



'Believe, Excite, Succeed, Together'

Welbourn Church of England Primary School Reading Progress Overview

| Strand | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| Word Reading | <p>Begin to know that words can rhyme/ start with the same sound. Know how to make particular sounds. Know how to segment/ blend sounds. Know letters and their corresponding sounds. Know phonics appropriate to their age group. Begin to know common irregular words.</p> | <p>Know phonics phonemes/ graphemes appropriate to year 1. Know the Yr1 common exception words.</p> | <p>Know phonics phonemes/ graphemes appropriate to year 2. Know the Yr2 common exception words.</p> | <p>Know the meaning of the text so that expression can be used appropriately. Begin to know how a root word is changed by adding a prefix/ suffix/ ending. Begin to know the year 3/ 4 common exception words.</p> | <p>Know how a root word is changed by adding a prefix/ suffix/ ending. Know the year 3/ 4 common exception words.</p> | <p>Know how to use the context of a sentence to read and understand unfamiliar words. Know how to 'read' punctuation and how it influences pace/ intonation/ volume and tone. Begin to know the year 5/ 6 exception words. Know that words can have different meanings in different contexts.</p> | <p>Know the year 5/ 6 exception words.</p> |
| | <p>Children enjoy rhyming and rhythmic activities. They show an awareness of rhyme and alliteration. Children recognise rhythm in spoken words and can continue a rhyming string. In addition, children can hear and say the initial sound in words. They can segment the sounds in simple words and blend them together and know which letter represents some of them. Children can link sounds to letters, naming and sounding the letters of the alphabet. They use phonic knowledge to decode regular words and read them aloud accurately. Children can read some common irregular words.</p> | <p>Children are reading aloud, without overt sounding and blending, accurately age appropriate texts consistent with phonic knowledge in which additional strategies are not required. They are continuing to extend their knowledge of common non-decodable high-frequency words. Children apply this knowledge of GPCs for all 40+ phoneme, including alternative sounds for graphemes in their reading. Children recognise and read words with suffixes which build on root words that can be read already; words with more than one syllable containing taught CPGs and words with contractions. Children can read words containing -s,-es,-ing,-ed and -est endings. They will be able to read Y1 common exception words, noting unusual correspondences</p> | <p>Children continue to apply phonic knowledge and skills consistently as the root to decode age appropriate texts quickly and accurately. They recognise and effortlessly decide alternative sounds for graphemes; words of two or more syllables; words with common suffixes; and most common exception words, based on what has been taught. When reading aloud books closely matched to their improving phonic knowledge, children sound out unfamiliar words accurately without undue hesitation and read with confidence and fluency. Children can read most Y1 and Y2 common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p> | <p>In most reading, children use a range of strategies effectively to read with fluency and expression. Most unfamiliar words are accurately decoded and common exception words are read accurately (see English Appendix 1). Children can use their phonics knowledge to decode quickly and accurately (support to read longer unknown words may be required.) They can apply their growing knowledge of root words and prefixes including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti-, and auto-, to begin to read aloud. (These are in the word lists within the spelling appendix to the National Curriculum.) Children can apply their growing knowledge of root words and suffixes/word endings, including -ation, -ly, -ous,-ture, -sure, -</p> | <p>Children use a range of strategies effectively to read with fluency and expression. For example, they use their growing knowledge of root words, prefixes and suffixes to read aloud and understand the meaning of new words they meet. Children can read all Y3/4 exception words, discussing the unusual correspondences between spelling and where these occur in the word.</p> | <p>Children read with a growing confidence and fluency, using a range of strategies, including recognising meaning through contextual clues. They demonstrate appropriate intonation, tone and volume when reading aloud text, plays and reciting poetry to make meaning clear to the audience, taking into account a wider range of punctuation. Children determine the meaning of new words by applying knowledge of the root words, prefixes and suffixes including -sion, -tion, -cial, -tial, -ant/-ance/-ancy, ent/-ence/-ency, -able/-ably and -ible/ibly. (see English Appendix 1). Children can read most Y5/6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word. They explore the</p> | <p>Children read with confidence and fluency, using a range of strategies across all subjects. They demonstrate appropriate intonation, tone and volume when reading aloud text, plays and reciting poetry to make meaning clear to the audience, taking into account a wider range of punctuation. Children determine the meaning of new words by applying knowledge of the root words, prefixes and suffixes (see English Appendix 1). They explain and explore the meaning of words in context, using contextual clues where appropriate.</p> |

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| | | between spelling and sound and where these occur in words. | | sion, -tion, -ssion, and -cian to begin to read aloud. (These are in the word lists within the spelling appendix to the National Curriculum.) Children can read Y3/4 exception words. | | meaning of words in context. | |
| Fluency | Know how to use a book (orientation/ where to start reading). Know that the marks and pictures on the page provide a meaning. | Begin to know how to apply phonics knowledge to read fluently. | Know how to apply phonics knowledge to read fluently. | Know the definitions for new vocabulary. | | | |
| | Children show an interest in illustrations and print in books and print in the environment. They recognise familiar words and signs, such as their own name and advertising logos. Children look and handle books independently (holds the book the correct way up and turns the pages). They ascribe meanings to marks they have seen in different places. Children can begin to break the flow of speech into words and begin to read words and different sentences. Children know that print carries meaning and, in English, is read from left to right and top to bottom. They are beginning to understand humour e.g. nonsense rhymes and jokes. | Children can accurately read texts that are consistent with their developing phonics knowledge, that do not require them to use other strategies to work out words. They are able to read texts to build up fluency and confidence in word reading. | Children can read aloud (closely matched together improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation. They can reread books, building up fluency and confidence in word reading. In addition, children can read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute in age-appropriate texts. | At this stage, teaching comprehension skills should be taking precedence over teaching reading word reading and fluency specifically. Any focus on word reading should support the development of the vocabulary. | At this stage, teaching comprehension skills should be taking precedence over teaching reading word reading and fluency specifically. Any focus on word reading should support the development of the vocabulary. | At this stage, teaching comprehension skills should be taking precedence over teaching reading word reading and fluency specifically. Any focus on word reading should support the development of the vocabulary. | At this stage, teaching comprehension skills should be taking precedence over teaching reading word reading and fluency specifically. Any focus on word reading should support the development of the vocabulary. |
| Comparing, contrasting and commenting | Begin to know that a story has a beginning, middle and end. Know that a story has a structure (setting, characters). | Know what a title is, and that it is relevant to the content of the book. | Begin to know the features of a range of story genres. Know that content of texts can be similar/ different. | Know the features/ themes of a range of texts. | Know what authorial style is within a text. Know 1 st / 2 nd / 3 rd person narrative voice. | Know how to summarise. Know to justify their opinion of a text, and back it up with evidence from the text. | Know that different cultures have different traditions/ ideologies that can be reflected within a text. |

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| | <p>Begin to know that books have different purposes. Begin to know that content of books can be similar/ different.</p> | <p>Begin to know that content of texts can be similar/ different.</p> | | | <p>Know that different text types can be presented in different ways. Begin to summarise.</p> | | <p>Know how to conduct a formal presentation. Know that the opinions of others can be used to improve/ develop their opinion.</p> |
| | <p>Children listen to stories with increasing attention and recall. They anticipate key events and phrases in rhymes and stories. Children begin to be aware of how stories are structured. They describe main story settings, events and principal characters. Children are beginning to enjoy an increasing range of books. They can follow a story without pictures of props. Children listen to stories accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They demonstrate understanding when talking with others about what they have read.</p> | <p>Children can listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently. They are able to link what they have read or have read to them to their own experiences. Children are able to discuss the significance of titles and events.</p> | <p>Children are becoming increasingly familiar with a wide range of stories, fairy stories and traditional tales and can retell them, expressing their views and opinions.</p> | <p>Children recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. They use appropriate terminology when discussing texts (plot, character, setting.) Children can recognise simple recurring literary language in poetry and stories. they can ask and answer questions about a text and can make links between the text they are reading and other texts they have read (in texts they can read independently.)</p> | <p>Children can discuss and compare texts from a wide variety of genres and writers. They refer to authorial style, overall themes (e.g. triumph of good over evil) and features (e.g. greeting in letters, a diary written in the first person or the use of presentational devices such as numberings of headings.) Children identify how language, structure and presentation contribute to meaning and can identify main ideas drawn from more than one paragraph and summarise these.</p> | <p>Children read from a wide range of genres, identifying the characteristics of text types (such as the use of the first person in writing diaries and autobiographies) and differences between text types. They 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. Children can identify main ideas drawn from more than one paragraph and to summarise these. They can recommend texts to peers based on personal choice.</p> | <p>Children read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions. They recognise more complex themes in what they read, such as loss and heroism. Children can explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary. They listen to guidance and feedback on the quality of their explanations and contributions to discussions and to make improvements when participating in discussions.</p> |
| Words in context | <p>Begin to know a range of vocabulary related to their experiences. Begin to know that words can be grouped e.g. by theme. Begin to know how to choose and use words in context.</p> | <p>Know that words have a meaning/ meanings. Know that words can create phrases that 'signpost' parts of a text (once upon a time - beginning).</p> | <p>Know that texts can use recurring language. Know which vocabulary they are familiar/ less familiar with.</p> | <p>Know the definition(s) of new vocabulary. Know that there are 'word families', and which 'family' the new vocabulary would fit into.</p> | <p>Know that some 'word family' words will have a greater/ lesser impact (synonyms).</p> | <p>Know what figurative language is, and its impact on the text/ reader. Know how to use figurative language.</p> | |
| | <p>Children build up vocabulary that reflects the breadth of their experiences. They extend vocabulary by grouping and naming, exploring the meaning and sounds</p> | <p>Children can discuss word meanings, linking meanings to those already known. Children will join in with predictable phrases with key stories,</p> | <p>Children recognise simple recurring literary language in stories and contemporary and classical poetry. They discuss and clarify the meaning of new words,</p> | <p>Children understand the meaning of new words in context, linking new meanings to known vocabulary. They discuss their favourite words and phrases.</p> | <p>Children understand and explain the meaning of new words they meet in context. They can discuss vocabulary used to capture the</p> | <p>Children explore the meaning of words in context, including figurative language.</p> | <p>Children explore and explain the meaning of words in context, participating in discussions.</p> |

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| | <i>of new words. Children use vocabulary and forms of speech that are increasingly influenced by their experiences of books.</i> | <i>traditional tales and fairy stories.</i> | <i>and make links to known vocabulary. They enjoy discussing their favourite words and phrases.</i> | | <i>readers' interest and imagination.</i> | | |
| Reading for a Range of Purposes | <i>Begin to know, and understand, a range of key stories.</i> | <i>Know how to sequence a story. Know how, and when, to use predictable phrases. Begin to know the characteristics of information texts. Begin to know that different texts have different purposes.</i> | <i>Know that different texts have different purposes. Know that the purpose of a text is linked to its structure/ layout. Begin to know the structure(s) of poetry.</i> | <i>Know how to ask a relevant question/ what makes a question relevant.</i> | <i>Know that some questions will enhance understanding more effectively (open/ closed questions).</i> | | <i>Know that texts are not always structured the same way/ written chronologically (e.g. flashbacks).</i> |
| | <i>Children are increasingly familiar with key stories and can discuss the plot.</i> | <i>Children are familiar with key stories, fairy stories and traditional tales, retelling them in the right sequence, joining in with predictable phrases, and know their particular characteristics. In addition, they will have a simple knowledge of the characteristics of information texts.</i> | <i>Children are increasingly familiar with, and are able to retell a wider range of, stories, fairy stories and traditional tales. They are introduced to non-fiction texts that are structured in different ways. Children continue to appreciate and recite a repertoire of contemporary and classic poems, some of which are learnt by heart.</i> | <i>Children ask relevant questions to enhance their understanding of a growing range of fiction (legends), non-fiction and poetry; some of which they have learnt by heart.</i> | <i>Children ask relevant questions to enhance and deepen their understanding of a wider range of fiction (e.g. myths), non-fiction, play scripts and poetry (different forms); some of which they have learnt by heart.</i> | <i>Children demonstrate an increasing familiarity with a wide range of poetry (some of which will be learnt by heart) and books including myths and legends, traditional stories and books from other cultures and traditions. They are increasingly familiar with the structure and features of a range of different non-fiction text types.</i> | <i>Children demonstrate an increasing familiarity with a wide range of books, including myths and legends, and traditional stories, modern fiction, fiction from literary heritage and poetry; some of which will be learnt by heart. This will include books that are structured in different ways. They are increasingly familiar with the structure and features of a range of different non-fiction text types, including mixed genre-texts.</i> |
| Reading for Meaning | | <i>Know that what they read needs to make sense. Know that they need to understand the meanings of the words they are reading.</i> | <i>Begin to know how to form relevant questions about a text (I wonder... ?).</i> | | | <i>Know how to ask relevant questions about a text. Know that some questions may have an inferred answer within the text.</i> | <i>Know how to use the text to justify an inferred answer to a question. Know what a statement of fact/ opinion is.</i> |
| | | <i>Children can identify whether their reading makes sense, and may self-correct automatically if it does</i> | <i>Children check the text makes sense to them as they read and they correct inaccurate reading. They show</i> | <i>Children check that the text makes sense to them and discuss their understanding. They use drama approaches to</i> | <i>Children are confident in checking that the text makes sense to them, and discuss their understanding. They</i> | <i>Children ask relevant questions to enhance and deepen their understanding of a wider range of fiction,</i> | <i>Children ask relevant questions to enhance and deepen their understanding of a wider range of fiction,</i> |

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| | | not. They take part in discussion about what is read to them (drawn from a wide range of poems, stories and non-fiction), considering the opinion of others. Children experience role play in order to help them identify and explore character and try out new language. | understanding by drawing on what they already know or on background information and vocabulary provided by the teacher. In addition, the children bring their own questions to texts and look for the answer while they read. Children experience role play and other drama techniques in order to help them identify and explore characters and try out new language. | inform their performance of poems in order to support their understanding of the meaning. | use drama approaches to inform their performance of plays and poems in order to support their understanding of the meaning. | discussing their understanding. Children continue to use drama approaches to aid their understanding of a wide range of texts. | discussing their understanding. They explain and discuss their understanding of what they have read through formal presentations and debates, using notes where necessary. Children continue to use drama approaches to aid their understanding of a wide range of texts. Children can distinguish between statements of fact and opinion. |
| Retrieval and Summarising | | Know how to find information within a text. | Know how to justify using the text. | Know how to summarise. Know/ understand what they are summarising. | Know how to skim/scan a text. Know the structures of texts to understand where to locate specific information. | Know how to summarise more than one idea within a text. | Know what the key details are and how it/ they support an idea. |
| | | Children accurately locate information to answer simple literal questions. | Children are developing their ability to retrieve answers to questions about a text and can talk about some possible reasons why things happen in stories. | They can clearly summarise the main idea within the whole text. | Children show their understanding of texts and are able to locate information from different parts of the text, for example, through skimming and scanning. Children are accurately summarising the main idea with specific chapters and paragraphs. | Children accurately summarise main and supporting ideas from more than one paragraph. | Children accurately summarise main and supporting ideas from more than one paragraph, identifying the key details that support the main ideas in fiction and non-fiction. |
| Inference and Deduction | Know a range of story endings through previous reading experiences. Know what would make a suitable ending for a particular story. | Know how to draw upon their own experiences and previous learning to infer/ deduce/ predict what might happen in a text. | Begin to know how to read between the lines, and use the context of the text to support. Begin to know how to use the context of the text to justify. | Know how to use the context of the text to justify. | Know how to read between the lines to understand texts. Know how to use the text to justify opinions of characterisation. | Begin to know how to use the text to justify character viewpoints. | Know how to use the text to justify character viewpoints. |
| | Children can suggest how a story might end. | Children are beginning to make inferences and deductions about texts on the basis on what is being said and done. They may use pictures or texts to support them. They are able to link what they read or hear to their own experience. Children are able to predict what might happen on the | They are beginning to read between the lines to understand why characters act as they do for example, how a character's feeling. They make simple references about information using evidence from the text for example, how plants grow. | They are beginning to read between the lines to explore texts more deeply, and they may be able to identify simple themes and ideas. They can identify and quote evidence from the text where appropriate, in support of their views about the plot or character in fiction, key ideas in non-fiction, or | Children confidently read between the lines to understand texts. They make simple deductions sometimes ranging across more than one part of the text and use evidence to support their opinion. Pupils can draw inferences from characters' feelings, thoughts and motives that justifies their | Children use inference to identify how characters develop, or work out their motivation and viewpoint from clues across the whole text, justifying their opinion with evidence. | Children draw inferences and deductions (such as inferring characters' feelings, thoughts and motives from their actions or how they develop and change across a text) and justify their inferences with evidence. They provide developed explanations for key information and events and for characters' |

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| | | basis of what has been read so far. | | the structure of the text as a whole. | actions, supporting their views with evidence from the text. | | actions and motivations, justifying their opinion with evidence. Children can consider different accounts of the same event and discuss both viewpoints. |
| Prediction | Know what 'how' means. Know what 'why' means. | Begin to know how to use the features/ contents of a text to inform their predictions. | | Know how to use the features/ contents of a text to inform their predictions. | Know how to use evidence from a text to support predictions. | | |
| | They begin to understand 'how' and 'why' questions about their experiences and in response to stories or events. | Children are beginning to make predictions about texts. For example, discussing the significance of the title and events, from pictures or texts, and predicting what might happen on the basis of what has been read so far. | Children are making plausible predictions based on their reading so far. | Their predictions about texts are increasingly confident and well rooted in their own experience as well as in clues from the text. They can identify and quote evidence from the text where appropriate, in support of their views about the plot or character in fiction, key ideas in non-fiction, or the structure of the text as a whole. | Children make predictions from details implied or deduced and provide evidence from the text to support their opinions. | Children make predictions from details implied or deduced and provide evidence from the text to support their opinions. | Children make predictions from details implied or deduced and provide reasoned justification for their views. They provide developed explanations for key information and events and for characters' actions and motivations. |
| Sequencing | Know that texts have an order. Know that the order of a text is important. | Know how to order of the events of a text. | Know that information/ ideas can be grouped together (paragraphs). | | | | |
| | Children are beginning to sequence events in stories. | Children will be able to retell key stories, fairy stories and traditional tales in the right sequence e.g. beginning, middle and end. | Children discuss the sequence of events in books and how items of information are related. | Children discuss the sequence of events in books and how items of information are related. | Children discuss the sequence of events in books and how items of information are related. | Children discuss the sequence of events in books and how items of information are related. | Children discuss the sequence of events in books and how items of information are related. They can sequence events across a whole text. |
| Structure | | | | Know that their viewpoint needs to be linked to the content/structure of the text. Know what a quote is, and how to use one to support their viewpoint (particularly in writing). | Know that books can be structured in different ways, and this could affect their viewpoint. Know, and be familiar with, a range of poetic forms. | Know, and be familiar with, a range of different fiction and non-fiction text types. | Know that events in a narrative fiction are linked and relevant to the 'bigger picture'/ story-line. Know that genres can be combined and that these will have different features/ structures. |
| | | | | They can identify and quote evidence from the text where appropriate, in support of their | Children read books that are structured in different ways. They | They are increasingly familiar with the structure and features of a range of different | They explain how the sequence of events in narrative fiction contributes to meaning |

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| | | | | <i>views about the structure of the text as a whole.</i> | <i>recognise different forms of poetry.</i> | <i>non-fiction and fiction text types.</i> | <i>as a whole. They are increasingly familiar with the structure and features of a range of different non-fiction text types, including mixed genre-texts.</i> |
| Language for Effect | <i>Know the cues for joining in with predictable phrases.</i> | <i>Know some simple rhymes and poems.</i> | <i>Know that recurring language can be used for an effect. Know that words and phrases can be used to affect the meaning of a text.</i> | <i>Know that word choices can affect the engagement of the reader.</i> | <i>Know that non-fiction texts will have 'topic related' vocabulary. Know that phrases can have a greater impact than individual words when describing events/emotions/ behaviour etc.</i> | <i>Know what metaphors and similes are, and how they impact on the reader/ text and help to create imagery. Know how analogy, imagery, style and effect are used to create impact. Know how to identify and evaluate different effects.</i> | <i>Know that non-fiction texts don't have to be in chronological order but information is organised in a logical way (a paragraph follows on from/ has a thread from the previous one).</i> |
| | <i>Children will join in with predictable key words and phrases.</i> | <i>Children will join in with predictable phrases with key stories, traditional tales and fairy stories. Children will have learnt simple rhymes and poems, joining in with reciting them with others, and make comments on obvious features of the language, for example rhymes and refrains, significant words and phrases.</i> | <i>Children can recognise simple recurring literary language in stories and classical and contemporary poetry. They can talk about how specific words or phrases might affect the meaning of a text.</i> | <i>Children identify basic features of writers' use of language as well as words and phrases that engage the reader.</i> | <i>Children can identify and comment on some specific language choices for example, technical words in non-fiction or the use of verbs to build suspense etc.</i> | <i>Children understand some of the technical and other terms needed for discussing what is read such as metaphor, simile, analogy, imagery, style and effect. They are able to give an opinion about a particular use of language in a text (for example, short bulleted sentences as a non-fiction feature or sentences whose lengths are varied for effect in fiction) and can evaluate authors' language and the impact it has on the reader.</i> | <i>Children understand the majority of the technical and other terms needed for discussing what is read such as metaphor, simile, analogy, imagery, style and effect. Children show an understanding on how authorial choices affect the way readers react to a text. They can identify and explain how information in non-fiction is related and contributes to meaning as a whole.</i> |
| Themes and Conventions | | | | <i>See 'Inference' above. Know the features of different text types.</i> | | | |
| | | | | <i>Children are beginning to read between the lines to explore texts more deeply, and they may be able to identify simple themes and ideas.</i> | <i>Children will recognise simple themes and ideas in what they're reading.</i> | <i>Children identify underlying themes and conventions used in and across a wide range of texts.</i> | <i>Children identify underlying themes and conventions demonstrating (through discussions and comments) understanding of their use in and across a wide range of writing. They will make comparisons within and across these different texts.</i> |

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| Non Fiction | Know that some books share information/ don't all tell a story. Know that books aren't all in paper form. | Begin to know the presentation/ language features of a non-fiction book. | Know the varying presentation/ language features of a non-fiction book. | Begin to know how to use a non-fiction text. | Know how to use a non-fiction text. Know how to use a dictionary. Know how to appropriately record information for their particular purpose. | | |
| | Children know that information can be relayed in the form of print. They know that information can be retrieved from books and computers. | Children are aware that non-fiction books are structured in different ways to fiction books. | Children recognise that non-fiction books are often structured in different ways. | Children can retrieve and record information from non-fiction texts. | Children use all of the organisational devices available within a non-fiction text to retrieve, record and discuss information. They use dictionaries to check the meaning of the words they have read. | Children use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction books. | Children retrieve, record and present information from non-fiction texts. They can use non-fiction materials for purposeful information retrieval and in contexts where the children are genuinely motivated to find out more. |
| Poetry | Know that some forms of writing need to be read in a particular way to achieve the intended effect. | Know some age related poems. | Know how to read/ recite poetry with appropriate intonation. Begin to know that intonation makes a meaning clear. | Know that intonation and volume make a meaning clear. | Know the features and structure of different forms of poetry. Know how to read a play script. | Know that action can add to the performance of a poem, but mustn't detract. | |
| | Children listen and join in with poems. They use intonation, rhythm and phrasing to make the meaning clear to others. Children develop preference for forms of expression. They play cooperatively as part of a group and can act out a narrative. Children express themselves effectively, showing awareness of listeners needs. | Children can recite some poems by heart. | Children learn a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear. | Children read poems for presentation and performance, using appropriate intonation and volume to make the meaning clear. | Children recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry). They prepare and perform poems and play scripts with appropriate techniques (intonation, tone, volume and action) to show awareness of the audience when reading aloud. | Children continually show an awareness of audience when reading out aloud using intonation, tone, volume and action. | Children confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect. |