



Reading at Chesterton Primary School

Literacy Curriculum Phase Expectations

Achieving age-related expectations in Reading: Reception – Yr6



The Aims of the Primary English Programme of Study

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment.

The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

Non-Statutory Guidance

Spoken Language

These statements apply to all years. The content should be taught at a level appropriate to the age of the pupils. Pupils should build on the oral language skills that have been taught in preceding years. Pupils should be taught to develop their competence in spoken language and listening to enhance the effectiveness with which they are able to communicate across a range of contexts and to a range of audiences. They should therefore have opportunities to work in groups of different sizes – in pairs, small groups, large groups and as a whole class. Pupils should understand how to take turns and when and how to participate constructively in conversations and debates. Attention should also be paid to increasing pupils' vocabulary, ranging from describing their immediate world and feelings to developing a broader, deeper and richer vocabulary to discuss abstract concepts and a wider range of topics, and to enhancing their knowledge about language as a whole. Pupils should receive constructive feedback on their spoken language and listening, not only to improve their knowledge and skills but also to establish secure foundations for effective spoken language in their studies at primary school, helping them to achieve in secondary education and beyond.






The knowledge and skills that pupils need in order to comprehend are very similar at different ages. This is why the programmes of study for comprehension in years 3 and 4 and years 5 and 6 are similar: the complexity of the writing increases the level of challenge... Pupils should be taught to use the skills they have learnt earlier and continue to apply these skills to read for different reasons, including for pleasure, or to find out information and the meaning of new words. – National Curriculum (2014), p.37

Key:






National Curriculum Statements

Additional Objectives






READING - RECEPTION






 <p>Decode</p>	 <p>Explain</p>	 <p>Retrieve</p>	 <p>Interpret</p>	 <p>Choice</p>
<p>Apply phonics knowledge from phase 2, 3, 4</p> <p>Decode regular words and read them aloud accurately (ELG 9)</p> <p>Read simple sentences (ELG 9)</p> <p>Read some common irregular words (ELG 9) noting unusual correspondence between spellings and sound and where these occur within the word</p> <p>Begin to read aloud their own writing clearly enough to be heard by their peers and the teacher</p>	<p>Understand simple sentences (ELG 9)</p> <p>Notice and discuss key language features in books, e.g. exclamation marks, speech bubbles, question marks, headings</p> <p>Demonstrate an understanding about what they have read (ELG 9) by summarising the main events</p>	<p>Answer how & why questions about their experiences and in response to stories or events (ELG 2)</p> <p>Follow instructions involving several ideas or actions (ELG 2)</p>	<p>Accurately predict key events (ELG 1)</p> <p>Respond to questions, comments and actions (ELG 1)</p> <p>Make simple inferences about characters' feelings by talking about how they and others show feelings (ELG 7)</p>	<p>Begin to appreciate rhymes & poems</p> <p>Begin to understand and use terms such as story, fairytale, rhyme, poem, cover, title, author</p> <p>Begin to understand the difference between fiction and non-fiction</p> <p>Begin to talk about significant features of layout, e.g., enlarged text, bold, italic, etc.</p>

READING – YEAR 1





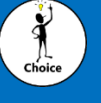
 <p>Decode</p>	 <p>Explain</p>	 <p>Retrieve</p>	 <p>Interpret</p>	 <p>Choice</p>
<p>Apply phonic knowledge and skills as the route to decode words</p> <p>Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes that have been taught</p> <p>Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</p> <p>Read common exception words that have been taught, noting unusual correspondences between spelling and sound and where these occur in the word</p> <p>Read compound sentences</p> <p>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</p> <p>Re-read books to build up their fluency and confidence in word reading</p> <p>Read other words of more than one syllable that contain taught GPCs</p> <p>Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings</p> <p>Check that the text makes sense to them as they read and correct inaccurate reading</p> <p>Read aloud their own writing clearly enough to be heard by their peers and the teacher (Year 1 writing National Curriculum)</p>	<p>Understand both the books they can already read accurately and fluently, and those they listen to</p> <p>Draw on what they already know or on background information and vocabulary provided by the teacher</p> <p>Discuss the significance of the title and events</p> <p>Discuss word meanings, linking new meanings to those already known</p> <p>Participate in discussion about what is read to them, taking turns and listening to what others say</p> <p>Notice and discuss key language features in books e.g. inverted commas, exclamation marks, speech bubbles, question marks, headings, subheadings</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by being encouraged to link what they read or hear read to their own experiences</p>	<p>Become familiar with key stories, fairy tales and traditional tales, retelling them and considering their particular characteristic</p> <p>Answer questions about the text</p> <p>Find key points in a story or some key facts from an information text</p> <p>Recall the main points of a narrative in the correct sequence</p>	<p>Predict what might happen on the basis of what has been read so far</p> <p>Make simple inferences on the basis of what is being said and done</p> <p>Make simple inferences about characters' thoughts and feelings</p>	<p>Listen to and discuss a wide range of poems, stories & non-fiction at a level beyond that which they can read independently</p> <p>Recognise and join in with predictable phrases</p> <p>Begin to appreciate rhymes and poems, and to recite some by heart</p> <p>Identify how repetitive patterns, words and phrases aid the structure of the text</p> <p>Express opinions about main events and characters in stories</p> <p>Understand and use terms such as story, fairytale, rhyme, poem, cover, title, author</p> <p>Understand the difference between fiction and non-fiction</p> <p>Talk about significant features of layout, e.g., enlarged text, bold, italic, etc.</p>

READING – YEAR 2





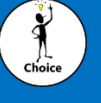
 <p>Decode</p>	 <p>Explain</p>	 <p>Retrieve</p>	 <p>Interpret</p>	 <p>Choice</p>
<p>Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.</p> <p>Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</p> <p>Read accurately words of two or more syllables that contain the graphemes taught so far</p> <p>Read words containing common suffixes</p> <p>Read complex sentences</p> <p>Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</p> <p>Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</p> <p>Re-read books to build up their fluency and confidence in word reading</p> <p>Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</p> <p>Read aloud what they have written with appropriate intonation to make the meaning clear (Year 2 writing National Curriculum)</p> <p>Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)</p>	<p>Understand both the books they can already read accurately and fluently, and those they listen to</p> <p>Draw on what they already know or on background information and vocabulary, provided by the teacher</p> <p>Discuss and clarify the meanings of words, linking new meanings to known vocabulary</p> <p>Identify or provide own synonyms for specific words within the text</p> <p>Use the context of the sentence to explain the meaning of new or unfamiliar words</p> <p>Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</p> <p>Participate in discussions 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</p> <p>Explain how non-fiction books can be structured in different ways</p> <p>Explain clearly their understanding of what is read to them by summarising the main events</p> <p>Seek out books around a simple theme or topic</p>	<p>Become increasingly familiar with and retell a wider range of stories, fairytales and traditional tales</p> <p>Answer questions about the text</p> <p>Understand how to use alphabetically ordered texts (dictionaries and thesauruses) to retrieve information</p> <p>Extract information from the text and discuss orally using evidence from the text</p> <p>Identify and discuss the main events or key points in a text</p> <p>Retell a story using the 5 main parts clearly and with appropriate detail</p>	<p>Predict what might happen on the basis of what has been read so far and their own experience</p> <p>Make inferences on the basis of what is being said and done</p> <p>Make simple inferences about characters' thoughts and feelings and reasons for actions</p> <p>Discuss the sequence of events in books and how items of information are related</p>	<p>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</p> <p>Recognise simple recurring literary language in stories and poetry</p> <p>Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</p> <p>Discuss favourite words and phrases and give reasons why</p> <p>Identify how vocabulary choice affects meaning</p> <p>Make links between the books they are reading and other books they have read, noting similarities, differences and preferences, e.g. layout, features and setting</p> <p>Ask questions about the text</p> <p>Express opinions about main events and characters in stories</p>

READING – YEAR 3				
Decode 	Explain 	Retrieve 	Interpret 	Choice 
<p>Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1 to read aloud new words</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</p> <p>Use the context of the sentence to help read unfamiliar words</p> <p>Read age appropriate texts with a good level of fluency and stamina</p> <p>Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear (Year 3/4 writing National Curriculum)</p>	<p>Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1 to understand the meaning of new words</p> <p>Use dictionaries, with support, to check the meaning of words that they have read</p> <p>Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</p> <p>Ask questions to improve their understanding of a text</p> <p>Use a range of known strategies appropriately to establish meaning in books that can be read independently, including context and grammar</p> <p>Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say</p> <p>Use specific vocabulary and ideas expressed in the text to support own views</p>	<p>Demonstrate familiarity with a wide range of books, including fairytales, myths and legends and retell some of these orally</p> <p>Identify main ideas drawn from one paragraph and summarise these</p> <p>Use text features to locate information, e.g. contents, indices, subheadings</p> <p>Locate and retrieve information using skimming, scanning and text marking</p> <p>Retrieve and record information from non-fiction</p> <p>Extract information and, with support, make written notes</p> <p>Begin to use vocabulary from the text to support responses and explanations</p>	<p>Predict what might happen from details stated</p> <p>Draw inferences such as inferring feelings, thoughts and motives of main characters from their actions</p> <p>Justify inferences with evidence from the text</p> <p>Begin to recognise fact and opinion</p> <p>Identify themes and conventions in a wide range of books e.g. recognising simple links to known texts or personal experience; recognising conventions such as the triumph of good over evil and magical devices in fairy tales/ folk tales</p>	<p>Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books and textbooks</p> <p>Read books that are structured in different ways and show some awareness of the various purposes for reading</p> <p>Identify the main purpose of a text Explain how paragraphs have been used to organise a text</p> <p>Understand and talk about the purpose of a specific paragraph</p> <p>Discuss words and phrases that capture the reader's interest and imagination and give reasons why</p> <p>Discuss the effect of specific language on the reader</p> <p>Identify specific techniques, e.g. simile, alliteration and repetition and say why they interest them</p> <p>Identify and name presentational devices in non-fiction</p> <p>Identify how language, structure and presentation contribute to meaning</p> <p>Know that there are different forms of poetry</p>






READING – YEAR 4

 <p>Decode</p>	 <p>Explain</p>	 <p>Retrieve</p>	 <p>Interpret</p>	 <p>Choice</p>
<p>Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1 to read aloud new words</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</p> <p>Use the grammatical structure of the sentence to help read unfamiliar words</p> <p>Read age appropriate texts with a good level of fluency and stamina</p> <p>Show understanding through intonation, tone, volume and action when performing poems and playscripts</p> <p>Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear (Year 3/4 writing National Curriculum)</p>	<p>Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1 to understand the meaning of new words</p> <p>Use dictionaries, independently, to check the meaning of words that they have read</p> <p>Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</p> <p>Ask questions to improve their understanding of a text</p> <p>Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say</p> <p>Identify descriptive devices within a text i.e. expanded noun phrases, adverbial phrases, similes etc.</p>	<p>Demonstrate increasing familiarity with a wide range of books, including fairy tales, myths and legends and retell some of these orally</p> <p>Identify main ideas drawn from more than one paragraph</p> <p>Summarise the main details from more than one paragraph in a few sentences, using vocabulary from the text</p> <p>Extract information and, independently, make written notes</p> <p>Identify explicit details from the text, showing exactly where in the text they found the information</p> <p>Retrieve and record information from non-fiction</p> <p>Use specific vocabulary, and ideas expressed in the text, to support own responses</p> <p>Skim whole texts in order to get a general overview of the material</p> <p>Scan whole texts in order to find specific facts</p>	<p>Predict what might happen from details stated and implied</p> <p>Draw inferences such as inferring characters' feelings, thoughts and motives of main characters from their actions</p> <p>Justify inferences with evidence from the text</p> <p>Recognise and distinguish between fact and opinion</p> <p>Identify themes and conventions in a wide range of books e.g. make RELEVANT links to known texts and personal experience, recognise themes such as bullying, recognise conventions such as the 'power of 3' (3 wishes, 3 characters)</p> <p>Begin to infer underlying themes and ideas</p>	<p>Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>Read books that are structured in different ways and show some awareness of the various purposes for reading</p> <p>Discuss words and phrases that capture the reader's interest and imagination and give reasons why</p> <p>Identify how vocabulary choices affect meaning, including atmosphere and mood</p> <p>Explain the effect of specific techniques, e.g. simile, metaphor, repetition and exaggeration; on them as a reader</p> <p>Identify how language, structure, and presentation contribute to meaning</p> <p>Identify how a range of presentational devices guide the reader in non-fiction</p> <p>Identify features that characterise books set in different cultures or historical settings</p> <p>Evaluate the overall quality of a text, as well as the inclusion of specific features</p> <p>Discuss viewpoints in a text, where appropriate, of more than one character</p> <p>Make simple links between texts and to the wider world, including personal experiences</p> <p>Recognise some different forms of poetry [for example, free verse, narrative poetry]</p>

READING – YEAR 5

 <p>Decode</p>	 <p>Explain</p>	 <p>Retrieve</p>	 <p>Interpret</p>	 <p>Choice</p>
<p>Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1 to read aloud new words</p> <p>Use suffixes to understand meanings e.g. -ant, -ance, -ancy, -ent, ence, -ency, -ible, -able, -ibly, -ably.</p> <p>Read with fluency and stamina</p> <p>Show understanding through intonation, tone and volume so that meaning is clear to an audience when performing poems and playscripts</p> <p>Use punctuation to determine intonation and expression when reading aloud to a range of audiences.</p> <p>Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear (Yr 5/6 National Curriculum writing)</p>	<p>Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1 to understand the meaning of new words</p> <p>Check the text makes sense to them by discussing their understanding and exploring the meaning of words in context (Strand 2a)</p> <p>Ask questions to improve their understanding of a text</p> <p>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</p> <p>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</p> <p>Provide reasoned justifications for their views</p> <p>Identify a range of descriptive devices including figurative language, e.g. metaphors, personification</p>	<p>Demonstrate increasing 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</p> <p>Retrieve, record and present information from fiction and non-fiction (Strand 2b)</p> <p>Skim and scan efficiently for vocabulary, key ideas and facts on both the printed page and screen</p> <p>Extract information and make notes using quotations and reference to the text</p> <p>Identify and summarise main ideas drawn from more than one paragraph identifying the key details that support the main ideas (Strand 2c)</p>	<p>Predict what might happen from details stated and implied (Strand 2e) and provide justifications from the text</p> <p>Distinguish between statements of fact and opinion and understand why this is important to interpreting the text</p> <p>Prove or disprove simple statements about a character by finding evidence in a text Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence (Strand 2d)</p> <p>Compare the behaviour and feelings of two different characters in an extract from the text</p> <p>Identify and discuss themes and conventions in a wide range of writing e.g. 'heroism' or 'loss'</p>	<p>Read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and references books or textbooks</p> <p>Read books that are structured in different ways and read for a range of purposes Identify how language, structure and presentation contribute to meaning (Strand 2f)</p> <p>Discuss and evaluate the intended impact of the language used with reference to the text</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader (Strand 2g)</p> <p>Identify how presentational and organisational choices vary according to the form and purpose of the writing</p> <p>Make simple links between texts, their audience, purpose, time and culture, drawing on a good knowledge of authors</p> <p>Recommend books that they have read, giving reasons for their choices</p> <p>Identify and explain the author's point of view with reference to the text</p> <p>Make comparisons within and across books (Strand 2h)</p> <p>Make links between the authors' use of language and the inferences drawn</p>

READING – YEAR 6

 <p>Decode</p>	 <p>Explain</p>	 <p>Retrieve</p>	 <p>Interpret</p>	 <p>Choice</p>
<p>Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1 to read aloud new words, including –cious, -tious, - tial, -cial; chef, chalet, machine, brochure – French in origin</p> <p>Read with fluency and stamina</p> <p>Evaluate texts quickly in order to determine their usefulness or appeal</p> <p>Show understanding through intonation, tone and volume so that meaning is clear to an audience when performing poems and playscripts</p> <p>Use punctuation, structure and speech punctuation to determine intonation and expression when reading aloud to a range of audiences.</p> <p>Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear (Yr 5/6 National Curriculum writing)</p>	<p>Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1 to understand the meaning of new words</p> <p>Check the text makes sense to them by discussing their understanding and exploring the meaning of words in context</p> <p>Ask questions to improve their understanding of a text</p> <p>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</p> <p>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</p> <p>Provide reasoned justifications for their views</p> <p>Identify a range of descriptive devices including figurative language. e.g. personification</p>	<p>Demonstrate increasing familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction from our literary heritage, and books from other cultures and traditions</p> <p>Retrieve, record and present information from non-fiction (Strand 2b)</p> <p>Skim and scan efficiently to extract information and make well organised notes of the main ideas using quotation and reference to the text using own words</p> <p>Summarise main ideas drawn from more than one paragraph identifying the key details that support the main ideas (Strand 2c)</p> <p>Produce a succinct summary, paraphrasing the main ideas from across the text or a range of sources</p>	<p>Predict what might happen from details stated and implied (Strand 2e) and provide justifications from the text</p> <p>Distinguish between statements of fact and opinion and recognise them in the language used by authors to influence readers</p> <p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence (Strand 2d)</p> <p>Compare the behaviour and feelings of different characters in text and how their interactions impact upon one another</p> <p>Refer to the text to support predictions and opinions (expanding responses to provide Evidence + Explanation)</p> <p>Begin to see how inferences draw on the connotations of words, their use in context and that they can be cumulative</p> <p>Identify and discuss themes and conventions in a wide range of writing e.g. isolation or flashback</p>	<p>Read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and references books or textbooks</p> <p>Identify how language, structure, and presentation contribute to meaning (Strand 2f)</p> <p>Read books that are structured in different ways and read for a range of purposes</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader (Strand 2g)</p> <p>Identify and comment on genre-specific language features used e.g. shades of meaning between similar words</p> <p>Evaluate how successfully the organisation of a text supports the writer's purpose</p> <p>Evaluate how authors use language, including figurative language, considering the impact on the reader</p> <p>Compare and discuss accounts of the same event through different character viewpoints</p> <p>Explore a similar theme or topic written in a different genre</p> <p>Recommend books and authors that they have read, giving reasons for their choices to enable them to make links between authors and suggest similar texts</p> <p>Make comparisons within and across books (Strand 2h)</p> <p>Recognise texts that contain features from more than one genre, or demonstrate shifts in formality</p> <p>Explain and justify how texts relate to audience, purpose, time and culture, and refer to specific aspects of a text that exemplify this</p>