**Understand texts – *This concept involves understanding both the literal and more subtle nuances of texts.***

• Discuss events.

• Predict events.

• Link reading to own experiences and other books.

• Join in with stories or poems.

• Check that reading makes sense and self-correct.

• Infer what characters are like from actions.

• Ask and answer questions about texts.

• Discuss favourite words and phrases.

• Listen to and discuss a wide range of texts.

• Recognise and join in with (including role-play) recurring language.

• Explain and discuss understanding of texts.

• Discuss the significance of the title and events.

• Make inferences on the basis of what is being said and done.

**Read words accurately – *This concept involves decoding and fluency***

• Apply phonic knowledge and skills as the route to decode words.

• Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.

• Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.

• Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.

• Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings.

• Read other words of more than one syllable that contain taught GPCs.

• Read words with contractions (for example, I’m, I’ll, we’ll) and understand that the apostrophe represents the omitted letter(s).

• Read aloud accurately books that are consistent with phonic knowledge and that do not require other strategies to work out words.

• Re-read these books to build up fluency and confidence in word reading.

• Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.

• Read accurately words of two or more syllables that contain the same graphemes as above.

• Read words containing common suffixes.

• Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.

• Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.

• Re-read books to build up fluency and confidence in word reading.

Milestone 1 - Year 1 & 2



**Understand texts – *This concept involves understanding both the literal and more subtle nuances of texts.***

• Draw inferences from reading.

• Predict from details stated and implied.

• Recall and summarise main ideas.

• Discuss words and phrases that capture the imagination.

• Retrieve and record information from non-fiction, using titles, headings, sub-headings and indexes.

• Prepare poems and plays to read aloud with expression, volume, tone and intonation.

• Identify recurring themes and elements of different stories (e.g. good triumphing over evil).

• Recognise some different forms of poetry.

• Explain and discuss understanding of reading, maintaining focus on the topic.

• Draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence.

• Predict what might happen from details stated and implied.

• Identify main ideas drawn from more than one paragraph and summarise these.

• Identify how language, structure and presentation contribute to meaning.

• Ask questions to improve understanding of a text.

Milestone 2 - Year 3 & 4

**Read words accurately – *This concept involves decoding and fluency***

• Apply a growing knowledge of root words, prefixes and suffixes (etymology and morphology).

• Read further exception words, noting the spellings.



**Read words accurately – *This concept involves decoding and fluency***

• Apply knowledge of root words, prefixes and suffixes.

• Read age-appropriate books with confidence and fluency (including whole novels).

(Note: this should be through normal reading rather than direct teaching.)

**Understand texts – *This concept involves understanding both the literal and more subtle nuances of texts.***

• Recommend books to peers, giving reasons for choices.

• Identify and discuss themes and conventions in and across a wide range of writing.

• Make comparisons within and across books.

• Learn a wide range of poetry by heart.

• Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.

• Check that the book makes sense, discussing understanding and exploring the meaning of words in context.

• Ask questions to improve understanding.

• Draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence.

• Predict what might happen from details stated and implied.

• Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.

• Identify how language, structure and presentation contribute to meaning.

• Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.

• Retrieve and record information from non-fiction.

• Participate in discussion about books, taking turns and listening and responding to what others say.

• Distinguish between statements of fact and opinion.

• Provide reasoned justifications for views.

Milestone 3 - Year 5 & 6



**Add and Subtract**

• Solve multi-step addition and subtraction problems in contexts, deciding which operations and methods to use and why.

• Add and subtract whole numbers with more than 4 digits, including using formal written methods. (columnar addition and subtraction)

• Add and subtract numbers mentally with increasingly large numbers.

• Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy.

• Add and subtract negative integers.

• Use simple formulae.

• Generate and describe linear number sequences.

• Express missing number problems algebraically.

• Find pairs of numbers that satisfy an equation with two unknowns.

• Enumerate possibilities of combinations of two variables.



**Fractions**

**Understanding the Properties of Shape**

**Describe Position Movement and Direction**

**Measures**

**Statistics**

**Algebra**