Reading domains KS1- GAT

a **Define it!**	Draw on knowledge of vocabulary to understand texts
b **Retrieve it!**	Identify and explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information
c **Summarise it!**	Identify and explain the sequence of events in texts
d **Infer it!**	Make inferences from the text
e **Predict it!**	Predict what might happen on the basis of what has been read so far

Reading domains KS2- as above plus the three domains below- GAT

f **Relate it!**	Identify/explain how information/narrative content is related and contributes to meaning as a whole
g **Explore it!**	Identify/explain how meaning is enhanced through choice of words and phrases
h **Compare it!**	Make comparisons within the text

Structure of grids

Year 1 and 2- emerging, developing and secure in word reading and comprehension.

Year 3- word reading and comprehension

Year 4, 5 and 6 comprehension

	Definitions- vocabulary- KS1 and KS2
Year 1	
16	I can use knowledge of **letters, sounds and words to establish meaning** when reading aloud.
20	I can **discuss words** and their **meanings**.
25+	I can **notice interesting words** in a text. (verbs, adjectives, adverbs)
Year 2	
6	I can comment on obvious characteristics and actions of characters in stories.
24	I can recognise **simple recurring literary language** in stories and poetry (Once upon a time, one day, a long time ago, and they lived happily ever after etc).
31	I can explain the meaning of **WOW words** in context (e.g. despair, marvel, undecided).
34+	I can identify past and present tense within a text.
Year 3	
22+	I know which words are essential in a sentence to retain meaning.
23+	I can **explain the difference that adjectives and adverbs** make.
Year 4	
9	I can clarify the **meanings of ambitious words** and/or phrases in context.
Year 5	
Year 6	
2	I can **work out the meaning of words** from the context.

Retrieval- KS1 and KS2	
Year 1	
8	I can **discuss differences between fiction and non-fiction texts,** using their features appropriately.
10	I can relate reading to my **own experiences**. (Background knowledge)
18	Having read a text, I am beginning to find the answers to oral questions. (Qs)
24+	I can choose and talk about a book from a selection and discuss the significance of the title and events
Year 2	
11	I can use the **index** to locate specific information and have **knowledge of alphabetical order.**
12	I can **locate specific information** on a given page in response to a direct question.
26	I can **talk about the features** of different non-fiction texts (e.g. non chronological reports, information posters, letters etc).
27	I can demonstrate how to use information books (by using **layout, index, contents page, glossary).**
Year 3	
12	I can **retrieve and record information** from non-fiction texts.
Year 4	
12	I can retrieve and record information from non-fiction texts**.**
21	I can locate information quickly and effectively from a text by using techniques **such as text marking and indexes.**
Year 5	
11	I can retrieve record and **present information** from non-fiction texts, through formal presentations, debates, using notes where necessary.
17	I can retrieve and collate, key ideas and information
22+	I can retrieve and collate, key ideas and information from **two different sources.**
Year 6	
11	**I can retrieve information from non-fiction** including through **formal presentations** and debates, using notes when necessary.
Summarise- KS1 and KS2	
Year 1	
2	I can talk about the main sequence of events in a simple text.
9	I can **retell familiar stories** with growing confidence, including a clear beginning, middle and end.
Year 2	
3	I can listen to, **discuss and express** views about a wide range of poetry, stories and non-fiction.
4	I can **comment** on plot, settings and characters in **familiar and unfamiliar** stories.
23	I can discuss texts I have read with others.
25	I can **summarise the main** themes and events in a story.
36+	I can summarise a story, giving the main points clearly in sequence.
Year 3	
4	I can listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books.
13	I can **summarise and explain the main points** in a text, **referring to the text** to support this.
Year 4	
13	I can discuss texts and give a **personal point of view** in discussions.
23	I can summarise main themes and events **across a range** of texts.
26+	I can identify and discuss the **various features of fiction** genres (e.g. science fiction, adventure, mystery).
Year 5	
4	I can **recommend** books that I have read to my peers, giving reasons for my choices.
10	I can summarise the main ideas drawn from **one or more paragraph**, identifying key details that support the main ideas.
Year 6	
14	I can **justify preferences** in terms of author's styles and themes.

	Infer- KS1 and KS2
Year 1	
	Discussion of how you think a character might be feeling- why? What does her face look like etc?
Year 2	
7	I can provide **simple explanations** about events or information (e.g. why a character acted in a particular way).
13	I can **discuss reasons for events** in stories by **beginning to use clues** in the story.
21	I can answer questions and **make some inferences on the basis of what is being said and done.**
Year 3	
18	I can **read between the lines** to interpret meaning and/or explain what characters are **thinking/feeling** and the way they act.
Year 4	
11	I can **infer meaning, using evidence** from the **text** and **wider experiences.**
16	I can read between the lines to interpret meaning and/or explain what characters are thinking/feeling and the way they act.
Year 5	
8	I am beginning to **discuss messages, moods, feelings and attitudes** using the clues from the text, using inference and deduction skills.
Year 6	
9	I can **explain and discuss my understanding** of what I have read, **drawing inferences and justifying these with evidence.**
16	I can discuss messages, mood, feelings and attitudes using the clues from the text, using inference and deduction skills.
	Predict- KS1 and KS2
Year 1	
17	I can make **predictions** of what might happen next in a text.
Year 2	
30	I can make predictions about a text using **a range of clues** (e.g. experience of books by same author, books with similar themes, title, cover and blurb).
Year 3	
Year 4	
7	I can predict what might happen from details stated or implied.
19	When **prompted, I can justify and elaborate on opinions and predictions**, referring to the text for evidence.
Year 5	
9	I can predict what might happen **from details stated and implied.**
Year 6	
8	**I can predict what might happen** from details stated and implied.
	Relate- years 3 to 6
Year 3	
11	I can comment on the way **characters relate** to one another.
Year 4	
18	I can sometimes **empathise** with different characters **point of view**, in order to explain what characters are thinking/feeling and the way they act.
30+	I can identify language features of some different text types (e.g. that the language of recount is different to the language of instructions).
Year 5	
23+	I can appreciate how a set of **sentences have been arranged** to create effect in a text.
Year 6	
15	I can explain a **character's motives** throughout a story and can **use evidence** from the text to **back up** opinions.
	Explore- years 3 to 6
Year 3	
1	I can apply my growing knowledge of **root words, prefixes and suffixes** to read aloud.
15	I can identify where **language is used to create mood**, build tension or paint a picture.
27	I am beginning to distinguish between fact and opinion in texts.
Year 4	

1	I can **continue to apply** my growing knowledge of root words, prefixes and suffixes to read aloud and to **understand the meaning of new words that they meet**.
8	I can discuss **words and phrases** that **capture** the reader's interest and imagination.
17	I can identify where **language** is used to **create mood, build tension** or paint a picture.
Year 5	
1	I can apply growing knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of new words that they read.
2	I can distinguish between fact and opinion.
7	I am beginning to talk about the **author's *choice* of language and structure** and its effect on the reader to create images or atmosphere, e.g. powerful, verbs, descriptive adjectives and adverbs.
12	I can talk about the author's choice of language and its **effect on the reader** in **non-fiction** texts.
18	I can clarify the meanings of ambitious words and/or phrase in context.
Year 6	
1	I can apply growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words that I meet.
12	I can evaluate how authors use language, **including figurative,** considering the impact on the reader.
	Compare- years 3 to 6
Year 3	
17	I am beginning to **identify differences** between different fiction genres.
21+	I can make **choices about which texts to read**, based on and referring to prior reading experience, expressing preferences and comparing texts.
26+	I can discuss how characters are built from small details.
Year 4	
5	I can identify **themes and conventions** in a wide range of books.
20	I can **compare and talk about the structures** and **features** of a range of non-fiction texts.
29+	I can understand and explain different characters points of view.
Year 5	
13	I can participate in discussions about books and can **challenge views courteously.**
19	I can **compare the structure of different stories** to discover how they differ in pace, build up, sequence, complication and resolution.
20	I can **present reasoned justification** for my answers
24+	I am beginning to discuss the work of some established authors and know what is special about their work.
Year 6	
4	I can make **comparisons within and across** books.
20	I can identify and discuss themes and conventions in and **across a wide range** of writing.
21	I can **present reasoned justification** for my answers