

Decode

Retrieve

Explore (language, viewpoint, themes, conventions)

Analyse (structure and organisation)

Deduce/infer/predict

Comprehension

[KEY SKILLS IN READING]

Year 5 Reading	NAHT Key Objective	Developing	Secure	Mastering
1. Word Reading a. Decoding	5.1.a.1 Apply my growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that I meet	I can, with support, apply my knowledge of morphology and etymology to read aloud, working out unfamiliar words and sometimes making sense of new words I meet.	I can read aloud and understand the meaning of new words met, applying growing knowledge of morphology and etymology as listed in English Appendix 1 across a wide range of texts. I can decode most new words outside spoken vocabulary, making a good approximation of the word's pronunciation.	I can use knowledge of morphology and etymology to approach new words confidently, finding meaning and pronouncing accurately.
2. Comprehension a. Range of Reading	5.2.a.1 Maintain positive attitudes to reading and understanding of what I read by: continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or text books	I can, with support, read and discuss a widening range of fiction and non-fiction, sometimes expressing and justifying preferences.	I can participate in discussion about a widening range of longer and more challenging fiction, poetry, plays, non-fiction and reference books that I have read for myself, expressing views and preferences, justifying them by reference to the text, drawing on, comparing and contrasting examples.	I can read and discuss a widening range of fiction and non-fiction including unfamiliar texts and whole books.
2. Comprehension b. Familiarity with Texts	5.2.b.2 Maintain positive attitudes to reading and understanding of what I read by: identifying and discussing themes and conventions in and across a wide range of writing	I can, with support, recognise and discuss some themes and conventions in age-appropriate texts.	I can recognise and discuss themes and conventions in age-appropriate texts: e.g. heroism or loss and continuing to learn the conventions of different types of writing such as first person in autobiography. I can explain 'heroism' or 'loss' in the context of the writing.	I can confidently identify and discuss themes and conventions in a wide range of age-appropriate texts.
2. Comprehension e. Understanding	5.2.e.3 Understand what I read by: summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas	I can sometimes ask myself questions to improve my understanding when independently reading age-appropriate texts.	I can usually ask myself questions to improve my understanding when independently reading an age-appropriate text.	I can almost always ask myself questions to improve my understanding when independently reading an age-appropriate text.
2. Comprehension f. inference	5.2.f.1 Understand what I read by: drawing inferences e.g. inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence	I can, with support, draw inferences from my independent reading of age-appropriate texts and explain thinking, returning to text to support opinions when prompted.	I can draw inferences from my independent reading of age-appropriate texts and explain thinking, returning to text to support opinions.	I can almost always confidently draw inferences from my independent reading of age-appropriate texts and justify opinions with evidence from the text.
2. Comprehension g. prediction	5.2.g.1 Understand what I read by: predicting what might happen from details stated and implied	I can sometimes read 'between the lines' when independently reading an age-appropriate text and draw on my experience of similar texts to predict what might happen next, sometimes identifying clues the writer has planted for the reader.	I can usually read 'between the lines' when independently reading an age-appropriate text and draw on my experience of similar texts to predict what might happen next, usually identifying clues the writer has planted for the reader.	I can almost always read 'between the lines' when independently reading an age-appropriate text and draw on my experience of similar texts to predict what might happen next, identifying clues the writer has planted for the reader.
2. Comprehension i. Non-Fiction	5.2.i.2 Retrieve, record and present information from non-fiction	I can, with support, identify questions to be answered beforehand and use the specific features of age-appropriate non-fiction texts on paper and on screen to answer them. I sometimes record information in a form that can be easily retrieved. Sometimes I present information in ways that are coherent and useful to myself and others.	I can usually identify questions to be answered beforehand and use the specific features of age-appropriate non-fiction texts on paper and on screen to answer them. Usually, I record information in a form that can be easily retrieved. I usually present information in ways that are coherent and useful to myself and others.	I can almost always identify questions to be answered beforehand and use the specific features of age-appropriate non-fiction texts on paper and on screen to answer them. Almost always, I record information in a form that can be easily retrieved. I almost always present information in ways that are coherent and useful to myself and others.

Year 6 Reading	NAHT Key Skill	Developing	Secure	Mastering
1) Word Reading a) Word Reading – Decoding	6.1.a.1 Apply my growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that I meet	I can use my knowledge of a wider range of root words, prefixes and suffixes to identify the meaning of unfamiliar words and pronounce them.	I can use my knowledge of a wider range of root words, prefixes and suffixes to understand and pronounce new words with minimal impact on fluency.	I can use my knowledge of a wider range of root words, prefixes and suffixes to read fluently and interpret new words in the context of what is read.
2) Comprehension a) Range of Reading	6.2.a.1 Maintain positive attitudes to reading and understanding of what I read by: continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks	I can read and give opinions on a wide range of fiction and non-fiction that I have read for myself. I am beginning to develop personal preferences for particular authors.	I can participate in discussion about a widening range of longer and more challenging fiction, poetry, plays non-fiction and reference books, including some whole books that I have read for myself, expressing views and preferences about authors, poets and genres, justifying them by reference to the text, drawing on, comparing and contrasting examples.	I can discuss how my reading preferences have developed through my experiences of reading a wide range of fiction and non-fiction including some whole books and series that I have chosen for myself.
2) Comprehension b) Familiarity with Texts	6.2.b.2 Maintain positive attitudes to reading and understanding of what I read by: identifying and discussing themes and conventions in and across a wide range of writing	I can, with support, recognise and discuss the themes and conventions used in a wide range of age-appropriate texts.	I can independently recognise and discuss the themes and conventions used in a wide range of age-appropriate texts.	I can confidently recognise and discuss the themes and conventions used in a wide range of age-appropriate texts.
2) Comprehension e) Understanding	6.2.e.3 Understand what I read by: summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas	I can, with support, when reading an age-appropriate book independently, recognise the main ideas in paragraphs and can sometimes summarise the content of these succinctly.	I can, when reading an age-appropriate book independently, identify the main ideas in paragraphs and can usually produce a succinct summary, paraphrasing the main ideas.	I can, when reading an age-appropriate book independently, almost always identify the main ideas in paragraphs and can routinely produce a succinct summary.
3) Comprehension f) Inference	6.2.f.1 Understand what I read by: drawing inferences such as inferring characters' feelings, thoughts and motives from my actions and justifying inferences with evidence	I usually interprets text literally but is beginning, with support, to draw straightforward inferences from my independent reading of age-appropriate texts and sometimes returns to a single point in the text to support opinions.	I can draw inferences from my independent reading of age-appropriate texts and explains thinking, routinely returning to text to support opinions.	I can almost always confidently draw inferences from my independent reading of age-appropriate texts and justify opinions with evidence from the text.
2) Comprehension g) Prediction	6.2.g.1 Understand what I read by: predicting what might happen from details stated and implied	I can sometimes read 'between the lines' when independently reading an age-appropriate text and draw on my experience of similar texts to predict what might happen next, sometimes identifying clues the writer has planted for the reader.	I can usually read 'between the lines' when independently reading an age-appropriate text and draw on my experience of similar texts to predict what might happen next, usually identifying clues the writer has planted for the reader.	I can almost always read 'between the lines' when independently reading an age-appropriate text and draw on my experience of similar texts to predict what might happen next, identifying clues the writer has planted for the reader.
2) Comprehension i) Non Fiction	6.2.i.2 Retrieve, record and present information from non-fiction	I can, with support, identify questions to be answered beforehand and use the specific features of age-appropriate non-fiction texts on paper and on screen to answer them. Sometimes records information in a form that can be easily retrieved. Sometimes presents information in ways that are coherent and useful to myself and others.	I can usually identify questions to be answered beforehand and use the specific features of age-appropriate non-fiction texts on paper and on screen to answer them. Usually records information in a form that can be easily retrieved. Usually presents information in ways that are coherent and useful to myself and others.	I can almost always identify questions to be answered beforehand and use the specific features of age-appropriate non-fiction texts on paper and on screen to answer them. Almost always records information in a form that can be easily retrieved. Almost always presents information in ways that are coherent and useful to myself and others.

Year 7 Reading	NAHT Key Objective	Developing	Secure	Mastering
Comprehension Range of, and passion for, Reading	Maintain positive attitudes to reading and understanding of what I read by: continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or text books independently and regularly.	I can read, discuss and write about a widening range of fiction and non-fiction, sometimes expressing and justifying preferences with some reference to the text. I am starting to read more regularly.	I can read, discuss and write about a widening range of more challenging fiction, poetry, plays, non-fiction and reference books that I have read for myself, expressing views and preferences, justifying them by reference to the text, drawing on, comparing and contrasting examples. I read independently without needing to be prompted.	I can confidently read, discuss and write about a widening range of fiction and non-fiction including unfamiliar texts and whole books. I am selecting texts that are challenging, including the classics, to develop my understanding of new vocabulary, and different and challenging contexts and ideas.
Comprehension Understanding	Identify key points in a text and summarise them with reference to the text.	I can refer to what has happened in the text, identifying main points with some use of appropriate quotations.	I can identify the most relevant points in a text using a range of references. I regularly use well-chosen quotations to support these points.	I consistently use well-chosen quotations to inform my exploration of a text's meaning, purpose, viewpoints and content.
Comprehension Understanding	Independently select information needed to support ideas and comments.	I can make simple comments on characters and events with some references to the text.	I can comment on characters, events, language and ideas, finding relevant quotations to support these. I can explore the writer's purpose and viewpoint.	I perceptively comment on characters, events, language and ideas by exploring well-chosen quotations, making comparisons where relevant. I can explore how the writer conveys purpose and viewpoint.
Inference Understanding	Draw inferences, including characters' feelings, thoughts and motives, skimming and scanning to select supporting evidence.	I can make some simple, straightforward inferences.	I make a range of inferences through commenting on relevant quotations.	I make perceptive inferences and I am starting to explore more than one possible interpretation.
Analysis Language choice, structure and techniques	Identify specific words, language techniques and features of organisation, commenting on why they have been used.	I can make straightforward comments on the writer's use of language, identifying some of the techniques used. I am starting to identify the effects on the reader.	I make relevant comments on the writer's use of language, identifying the techniques used the effects on the reader. I use quotations to support my comments. I use relevant terminology. I am starting to comment on the structure and how it affects meaning.	I am able to explain the effects of relevant language, structure and ideas with original comments. I use the relevant terminology precisely.
Explore Themes and Ideas: socio-historical context	Identify the purpose of a text and comment on how the context and setting affects meaning.	I am able to make some connections within the text and show some awareness of the significance of when the text was written. I am able to identify the writer's purpose and viewpoint through reference to the text.	I am able to draw clear and meaningful connections within the text. I am able to comment on the significance of the time in which a text is written or set and make connections between the text and when it was written. I am able to identify the writer's purpose and viewpoint through carefully selected quotations.	I understand that texts reflect their time and culture and fit into historical and literary traditions. I can make connections between different times and cultures. I am able to interpret and challenge the writer's purpose and viewpoint through my thoughtful selection of evidence.
Explore Themes and Ideas; text types and genres	Recognise and comment on the common features of a specific genre or text type (including non-fiction texts such as newspapers and leaflets).	I am starting to recognise specific genre features and can make straightforward comments on them.	I can usually accurately identify the key features of specific text types and genres, selecting relevant quotations to support my comments.	I can accurately identify the key features of presentation, structure and language across a range of genres and text types. I make comparisons within and across a range of texts.
Explore Themes and Ideas: viewpoint/opinion	Express views on a text, justifying opinions using words and phrases from the text to support their views.	I can give simple, straightforward views and opinions on a text, using some relevant references to the text.	I can clearly express my views on a text or the language used, using quotations to support my views. I am able to justify my views with clear explanations.	I am able to express my views and opinions of a text, specific language or presentational choices in an original and thoughtful way. I show an understanding of a range of viewpoints, but can clearly justify why my view is stronger.
Explore Themes and Ideas: characters and events	Compare characters and events in a text.	I am able to make simple comparisons of characters and ideas within a text with some reference to the text.	I am able to make a range of comparisons within and across a range of texts between characters' thoughts and actions, expressing my views on these. I am able to identify and compare themes and events within a text and make comparisons to other texts.	I make thoughtful and perceptive observations and comparisons between characters, events and themes within and across a range of texts. Through these, I am able to identify the writer's viewpoint of them.

Year 8 Reading	NAHT Key Objective	Developing	Secure	Mastering
Comprehension Range of, and passion for, Reading	Maintain positive attitudes to reading and understanding of what I read by: continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or text books independently and regularly.	I can read, discuss and write about a widening range of more challenging fiction, poetry, plays, non-fiction and reference books that I have read for myself, expressing views and preferences, justifying them by reference to the text, drawing on, comparing and contrasting examples. I read independently without needing to be prompted.	I can confidently read, discuss and write about a widening range of fiction and non-fiction including unfamiliar texts and whole books. I am selecting texts that are challenging, including the classics, to develop my understanding of new vocabulary, and different and challenging contexts and ideas.	I have a passion for reading and consciously choose a range of text types and genres to develop my understanding of complex and sophisticated ideas and vocabulary, which I am able to discuss and write about at length
Comprehension	Identify the most relevant points in a text to form a summary of the whole text, with supporting evidence.	I can identify the most relevant points in a text using a range of references. I regularly use well-chosen quotations to support these points.	I consistently use well-chosen quotations to inform my exploration of a text's meaning, purpose, viewpoints and content.	My evidence is precisely chosen and consistently embedded as part of a perceptive analysis of the text.
Understanding				
Comprehension	Support ideas with a range of appropriate evidence, ensuring explanations clearly explain how they support their points.	I can comment on characters, events, language and ideas, finding relevant quotations to support these. I can explore the writer's purpose and viewpoint.	I perceptively comment on characters, events, language and ideas by exploring well-chosen quotations, making comparisons where relevant. I can explore how the writer conveys purpose and viewpoint.	I use evidence to question and challenge possible interpretations of purpose and viewpoint, closely and perceptively analysing and comparing characters, events, language and ideas.
Understanding				
Inference	Make detailed inferences using 'because' or similar phrasing, linking these to specific words/phrases from different places in the text.	I make a range of inferences through commenting on relevant quotations.	I make perceptive inferences and I am starting to explore more than one possible interpretation. I collect evidence from a range of places within the text.	I develop my interpretations based on a range of language, structures and ideas. I cleverly justify my responses, collecting evidence from different parts of the text to support my points.
Understanding				
Analysis Language choice, structure and techniques	Identify and explain the effects of specific words, language techniques and structural decisions, commenting on the effect on the reader.	I make relevant comments on the writer's use of language, identifying the techniques used the effects on the reader. I use quotations to support my comments. I use relevant terminology. I am starting to comment on the structure and how it affects meaning.	I am able to explain the effects of relevant language, structure and ideas with original comments. I use the relevant terminology precisely.	I thoroughly interrogate nuances of language, questioning and challenging the possible effects on the overall meaning and impact on the reader. I am able to comment on why the writer chose a specific technique and what the effect is.
Explore Themes and Ideas: purpose, audience and viewpoint	Explain why the text was written, the writer's viewpoint and what the text makes the reader think and/or feel, using a range of relevant words/phrases from the text to support points.	I am able to identify the writer's purpose and viewpoint through carefully selected quotations.	I am able to interpret and challenge the writer's purpose and viewpoint through my thoughtful selection of evidence.	I confidently interpret and challenge the writer's purpose and viewpoint with sophistication; my selection of evidence to support this allows me to closely analyse and unpick the writer's craft.
Explore Themes and Ideas: socio-historical context	Explain how the context/setting of the text affects the meaning and ideas using a range of words/phrases from the text.	I am able to draw clear and meaningful connections within the text. I am able to comment on the significance of the time in which a text is written or set and make connections between the text and when it was written.	I understand that texts reflect their time and culture and fit into historical and literary traditions. I can make connections between different times and cultures.	I show an understanding of the impact of texts and am able to explore how texts have influenced literature and society. I challenge ideas about the value of certain texts.
Explore Themes and Ideas: viewpoint/opinion	Convincingly express views on, and possible interpretations of, a text, justifying opinions by using words and phrases from the text to support their views. Convey an understanding of other possible viewpoints and show their weaknesses.	I can clearly express my views on a text or the language used, using quotations to support my views. I am able to justify my views with clear explanations.	I am able to express my views and opinions of a text, specific language or presentational choices in an original and thoughtful way. I show an understanding of a range of viewpoints, but can clearly justify why my view is stronger.	I confidently express my views and opinions of a text, specific language or presentational choices in an original, thoughtful and sophisticated way. I show an appreciation of a range of viewpoints, but can clearly justify my viewpoint and counter-argue the others.
Explore Themes and Ideas: language and ideas	Compare the language and ideas within a text and across two or more texts.	I make relevant comparisons of the writer's use of language, identifying the techniques used the effects on the reader. I use quotations to support my comments. I use relevant terminology.	I am able to compare and explain the effects of relevant language with original comments both within and across a range of texts. I use the relevant terminology precisely.	I make sophisticated and insightful comparisons of the writer's language choices to that within other texts. My terminology is always relevant and precise.
Comprehension Understanding	Form a response which develops a clear argument/viewpoint.	I can clearly form a response to a text by developing an argument or viewpoint, using quotations to support my views. I am able to justify my views with clear explanations.	I am able form an original and personal response to a text by developing a purposeful argument or viewpoint in an original and thoughtful way.	I am able form a sophisticated, original and personal response to a text by developing a purposeful argument that probes the writer's craft and explores the impact of this.
Analysis	Compare characters, events, language and ideas across a text, or across two or more texts.	I am able to make a range of comparisons within and across a range of texts between characters' thoughts and actions, expressing my views on these. I am able to identify and compare themes and events within a text and make comparisons to other texts.	I make thoughtful and perceptive observations and comparisons between characters, events and themes within and across a range of texts. Through these, I am able to identify the writer's viewpoint of them.	I form sophisticated, thoughtful and perceptive observations and comparisons between characters, events and themes within and across a range of texts. As a result, I am able to identify and analyse the writer's viewpoint of them.
Themes, ideas and viewpoints				

