphor, simile, analogy, imagery, style and effect to discuss what has been read. 	<p>texts by the same author.</p> <ul style="list-style-type: none"> • Empathises with different character's points of view. • Comments and evaluates the effectiveness of how a text is set out. • Ability to comment on the features of a wide range of fiction including modern, other cultures/traditions and our literacy heritage. • Show awareness of the writer's craft by commenting on use of language, grammatical features and structure of texts. Explain and comment on explicit and implicit points of view. • Present a counter argument in response to other's points of view.
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Word Reading: Decoding	<p>Phonics:</p> <ul style="list-style-type: none"> • Independent application of Phonics Phase 3/4 • Uses phonic knowledge to attempt unknown words. • Working securely in phase 5 • Blends phonemes to read CVC, CCVC and CVCC words. • Blends and segments sounds in consonant clusters and use this knowledge in reading. 	<p>Phonics:</p> <ul style="list-style-type: none"> • Independent application of Phonics Phase 5 • Blends and segments sounds in consonant clusters and long vowel phonemes in Phase 5 and use this knowledge in reading. • Working Securely in Phase 6 • Reads words with common suffixes and prefixes. 	<p>National Curriculum: <i>In most reading:</i></p> <ul style="list-style-type: none"> • Reads longer texts independently. • Able to test out different pronunciations. • Recognises the functions of punctuation and uses this to aid intonation when reading aloud. • Understands how simple and complex sentences influence meaning. • Applies knowledge of 	<p>National Curriculum: <i>Across a range of reading:</i></p> <ul style="list-style-type: none"> • Selects and reads a range of appropriate texts fluently and accurately. • Reads silently and discusses what has been read. • Uses appropriate intonation to show their understanding. • Understands how the meaning of sentences is shaped by punctuation, 	<p>National Curriculum: <i>Across a range of texts:</i></p> <ul style="list-style-type: none"> • Uses meaning seeking strategies to explore the meaning of words in context. • Understands how the meaning of sentences is shaped by punctuation, word order or conjunctions. • Ability to apply unusual letter patterns when segmenting to read. • Understands how 	<p>National Curriculum: <i>Fluency across most reading:</i></p> <ul style="list-style-type: none"> • Attempts the pronunciation of unfamiliar words drawing on prior knowledge of similar looking words. • Reads fluently and independently using punctuation to inform meaning. • Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action. • Focus on all of the letters in a

<ul style="list-style-type: none"> • Reads words of one of more syllables that contain taught GPC's. 	<p>National Curriculum:</p> <ul style="list-style-type: none"> • Able to match 40+ graphemes to their phonemes. • Divides words into syllables such as pocket, rabbit and carrot. • Reads common compound words such as football, playground or farmyard. • Reads words with contractions like I'm or we'll and recognise that the apostrophe represents omitted letters. • Reads words containing s, es, ing, ed, er or est endings or the prefix un. • Reads most year 1 common exception words. 	<p>National Curriculum:</p> <ul style="list-style-type: none"> • Decodes automatically and fluently, books matched to their improving phonic knowledge. • Reads accurately by blending the sounds in words that contain the graphemes taught. (93-95%) • Recognises and read alternate sounds for graphemes. • Reads polysyllabic words from syllables. • Reads most words quickly and accurately when they have been frequently encountered without overt sounding and blending. • Reads most year 2 common exception words. 	<p>root words, prefixes and suffixes to read aloud and understand the meaning of unfamiliar words.</p> <ul style="list-style-type: none"> • Suffixes-ing, er, en, ation, ly and tion • Prefixes-dis, mis, il, im, re and in • Starts to understand the meaning of the following suffixes: • Re, sub, inter, super, anti, auto • Reads fluently words ending in sion, tion, cian and ssion. • Reads words with the K phoneme for "sc" (scheme, character, chemist, echo and character. • Reads exception words from the Y3 list, noting the unusual correspondences. • Attempts the pronunciation of unfamiliar words drawing on prior knowledge of similar looking words. 	<p>word order or connectives.</p> <ul style="list-style-type: none"> • Applies a growing knowledge of root words, prefixes and suffixes to read aloud and understand the meaning of unfamiliar words. • Suffixes-ous (poisonous, mountainous etc) • Prefixes-dis, mis, il, im, re and in • Consolidates understanding of the meaning of the following suffixes: re, sub, inter, super, anti, auto • Reads words with the "g" phoneme spelt as "gue" (tongue and league etc) • Reads words with the "s" phoneme spelt as "sc" (scene and fascinate). • Independently uses dictionaries to check the meaning of words. • Checks a text makes sense by discussing understanding of words or explaining the meaning of a word in context. • Reads and interprets homophones and near-homophones on the Y4 list such as ball/bawl, berry/bury, brake/break, mail/male, plain/plane or rain/rein/reign. 	<p>suffixes and prefixes affect meaning linked to able & ible, ably & ibly, ough</p> <ul style="list-style-type: none"> • Uses context to decipher homophones on the Y5 list, such as advice/advise, device/devise, licence/license, practise/practice, prophecy/prophesy, farther/father, guessed/guest, heard/herd, led/lead, morning/mourning, past/passed and precede/proceed. 	<p>word so they do not for example, read invitation for imitation simply because they may be more familiar with the first word.</p> <ul style="list-style-type: none"> • Accurately reads individual words, which might be key to the meaning of a sentence or paragraph. • Understands how suffixes and prefixes affect meaning linked to cious & tious, cial & tial, ant, ance, ence, ency & ancy • Uses context to support the meaning of homophones on the Y6 list such as isle/aisle, a ascent/assent, bridal/bridle, cereal/serial, compliment/complement, desert/dessert, draft/draught, principal/principle, profit/prophet and stationary/stationery, loud/allowed, affect/effect, altar/alter,
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	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Additional Strategies	<ul style="list-style-type: none"> • Continues to use phonic knowledge to attempt unknown words. • Uses picture clues to help in reading simple text. • Shows awareness of the grammar of a sentence to help decipher new or unfamiliar words. • Reads on for meaning of the whole sentence. • Self corrects while reading so that a text makes sense. 	<ul style="list-style-type: none"> • Understands how to use alphabetical texts to find information. • Uses illustrations as an important feature in aiding reading. • Shows awareness of the grammar of a sentence to help decipher new or unfamiliar words. • Reads on for meaning of the whole sentence. • Uses word patterns to predict new unfamiliar words. • Demonstrates an ability to self-correct when a • word/sentence does not make sense. 	<ul style="list-style-type: none"> • Uses the strategies from the previous bands independently and effortlessly to ensure that reading is fluent. • Repeats short phrases if sense is lost. • Experiments with different voices to convey mood and meaning. • Reads ahead to determine direction and meaning in a story. 	<ul style="list-style-type: none"> • Confidently uses different voices to convey mood and meaning through preparing and presenting orally read poems, stories, play scripts or non-fiction text sections. • Uses contextual knowledge to determine meaning. • Uses knowledge of text structure to locate information. 	<ul style="list-style-type: none"> • Use a range of reading strategies from previous bands to work out any unfamiliar words. 	<ul style="list-style-type: none"> • Uses knowledge of word derivations and word formulation to construct the meaning of words in context.