

## **READING: YEAR 1-6**

### YEAR 1

#### READING: Children should be able to:

- 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 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: Children should be able to:

- Develop pleasure in reading, motivation to read, vocabulary and understanding by.
- Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.
- Link what they read or hear read to their own experiences.
- Recognise and join in with predictable phrases.
- Learn to appreciate rhymes and poems, and to recite some by heart.
- Discuss 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.
- Draw on what they already know or on background information and vocabulary provided by the teacher.
- Check that the text makes sense to them as they read and correcting inaccurate reading.
- Discuss the significance of the title and events.
- Make inferences on the basis of what is being said and done.
- Predict 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.

#### EXPOSURE: Children should:

- Become familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.

## YEAR 2

### READING: Children should be able to:

- Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
- 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 further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- 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 these books to build up their fluency and confidence in word reading.

### COMPREHENSION: Children should be able to:

- Develop pleasure in reading, motivation to read, vocabulary and understanding by, listening to, discussing and expressing 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.
- 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 to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.
- Understand both the books that they can already read accurately and fluently and those that they listen to by: drawing on what they already know or on background information and vocabulary provided by the teacher.
- Check that the text makes sense to them as they read and correcting inaccurate reading.
- Make inferences on the basis of what is being said and done.
- Answer and ask questions.
- Predict 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.

### EXPOSURE: Children should:

- Become increasingly familiar with and be able to retell a wider range of stories, fairy stories and traditional tales.
- Be introduced to non-fiction books that are structured in different ways.

YEAR 3

READING: Children should be able to:

- Read a range of words that are not phonologically decodable?
- Use appropriate pauses and expression for different punctuation such as full stops, commas and inverted commas?
- Understand what I have read independently?

COMPREHENSION: Children should be able to:

- Start to find difficult words in a dictionary that I don't understand the meaning of?
- Describe some examples of effective use of vocabulary?

*Distant is a good way to describe the way he is acting towards his friend.*

- Find information in a book to support my ideas on something?

*I think Judy is angry because she runs from her mum to the other room.*

- Make plausible inferences from a text about events or information?

*It was a carnival where lots of people were very happy*

*A plant grows very well with lots of sunlight*

- Find and record information from non-fiction sources?

- Describe what a text is about and sum up key points from paragraphs?

- Identify general themes in a story and some cultural context?

*This book is set in the past- like a history book.*

*This is all about greed and how the banker just wants all the money.*

- Identify basic features in a non-fiction book and their function?

*There is always a contents page and this tells us what page you can find a particular subject or story.*

- Make basic comparisons between different books including references to films and other known stories?

*This story is like Toy Story as that has toys that can speak.*

*This is like The Three Little Pigs because they leave their mum.*

YEAR 4

READING: Children should be able to:

- Read with fluency and use a range of strategies to maintain this?
- Use appropriate pauses and expression for different punctuation such as question marks, exclamation marks and inverted commas?

COMPREHENSION: Children should be able to:

- Use a dictionary to check the meaning of words I have read?

- Identify basic features of the writer's use of language?

*He uses lots of adjectives to show what it felt like in the old factory.*

*The short sentences make everything in the story speed up.*

- Quote from a text to support my ideas on something?

*Judy is angry because it says, "Judy stormed from the kitchen to the living room only stopping to the slam the door and fall to her knees in tears."*

- Sum up key points from paragraphs and talk about how they fit with other paragraphs?

- Identify basic features in a non-fiction books and reasons for them?

*The glossary has key words that may appear in the book but they are relevant to the genre given. The words are listed in alphabetical order so they are easy to find.*

- Answer straightforward questions from a text read such as the name of characters?

- Express a personal viewpoint on what the writer was trying to achieve with the text they created?

*I really liked how Edith shares all her experiences with her teddy. I think the writer does this to show she finds it difficult to trust others but then when she talks to the councillor it shows she is starting to be happy and trust others.*

- Make plausible suggestions for what might happen next in a story and give reasons for this idea?

- Make comparisons between different books including references to films and other known stories?

*This story is like Toy Story. It's all about leaving something behind that is important to you.*

*This is like The Three Little Pigs. Jon has to leave home and look after himself like the pigs have to.*

YEAR 5

READING: Children should be able to:

- Add appropriate expression when reading aloud?
- Use a clear tone of voice when reading aloud or as part of a group?

COMPREHENSION: Children should be able to:

- Understand different words encountered by the context in which they appear?

*Andy was garrulous amongst thieves. Maybe garrulous means he talks lots.*

- Make plausible suggestions for what might happen next in a story and support this using evidence from what has happened previously?

- Participate in discussions over a book or text read?

- Make simple comments on the writer's choice of language?

*Disgraceful is a good word to show how angry Alice is about Lottie's performance in the show.*

- Quote from a text to support my ideas on something and explain them fully?

*Judy is angry because it says, "Judy stormed from the kitchen to the living room only stopping to the slam the door and fall to her knees in tears." She is obviously annoyed about something but maybe also frustrated with herself for getting into the situation. She's also very tired and that might explain the tears.*

- Make inferences based on different parts of the text?

*Daniel hit Johnny because he said earlier in the book that he was getting angry with decisions Johnny was making and didn't know how long he could control his emotions for.*

- Make comments and inferences based on textual evidence?

*Billy is a frustrated character because he gets annoyed quickly when Maddie won't do what he asks her to do in the playground. He also can't properly explain himself to the teacher in the afternoon and Robbie dominates the explanation. He also lacks confidence as well.*

- Identify some different organisational structures at text level?

*The writer describes the accident and then goes back and talks about why Billy was in the road the first place.*

*The writer opens with adverbs and adjectives to make the scene clear.*

*The writer uses bullet points for the main reasons.*

- Summarise points made in more than one paragraph and identify key points that support the main idea?

*In the first paragraph it suggests Robert was innocent because he was at home when the robbery happened but in the second paragraph it says his car was spotted so maybe he was lying about being at home.*

- Identify stylistic choices in books and other sources and give reasons for them?

*The font style is quite hard and suits the space theme of the book.*

*I like the diary entry style of the book. It makes you imagine the bits in between.*

- Learn a piece of text or poetry and perform to a small group or class?

YEAR 6

READING: Children should be able to:

- Add appropriate expression when reading aloud?
- Use a clear tone of voice when reading aloud or as part of a group?

COMPREHENSION: Children should be able to:

- Understand different words encountered by the context in which they appear?

*Andy was garrulous amongst thieves. Maybe garrulous means he talks lots.*

- Quote from a text to support my ideas on something and explain them fully?

*Judy is angry because it says, "Judy stormed from the kitchen to the living room only stopping to the slam the door and fall to her knees in tears." She is obviously annoyed about something but maybe also frustrated with herself for getting into the situation. She's also very tired and that might explain the tears.*

- Make inferences based on different parts of the text and give me opinion on it?

*Daniel hit Johnny because he said earlier in the book that he was getting angry with decisions Johnny was making and didn't know how long he could control his emotions for. I wasn't surprised when it happened as no-one was helping to stop it from happening.*

- Identify some different organisational structures at text level and suggest reasons for these?

*The writer describes the accident and then goes back and talks about why Billy was in the road the first place. This creates suspense when reading initially about the accident as you don't know who is involved.*

*The writer uses bullet points for the main reasons. This makes it clear for the reader and means they can see the different reasons easily.*

- Make comments on text level choices the writer has made and give reasons for these?

*The language in the poem is repetitive to get the main message across and it makes it quite catchy. The chapter is just Rob talking. It helps the reader understand the importance of what Rob is thinking about and the decision he is faced with.*

- Summarise points made in more than one paragraph and identify key points that support the main idea?

*In the first paragraph it suggests Robert was innocent because he was at home when the robbery happened but in the second paragraph it says his car was spotted so maybe he was lying about being at home.*

- Identify viewpoints employed by the writer?

*It is clear the writer is against war and wants to persuade the reader to think similar.*

- Make a plausible prediction for what might happen next in the story and give reasons for this decision using what has happened previously and what happens in other stories?

- Learn a piece of text or poetry and perform to an audience without a prompt or script?

- Participate in discussions over a book or text read and give reasons for my standpoint?