

Reading

Year 1

Apply phonic knowledge as the root to decode words

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

Read words containing (s, es, ing, ed, er, and est)

Read other words of more than one syllable that contains taught GPCs

Read words with contractions (I'm, I'll, we'll) and understand that the apostrophe represents the omitted letters.

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

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

Comprehension

Develop pleasure in reading, motivation to read, vocabulary and understanding by:

- Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.
- Being encouraged to link what they read or hear read to their own experiences.
- Becoming familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.
- Recognising and joining in with predictable phrases.
- Learning to appreciate rhymes and poems, and to recite some by heart.
- Discussing word meanings, linking new meanings to those already known.

Understand both the books they can already read accurately and fluently and those they listen to by:

- drawing on what they already know or on background information and vocabulary provided by the teacher.
- Checking that the text makes sense to them as they read
- Correcting inaccurate reading.
- Discussing the significance of the title and events.
- Making inferences on the basis of what is being said and done.
- Predicting what might happen on the basis of what has been read so far.

Participate in discussion about what is read to them, taking turns and listening to what others say.

Explain clearly their understanding of what is read to them.

Year 2

Sound out most unfamiliar words accurately, without undue hesitation.

Blend the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.

Read accurately most words of two or more syllables, most words containing common suffix and most common exception words.

Read most words accurately, without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than decoding individual words, e.g. at over 90 words per minute.

Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. Re-read these books to build up their fluency and confidence in word reading.

Comprehension

Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently.

Discuss the sequence of events in books and how items of information are related. Become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales.

Become increasingly familiar with non-fiction books that are structured in different ways.

Recognise simple recurring literary language in stories and poetry.

Discuss and clarify the meanings of words, linking new meanings to known vocabulary.

Discuss their favourite words and phrases.

Continue build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.

Draw on what they already know or on background information and vocabulary provided by the teacher.

In a book that they can already read fluently

- the pupil can check it makes sense to them, correcting any inaccurate reading.
- the pupil can answer questions and make some inferences.
- the pupil can explain what has happened so far in what they have read.

Understand both the books that they can already read accurately and fluently and those that they listen to by predicting what might happen on the basis of what has been read so far.

Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say.

Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

Year 3

Children will be able to read aloud and understand root words, prefixes and suffixes.

Children can segment and blend further exception words.

Children can spell further exception words by segmenting the sounds.

Comprehension

Understand and discuss a range of texts that I have read.

To be able to discuss and retell a range of different story types.

To be able to retrieve information from a range of books.

To use a dictionary to check the meaning of words.

To identify themes across a range of books I have read.

Be able to perform poems and play scripts using intonation, volume, tone and action.

To discuss interesting words and phrases.

To begin to read and recognise some different forms of poetry.

To begin to make sure a text makes sense to me by discussing and explaining the meaning of words in context.

To ask questions about a text or book to show my understanding of what I have read.

To infer a character's thoughts and feelings from evaluating what has happened to them in the story.

To predict events in stories from what has happened up to now.

To be able to summarise the main ideas from reading a number of paragraphs.

To begin to identify how language, structure and presentation contributes to the meaning of a text.

To retrieve and record simple information from a non-fiction text.

To begin to participate in discussions about books I have listened to and read.

Year 4

Use my existing knowledge of a range of different words to help with reading aloud and understanding the meaning of new words (including prefixes and suffixes).

I am aware that some words sound different to how they are spelt.

Show an understanding of an increasingly wide range of texts including fiction and non-fiction.

Comprehension

Read a range of texts structured in different ways for different purposes.

Use dictionaries to check the meaning of words.

Read a wide range of texts including fairy stories, myths and legends, retelling them orally.

Identify themes and conventions in a wide range of books

Use intonation, tone, volume and action to read aloud, performing poetry and play scripts.

Discuss words and phrases that capture the reader's interest.

Read and discuss different forms of poetry.

Check what I have read to make sure it makes sense, including the meaning of words in context.

Ask questions to improve understanding of a text.

Draw inference using evidence from a text to explain characters' feelings, actions or motives.

Predict what might happen next in a story based on what has happened so far.

Identify and summarise the main ideas or themes in a text.

Identify how language, presentation and structure contribute to meaning.

Record and retrieve information from non-fiction texts.

Participate in discussion about books, taking turns and listening to others.

Year 5

Maintain positive attitudes to reading and understanding of what they read by:

- increasing their familiarity with a range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.
- recommending books that they have read to their peers, beginning to give reasons for their choices.

- identifying and discussing themes and conventions in and across a range of writing.
- beginning to make comparisons within and across books.
- learning a range of poetry by heart.
- preparing 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.

Comprehension

Understand what they read by:

- checking that a text makes sense to them, discussing their understanding and exploring the meaning of words in context.
- beginning to ask questions to improve their understanding.
- beginning to draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
- beginning to predict what might happen from details stated and implied [based on challenging texts, themes, conventions and knowledge about the author or genres].
- by beginning to make simple summaries of the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.
- beginning to identify how language, structure and presentation contribute to meaning.
- beginning to discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.
- beginning to distinguish between statements of fact and opinion.
- beginning to retrieve, record and present information from non-fiction.
- begin 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.
- beginning to explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and beginning to use notes where necessary.
- beginning to provide reasoned justifications for their views.

Year 6

Maintain positive attitudes to reading and understanding of what they read by continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.

Comprehension

Apply their 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 they meet.

Maintain positive attitudes to reading and understanding of what they read by:

- reading books that are structured in different ways and reading for a range of purposes.

- by increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.
- recommending books that they have read to their peers, giving reasons for their choices.
- identifying and discussing themes and conventions in and across a wide range of writing.
- making comparisons within and across books.
- preparing poems to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.
- preparing plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.

Understand what they read by:

- checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.
- asking questions to improve their understanding.
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions.
- by using evidence to infer characters' feelings, thoughts and motives from their actions.
- predicting what might happen from details stated and implied [based on more challenging texts, themes, conventions and knowledge about the author or genres].
- summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.
- identifying how structure and presentation contribute to meaning.

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

Distinguish between statements of fact and opinion.

Retrieve, record and present information from non-fiction.

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.

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.

Provide reasoned justifications for their views.