



ENGLISH COMP	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Understanding and Correcting Inaccuracies</b>	<p>Enjoy listening to longer stories and can remember much of what happens.</p> <p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p>Understand the five key concepts of print: Print has meaning</p> <p>The names of different parts of a book</p> <p>Print has different purposes</p> <p>Page sequencing</p>	<ul style="list-style-type: none"> <li>Re-read what they have written to check that it makes sense.</li> </ul> <p>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> <ul style="list-style-type: none"> <li>Listen carefully to rhymes and songs, paying attention to how they sound.</li> </ul> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate (where appropriate) key events in stories.</p>	<ul style="list-style-type: none"> <li>To check that a text makes sense to them as they read and to self-correct.</li> </ul>	<ul style="list-style-type: none"> <li>Show understanding by drawing on what they already know and vocabulary provided by the teacher</li> <li>To check that the text makes sense to them as they read and to correct inaccurate reading.</li> </ul>	<ul style="list-style-type: none"> <li>Check that the text makes sense to them as they read and to correct inaccurate reading.</li> </ul>	<ul style="list-style-type: none"> <li>Check that the text makes sense to them as they read and to correct inaccurate reading.</li> </ul>	<ul style="list-style-type: none"> <li>Check that the text makes sense to them as they read and to correct inaccurate reading.</li> </ul>	<ul style="list-style-type: none"> <li>Check that the text makes sense to them as they read and to correct inaccurate reading.</li> </ul>





<p><b>Comparing, Contrasting and Commenting</b></p>	<ul style="list-style-type: none"> <li>Engage in extended conversations about stories, learning new vocabulary.</li> <li>Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</li> </ul>	<p>Engage in story times.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>	<ul style="list-style-type: none"> <li>Listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently</li> <li>To link what they have read or have read to them to their own experiences</li> <li>To retell familiar stories in increasing detail and join in with discussions about a text, taking turns and listening to what others say.</li> <li>To discuss the significance of titles and events.</li> </ul>	<ul style="list-style-type: none"> <li>Participate in discussion about books, poems and other works that are read to them</li> <li>Explaining their understanding and expressing their views</li> <li>Become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales</li> <li>To discuss the sequence of events in books and how items of information are related.</li> <li>To ask and answer questions about a text.</li> <li>To make links between the text they are reading and</li> </ul>	<ul style="list-style-type: none"> <li>To recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</li> <li>To use appropriate terminology when discussing texts (plot, character, setting).</li> <li>To discuss the sequence of events in books and how items of information are related.</li> <li>To ask and answer questions about a text.</li> <li>To make links between the text they are reading and other texts they have read (in texts that they</li> </ul>	<ul style="list-style-type: none"> <li>To discuss and compare texts from a wide variety of genres and writers</li> <li>To read for a range of purposes.</li> <li>To identify themes and conventions in a wide range of books.</li> <li>To refer to authorial style, overall themes</li> <li>Comment on author's use of presentational devices such as numbering and headings</li> <li>To identify how language, structure and presentation contribute to meaning.</li> </ul>	<ul style="list-style-type: none"> <li>To read a wide range of genres, identifying the characteristics of text types and differences between text types.</li> <li>To participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.</li> <li>To identify main ideas drawn from more than one paragraph and to summarise these.</li> <li>To recommend texts to peers based on personal choice.</li> </ul>	<ul style="list-style-type: none"> <li>To read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres and books from other cultures and traditions</li> <li>To recognise more complex themes in what they read</li> <li>To explain and discuss their understanding of what they have read</li> <li>To listen to guidance and feedback on the quality of their explanations/discussions</li> <li>To draw out key information and to summarise</li> </ul>
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				other texts they have read.	can read independently).	<ul style="list-style-type: none"> <li>To identify main ideas drawn from more than one paragraph and summarise these.</li> </ul>	<ul style="list-style-type: none"> <li>To compare characters, settings and themes within a text and across more than one text.</li> </ul>	<p>the main ideas in a text.</p> <ul style="list-style-type: none"> <li>To distinguish independently between statements of fact and opinion</li> <li>To compare characters, settings and themes across more than one text.</li> </ul>
<b>Words in Context and Authorial Choice</b>			<ul style="list-style-type: none"> <li>To discuss word meaning and link new meanings to those already known.</li> </ul>	<ul style="list-style-type: none"> <li>To discuss and clarify the meanings of words, linking new meanings to known vocabulary.</li> <li>To discuss their favourite words and phrases.</li> </ul>	<ul style="list-style-type: none"> <li>To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</li> <li>To discuss authors' choice of words and phrases for effect.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss vocabulary used to capture readers' interest and imagination.</li> </ul>	<ul style="list-style-type: none"> <li>To discuss vocabulary used by the author to create effect including figurative language.</li> <li>To evaluate the use of authors' language and explain how it has created an impact on the reader.</li> </ul>	<ul style="list-style-type: none"> <li>To analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology such as metaphor, simile, analogy, imagery, style and effect.</li> </ul>
<b>Inference and Prediction</b>			<ul style="list-style-type: none"> <li>To begin to make simple inferences.</li> </ul>	<ul style="list-style-type: none"> <li>To make inferences on the basis of</li> </ul>	<ul style="list-style-type: none"> <li>To ask and answer questions, including some</li> </ul>	<ul style="list-style-type: none"> <li>Draw inferences from characters' feelings, thoughts and</li> </ul>	<ul style="list-style-type: none"> <li>Draw inferences from characters' feelings,</li> </ul>	<ul style="list-style-type: none"> <li>To consider different accounts of the same event and</li> </ul>





			<ul style="list-style-type: none"> <li>To predict what might happen on the basis of what has been read so far.</li> </ul>	<p>what is being said and done</p> <ul style="list-style-type: none"> <li>To predict what might happen on the basis of what has been read so far in a text.</li> </ul>	<p>simple inference questions based on characters' feelings</p> <ul style="list-style-type: none"> <li>To justify predictions using evidence from the text.</li> </ul>	<p>motives, with evidence from the text.</p> <ul style="list-style-type: none"> <li>To justify predictions from details stated and implied.</li> </ul>	<p>thoughts and motives</p> <ul style="list-style-type: none"> <li>Make predictions based on details stated and implied, with evidence from the text.</li> </ul>	<p>to discuss viewpoints</p> <ul style="list-style-type: none"> <li>To discuss how characters change and develop through texts by drawing inferences based on indirect clues.</li> </ul>
<p><b>Poetry and Performance</b></p>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>Learn rhymes, poems and songs.</li> <li>Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books</li> <li>They represent their own ideas, thoughts and feelings through role play and stories.</li> <li>Learn rhyming strings</li> <li>To recite simple poems by heart</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>To continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear.</li> </ul>	<ul style="list-style-type: none"> <li>To prepare and perform poems and play scripts that show some awareness of the audience when reading aloud</li> <li>To begin to use appropriate intonation and volume when reading aloud</li> </ul>	<ul style="list-style-type: none"> <li>To recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry)</li> <li>To prepare and perform poems and play scripts with appropriate techniques to show awareness of the audience when reading aloud</li> </ul>	<ul style="list-style-type: none"> <li>To continually show an awareness of audience when reading out loud using intonation, tone, volume and action</li> </ul>	<ul style="list-style-type: none"> <li>To confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect</li> </ul>





<p><b>Non-Fiction</b></p>		<p>Engage in non-fiction books.</p> <ul style="list-style-type: none"> <li>• Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</li> <li>• Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play.</li> </ul> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p>	<ul style="list-style-type: none"> <li>• To be exposed to non-fiction books and understand that we read non-fiction books to gain new information.</li> </ul>	<ul style="list-style-type: none"> <li>• To recognise that non-fiction books are often structured in different ways.</li> </ul>	<ul style="list-style-type: none"> <li>• To retrieve and record information from non-fiction texts.</li> </ul>	<ul style="list-style-type: none"> <li>• To use all of the organisational devices available within a non-fiction text to retrieve, record and discuss information.</li> <li>• To use dictionaries to check the meaning of words that they have read.</li> </ul>	<ul style="list-style-type: none"> <li>• To use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts.</li> </ul>	<ul style="list-style-type: none"> <li>• To retrieve, record and present information from non-fiction texts.</li> <li>• To use non-fiction materials for purposeful information retrieval (e.g. in reading history, geography and science textbooks) and in contexts where pupils are genuinely motivated to find out information</li> </ul>
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