

## Word Reading

- Develop their phonological awareness, so that they can:
  - spot and suggest rhymes
  - count or clap syllables in a word
  - recognise words with the same initial sound, such as money and mother.
- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
- 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
- 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

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- 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
- read accurately many polysyllabic and multi-morphemic words and further exception words
- read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words
- read aloud with intonation that shows understanding
- read many words outside their spoken vocabulary, making a good approximation to the word's pronunciation
- check that the text makes sense to them, correcting any inaccurate reading at the point of difficulty
- make a plausible prediction about what might happen on the basis of what has been read so far
- summarise main ideas from what has been read
- retrieve information from non-fiction
- draw inferences and begin to justify their opinions through discussions
- apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.
- read further exception words, noting the unusual correspondence between spelling and sound, and where these occur in the word.
- attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.
- apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.
- re-read and read ahead to check for meaning discussing what has been understood and explore the meaning of words in context.
- use combined knowledge of phonemes and word derivations to pronounce words correctly, for example: arachnophobia, audience.
- ask questions to improve understanding.
- use their knowledge of a wider range of root words, prefixes and suffixes to understand and pronounce new words with minimal impact on fluency: e.g. uses knowledge of the word 'tolerate' to read and understand tolerance intolerable, toleration, tolerant.
- read a range of books that are structured in different ways including poetry. These can be performed to the class or read aloud.
- read closely to ensure understanding.

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- can re-read and read ahead to check for meaning.
- can read further exception words noting the unusual correspondence between spelling and sound.
- can pronounce words correctly using combined knowledge of phonemes and word derivations.

## Comprehension

- Understand the five key concepts about print:
  - print has meaning
  - print can have different purposes
  - we read English text from left to right and from top to bottom
  - the names of the different parts of a book
  - page sequencing.
- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate (where appropriate) key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.
- 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 very 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 and correcting inaccurate reading
  - discussing the significance of the title and events
  - making inferences on the basis of what is being said and done

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- 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
- 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
  - discussing the sequence of events in books and how items of information are related
  - becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
  - being introduced to non-fiction books that are structured in different ways
  - recognising simple recurring literary language in stories and poetry
  - discussing and clarifying the meanings of words, linking new meanings to known vocabulary
  - discussing their favourite words and phrases
  - continuing 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
    - checking that the text makes sense to them as they read and correcting inaccurate reading
    - making inferences on the basis of what is being said and done
    - answering and asking questions
    - 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.

- experience and discuss a range of fiction, poetry, plays, non-fiction and reference books or textbooks.
- know that non-fiction books are structured in different ways and be able to use them effectively.
- begin to understand that narrative books are structured in different ways, for example, structure and theme.
- ask questions to improve understanding of a text.
- predict what might happen from details stated and implied.
- know a wider range of stories including fairy stories and legends and retell some orally.
- draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justify with evidence.
- use dictionaries to check the meaning of unfamiliar words.
- discuss and record words and phrases that writers use to engage and impact the reader.
- able to identify the main idea of a paragraph/text and summarise ideas.
- identify how language, structure, and presentation contribute to the meaning of texts.
- retrieve and record information from non-fiction.
- discuss books, poems and other works that are read aloud and independently, taking turns and listening to others opinions.
- can listen to others ideas, begin to build on these through discussion and express a personal point of view about the text about a wider range of longer and more challenging fiction, poetry, plays, non-fiction and reference books.
- can use a dictionary to check the meaning of unfamiliar words.
- know which books to select for specific purposes, especially in relation to cross-curricular learning.
- can use dictionaries to check the meaning of unfamiliar words.
- can discuss and record words, phrases and language that writers use to engage and impact on the reader.
- know and recognise some of the literary conventions in text types covered.
- begin to understand simple themes in books.
- listen to others' ideas, building on these through discussion, and express a personal point of view about the text.
- explain ideas and opinions, giving reasons.
- prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.
- explain the meaning of words in context.

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- can read and check that the text makes sense to them.
- discuss responses to the text.
- ask questions to improve understanding of a text.
- can read independently by drawing inferences such as inferring character's feelings, thoughts and motives from their actions and justifying inferences with evidence from the text.
- predict what might happen from details stated and deduced information.
- identify and summarise main ideas of a text from more than one paragraph.
- identify how the writer has used precise word choices for effect to impact on the reader.
- identify some text type organisational features, for example, narrative, explanation, persuasion.
- retrieve and record information from non-fiction.
- make connections with prior knowledge of texts and personal experiences.
- make inferences from the text such as inferring character's feelings, thoughts, motives and explain and justify with evidence from the text.
- express a personal point of view about a text, giving justifications for views.
- know the difference between fact and opinion.
- become familiar with and talk about a wide range of books, including myths, legends and traditional stories and books from British and other cultures and traditions and know their features.
- read non-fiction texts and identify purpose and structures and grammatical features and evaluate how they contribute to meaning as a whole.
- identify significant ideas, events and characters and discuss their significance.
- prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action.
- make connections between other similar texts, prior knowledge and experience.
- compare different versions of texts and compare books highlighting differences and similarities.
- listen to and build on others' ideas and opinions about a text.
- discuss and evaluate how authors use language and explain how the meaning is enhanced through word choice

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- present a personal point of view on what has been read based on own experiences and give reasons.
- listen to ideas and opinions of others and participate in discussions about books (building on their own ideas, the ideas of others and challenging views courteously).
- retrieve, record and collate information (identifying key details from fiction and non-fiction).
- use scanning and text marking to identify key details that support the main idea of a text.
- make notes from text marking.
- can identify and discussing themes and conventions in and across a wide range of writing.
- can predict what might happen next from details stated and implied.
- can 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.
- can participate in discussion about a widening range of longer and more challenging fiction, poetry, plays nonfiction and reference books, including some whole books, that they have read for themselves, expressing views and preferences about authors, poets and genres, justifying them by reference to the text, drawing on, comparing and contrasting examples.
- can share their opinions about age-appropriate books they have read independently and usually make appropriate recommendations to their peers, giving reasons for their choices.
- can independently recognise and discuss the themes and conventions used in a wide range of age-appropriate texts: e.g. isolation, flashback in narrative.
- can consider and evaluate how texts are structured and laid out.
- can make comparisons within and between books and between versions of the same text, giving examples to support opinions. They can ask questions to show their understanding.
- can prepare, read aloud and perform age-appropriate poems and play scripts showing understanding of intonation, tone, volume to gain and maintain the attention of an audience.
- can monitor their reading for sense and self-correct when they misread and can usually explore how the same word can have different meanings in different contexts: e.g. dissolve, solution (in Science).

- can draw inferences from their independent reading of age-appropriate texts and explains thinking, routinely returning to text to support opinions.
- can usually read 'between the lines' when independently reading an age-appropriate text and draw on their experience of similar texts to predict what might happen next, usually identifying clues the writer has planted for the reader.
- can, when reading an age-appropriate book independently, identify the main ideas in paragraphs and can usually produce a summary, paraphrasing the main ideas.
- can build upon the ideas of others and justify their opinions about a text in discussion.
- can usually identify distinctive language, structural and presentational features in their independent reading of age-appropriate texts and demonstrate their understanding of how these help the reader draw meaning from the text.
- can identify reasons for language choice and grammatical features, including figurative language in age-appropriate texts the writer has chosen for impact, and usually discuss and evaluate the impact on them as a reader.
- can read age-appropriate texts, distinguish opinions and assertions from facts, questioning what they read and looking for evidence to support questions within a text or in footnotes or references.
- can present a counter argument as well as their own point of view about a range of texts.
- can skim, scan and text mark to make research efficient and fast.