



# Whole School Reading Progression Document

The **Word Reading** and **Comprehension** objectives for the Reading Curriculum in this document are taught through the following lessons and experiences:

Skilled Word Reading	Good Comprehension
<p>Daily, grouped phonics teaching using Little Wandle</p> <p>Daily, GPS teaching through Ready, Steady, Write English Scheme</p> <p>Weekly Spellings and vocabulary</p> <p>Individual 1:1 reading sessions with individual reading books pitched appropriately</p>	<p>Daily Reading Comprehension Lessons from Year 2 onwards and Three times per week for Year 1 children using Little Wandle Reading Comprehension</p> <p>Daily Sharing a Book lessons for Reception children setting foundations for Reading comprehension sessions</p> <p>A whole school weekly reading cycle followed in both Reading Comprehension lessons and Sharing a Book lessons focusing on the 4 key Reading Skills.</p> <p>Structure of the reading lessons made accessible through characters for all ages, so that foundations can be set right from Reception</p>

Wrapped around the reading curriculum, there is a reading rich culture to help children develop a love of reading through the following ways:

Love of Reading
<p>Inviting and valued class reading areas in every classroom</p> <p>Carefully chosen Class Books and dedicated class story time every day following a whole school, long term plan.</p> <p>Class Love of reading book planned for each half term</p> <p>'Check out what we are reading' posters throughout school</p> <p>Weekly Reading Assemblies</p> <p>Whole School Library accessible for all families and dedicated slot for each class</p> <p>Reading for pleasure book chosen alongside banded reading book by every child to read and share at home</p> <p>Weekly Reading Buddies session for all children</p>

# Year 1

During year 1, teachers should build on work from the early years foundation stage, making sure that pupils can sound and blend unfamiliar printed words quickly and accurately using the phonic knowledge and skills that they have already learnt. Teachers should also ensure that pupils continue to learn new grapheme-phoneme correspondences (GPCs) and revise and consolidate those learnt earlier. The understanding that the letter(s) on the page represent the sounds in spoken words should underpin pupils' reading and spelling of all words. This includes common words containing unusual GPCs. The term 'common exception words' is used throughout the programmes of study for such words.

Alongside this knowledge of GPCs, pupils need to develop the skill of blending the sounds into words for reading and establish the habit of applying this skill whenever they encounter new words. This will be supported by practice in reading books consistent with their developing phonic knowledge and skill and their knowledge of common exception words. At the same time they will need to hear, share and discuss a wide range of high-quality books to develop a love of reading and broaden their vocabulary.

Pupils should be helped to read words without overt sounding and blending after a few encounters. Those who are slow to develop this skill should have extra practice.

# Year 2

By the beginning of year 2, pupils should be able to read all common graphemes. They should be able to read unfamiliar words containing these graphemes, accurately and without undue hesitation, by sounding them out in books that are matched closely to each pupil's level of word-reading knowledge. They should also be able to read many common words containing GPCs taught so far [for example, shout, hand, stop, or dream], without needing to blend the sounds out loud first. Pupils' reading of common exception words [for example, you, could, many, or people], should be secure. Pupils will increase their fluency by being able to read these words easily and automatically. Finally, pupils should be able to retell some familiar stories that have been read to and discussed with them or that they have acted out during year 1.

During year 2, teachers should continue to focus on establishing pupils' accurate and speedy word-reading skills. They should also make sure that pupils listen to and discuss a wide range of stories, poems, plays and information books; this should include whole books. The sooner that pupils can read well and do so frequently, the sooner they will be able to increase their vocabulary, comprehension and their knowledge across the wider curriculum.

## Year 3 and 4

By the beginning of year 3, pupils should be able to read books written at an age-appropriate interest level. They should be able to read them accurately and at a speed that is sufficient for them to focus on understanding what they read rather than on decoding individual words. They should be able to decode most new words outside their spoken vocabulary, making a good approximation to the word's pronunciation. As their decoding skills become increasingly secure, teaching should be directed more towards developing their vocabulary and the breadth and depth of their reading, making sure that they become independent, fluent and enthusiastic readers who read widely and frequently. They should be developing their understanding and enjoyment of stories, poetry, plays and non-fiction, and learning to read silently. They should also be developing their knowledge and skills in reading non-fiction about a wide range of subjects. They should be learning to justify their views about what they have read: with support at the start of year 3 and increasingly independently by the end of year 4.

## Year 5 and 6

By the beginning of year 5, pupils should be able to read aloud a wider range of poetry and books written at an age-appropriate interest level with accuracy and at a reasonable speaking pace. They should be able to read most words effortlessly and to work out how to pronounce unfamiliar written words with increasing automaticity. If the pronunciation sounds unfamiliar, they should ask for help in determining both the meaning of the word and how to pronounce it correctly. They should be able to prepare readings, with appropriate intonation to show their understanding, and should be able to summarise and present a familiar story in their own words. They should be reading widely and frequently, outside as well as in school, for pleasure and information. They should be able to read silently, with good understanding, inferring the meanings of unfamiliar words, and then discuss what they have read.

During years 5 and 6, teachers should continue to emphasise pupils' enjoyment and understanding of language, especially vocabulary, to support their reading and writing. Pupils' knowledge of language, gained from stories, plays, poetry, non-fiction and textbooks, will support their increasing fluency as readers, their facility as writers, and their comprehension.

It is essential that pupils whose decoding skills are poor are taught through a rigorous and systematic phonics programme so that they catch up rapidly with their peers in terms of their decoding and spelling. However, as far as possible, these pupils should follow the upper key stage 2 programme of study in terms of listening to books and other writing that they have not come across before, hearing and learning new vocabulary and grammatical structures, and having a chance to talk about all of these.

Reading: Word reading

Rec/ELG	Y1	Y2	Y3	Y4	Y5	Y6
<p>Use <b>phonic knowledge</b> to decode regular words and read them aloud accurately. ELG</p> <p>Read some <b>common irregular words</b>. ELG</p>	Apply <b>phonic knowledge</b> & skills as the route to decode words.	Continue to apply <b>phonic knowledge</b> & skills as the route to decode words until automatic decoding has become embedded & reading is fluent.				
	Respond speedily with the correct sound to <b>graphemes</b> for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.	Read accurately by <b>blending</b> the sounds in words that contain the <b>graphemes</b> taught so far, especially recognising alternative sounds for graphemes.				
	Read accurately by <b>blending</b> sounds in unfamiliar words containing GPCs that have been taught.					
	Read <b>common exception words</b> , noting unusual correspondences between spelling and sound and where these occur in the word.	Read further <b>common exception words</b> , noting unusual correspondence between spelling & sound and where these occur in the word.	Read further <b>exception words</b> , noting the unusual correspondences between spelling and sound, and where these occur in the word.			
	Read words containing <b>taught GPCs</b> and -s, -es, -ing, -ed, -er and -est endings.					
	Read other <b>words of more than one syllable</b> that contain taught GPCs.	Read accurately <b>words of two or more syllables</b> that contain the taught GPCs.				
	Read words with <b>contractions</b> , e.g. I'm, I'll, we'll and understand that the apostrophe represents the omitted letter(s).					
		Read most words quickly and accurately, <b>without overt sounding &amp; blending</b> , when they have been frequently encountered.				
	<b>Read aloud</b> accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.	<b>Read aloud</b> books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically & without undue hesitation.				
	Re-read these books to build up their <b>fluency &amp; confidence</b> in word reading.	Re-read these books to build up their <b>fluency &amp; confidence</b> in word reading.				
	Read words containing common <b>suffixes</b> .	Apply their growing knowledge of root words, <b>prefixes and suffixes</b> (etymology and morphology), both to read aloud and to understand the meaning of new words they meet.	Apply their growing knowledge of <b>root words, prefixes and suffixes</b> (etymology and morphology), both to read aloud and to understand the meaning of new words they meet.			

**Reading: Comprehension<sup>1</sup>**

Rec/ELG	Y1	Y2	Y3	Y4	Y5	Y6
	Develop <b>pleasure</b> in reading, <b>motivation</b> to read, and <b>understanding</b> by:		Develop <b>positive attitudes</b> to reading and <b>understanding</b> of what they read by:		Maintain <b>positive attitudes</b> to reading and <b>understanding</b> of what they have read by:	
	<b>Listening</b> to & <b>discussing</b> a wide range of poems, stories & non-fiction at a level beyond that at which they can read independently	<b>Listening</b> to, <b>discussing</b> & expressing views about a wide range of contemporary & classic poetry, stories & non-fiction at a level beyond that at which they can read independently	<b>Listening</b> to and <b>discussing</b> a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks		Continuing to <b>read &amp; discuss</b> an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.	
	Being encouraged to <b>link what they read</b> or hear read to their own experiences					
		Discussing the <b>sequence of events</b> in books & how items of information are related.	Reading books that are <b>structured</b> in different ways and reading for a <b>range of purposes</b> .		Reading books that are <b>structured</b> in different ways and reading for a <b>range of purposes</b> .	
			Using <b>dictionaries</b> to check the meaning of words that they have read.			
	Becoming very <b>familiar</b> with key stories, fairy stories & traditional tales, retelling them & considering their particular characteristics	Becoming increasingly <b>familiar</b> with & retelling a wider range of stories, fairy stories & traditional tales.	Increasing their <b>familiarity</b> with a wide range of books, including fairy stories, myths, legends, and retelling of some of these orally.		Increasing their <b>familiarity</b> with a wide range of books, including myths, legends & traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.	
					<b>Recommending books</b> that they have read to their peers, giving reasons for their choices.	
	Recognising & joining in with <b>predictable phrases</b>	Recognising simple <b>recurring literary language</b> in stories & poems.				
		Discussing their favourite words & phrases.	Discussing words & phrases that <b>capture the reader's interest</b> and imagination.			
			Identifying <b>themes &amp; conventions</b> in a wider range of books.		Identifying & discussing <b>themes &amp; conventions</b> in and across a wide range of writing.	
					Making <b>comparisons</b> within & across books.	
			Recognising some <b>different forms of poetry</b> (e.g. free verse, narrative poetry)			
	Learning to appreciate <b>rhymes &amp; poems</b> , and to recite some by heart	Continuing to build up a repertoire of <b>poems</b> learnt by heart, appreciating these & reciting some, with appropriate intonation to make the meaning clear.	Preparing <b>poems</b> and <b>play scripts</b> to read aloud and perform, showing understanding through intonation, tone, volume and action.		Learning a wider range of <b>poetry</b> by heart.	
		Being introduced to <b>non-fiction</b> books that are structured in different ways.			Preparing <b>poems</b> and <b>plays</b> to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.	
	Discussing <b>word meanings</b> , linking new meanings to those already known.	Discussing & clarifying the <b>meaning of words</b> , linking new meanings to known vocabulary.				



Reading: Comprehension<sup>2</sup>

Rec/ELG	Y1	Y2	Y3	Y4	Y5	Y6
<p>Read &amp; understand simple sentences. ELG</p> <p>Demonstrate <b>understanding</b> when talking to others about what they have read. ELG</p>	Understand both the books they can already read accurately and fluently and those they listen to by:	Understand what they read, in books they can read independently, by	Understand what they read, in books they can read independently, by	Understand what they read by:	Understand what they read by:	Understand what they read by:
	Drawing on what they already know or on background information & vocab provided by the teacher.	Drawing on what they already know or on background information & vocab provided by the teacher.				
	Checking that the text makes sense to them as they read & correcting inaccurate reading.	Checking that the text makes sense to them as they read & correcting inaccurate reading.	Checking that the text makes sense to them, discussing their understanding & explaining the meaning of the words in context.		Checking that the book makes sense to them, discussing their understanding & exploring the meaning of the words in context.	
	Discussing the significance of the title & events					
	Making inferences on the basis of what is being said & done	Making inferences on the basis of what is being said & done	Drawing inferences such as inferring characters' feelings, thoughts & motives from their actions, & justifying inferences with evidence		Drawing inferences such as inferring characters' feelings, thoughts & motives from their actions, and justifying inferences with evidence.	
	Predicting what might happen on the basis of what has been read so far	Predicting what might happen on the basis of what has been read so far	Predicting what might happen from details stated & implied		Predicting what might happen from details stated and implied.	
		Answering & asking questions	Asking questions to improve their understanding of the text.		Asking questions to improve their understanding.	
					Provide reasoned justifications for their views.	
					Discuss & evaluate how authors use language, including figurative language, considering the impact on the reader.	
			Identifying main ideas drawn from more than one paragraphs & summarise these.		Summarising the main idea drawn from more than one paragraph, identifying key details that support the main ideas.	
			Identifying how language, structure & presentation contribute to meaning.		Identifying how language, structure & presentation contribute to meaning.	
			Retrieve & record information from non-fiction.		Retrieve, record & present information from non-fiction.	
					Distinguish between statements of fact & opinion.	
	Participate in discussion about what is read to them, taking turns & listening to what others say.	Participate in discussion about books, poems & other words that are read to them & those that they can read for themselves, taking turns & listening to what others say.	Participate in discussion about both books that are read to them and those that they can read for themselves, taking turns & listening to what others say.	Participate in discussion about both books that are read to them and those that they can read for themselves, building on their own & others' ideas & challenging views courteously.		
	Explain clearly their understanding of what is read to them.	Explain & discuss their understanding of books, poems & other material, both those that they listen to & those that they read for themselves.		Explain & 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.		

## Word Reading – Reception

Children should be taught to:

Continue a rhyming string.

Hear and say the initial sound in words.

Segment the sounds in simple words and blend them together and knows which letters represent some of them.

Links sounds to letters, naming and sounding the letters of the alphabet.

Begin to read words and simple sentences.

Read and understand simple sentences.

Use phonic knowledge to decode regular words and read them aloud accurately.

Read some common irregular words.

Adults should encourage children to recall words they see frequently, such as their own and friends' names. The oral blending of sounds to make words in everyday contexts, e.g. 'Can you get your h-a-t hat?' should be modelled frequently. Games should be used like word letter bingo to develop children's phoneme-grapheme correspondence. Adults should model to children how simple words can be segmented into sounds and blended together to make words. When children are ready (usually, but not always, by the age of five) provide regular systematic synthetic phonics sessions. These should be multisensory in order to capture their interests, sustain motivation and reinforce learning. Adults should demonstrate using phonics as the prime approach to decode words while children can see the text, e.g. using big books. Varied texts should be provided and children encouraged to use all their skills including their phonic knowledge to decode words. Provide some simple texts which children can decode to give them confidence and to practise their developing skills.

## Comprehension – Reception

Children should be taught to:

Use vocabulary and forms of speech that are increasingly influenced by their experiences of books.

Enjoy an increasing range of books.

Know that information can be retrieved from books and computers.

Demonstrate understanding when talking with others about what they have read.

Adults should discuss and model ways of finding out information from non-fiction texts. Provide story sacks and boxes and make them with the children for use in the setting and at home. Individual children's reading should be supported and given a scaffold for as opportunities arise. Adults should encourage children to add to their first-hand experience of the world through the use of books, other texts and information, and information and communication technology (ICT). Enabling environments should be provided that help children to identify the main events in a story and to enact stories, as the basis for further imaginative play. Story boards and props which support children to talk about a story's characters and sequence of event should be made available.

## Word Reading – Year 1

Children should be taught 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 books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words

Reread these books to build up their fluency and confidence in word reading

Pupils should revise and consolidate the GPCs and common exception words taught in reception year. As soon as they can read words comprising the year 1 GPCs accurately and speedily, they should move on to the year 2 programme of study for word reading in this document. Exception words taught will vary according to the phonics programme being used. Ensuring that pupils are aware of the GPCs they contain, however unusual these are, supports spelling later. Young readers encounter words that they have not seen before much more frequently than experienced readers do, and they may not know the meaning of some of these. Practice at reading such words by sounding and blending can provide opportunities not only for pupils to develop confidence in their decoding skills, but also for teachers to explain the meaning and thus develop pupils' vocabulary. Pupils should be taught how to read words with suffixes by being helped to build on the root words that they can read already. Pupils' reading and rereading of books that are closely matched to their developing phonic knowledge and knowledge of common exception words supports their fluency, as well as increasing their confidence in their reading skills. Fluent word reading greatly assists comprehension, especially when pupils come to read longer books.



## Comprehension – Year 1

Children should be taught to:

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 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

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

Pupils should have extensive experience of listening to, sharing and discussing a wide range of high-quality books with the teacher, other adults and each other to engender a love of reading at the same time as they are reading independently. Pupils' vocabulary should be developed when they listen to books read aloud and when they discuss what they have heard. Such vocabulary can also feed into their writing. Knowing the meaning of more words increases pupils' chances of understanding when they read by themselves. The meaning of some new words should be introduced to pupils before they start to read on their own, so that these unknown words do not hold up their comprehension. However, once pupils have already decoded words successfully, the meaning of those that are new to them can be discussed with them, thus contributing to developing their early skills of inference. By listening frequently to stories, poems and non-fiction that they cannot yet read for themselves, pupils begin to understand how written language can be structured in order, for example, to build surprise in narratives or to present facts in non-fiction. Listening to and discussing information books and other non-fiction establishes the foundations for their learning in other subjects. Pupils should be shown some of the processes for finding out information.

Through listening, pupils also start to learn how language sounds and increase their vocabulary and awareness of grammatical structures. In due course, they will be able to draw on such grammar in their own writing. Rules for effective discussions should be agreed with and demonstrated for pupils. They should help to develop and evaluate them, with the expectation that everyone takes part. Pupils should be helped to consider the opinions of others. Role play can help pupils to identify with and explore characters and to try out the language they have listened to.

## Year 1

Aspect	Autumn	Spring	Summer
<b>Applying Phonics</b>	<ul style="list-style-type: none"> <li>▪ I know when to use phonic knowledge to decode words.</li> <li>▪ I read common words using phonic knowledge, where possible.</li> <li>▪ I read words of more than one syllable that contain taught GPCs.</li> <li>▪ I read phonically decodable texts.</li> </ul>	<ul style="list-style-type: none"> <li>▪ I know which parts of words can be decoded using phonics.</li> <li>▪ I blend sounds in unfamiliar words based on known GPCs.</li> <li>▪ I read words with familiar endings - s, es, ing, ed, er, est.</li> <li>▪ I read words which have the prefix -un added.</li> <li>▪ I read phonically decodable texts, with confidence.</li> <li>▪ I divide words into syllables, for example, pocket, rabbit, carrot, thunder, sunset.</li> </ul>	<ul style="list-style-type: none"> <li>▪ I hear and recognise all 40+ phonemes.</li> <li>▪ I match all 40+ graphemes to their phonemes (Phase 3).</li> <li>▪ I identify all 40+ graphemes in my reading.</li> <li>▪ I know that words can have omitted letters and that an apostrophe represents the omitted letters.</li> <li>▪ I find contractions in my reading.</li> <li>▪ I read words with contractions.</li> <li>▪ I read compound words, for example, football, playground, farmyard, bedroom.</li> </ul>
<b>Reading for Pleasure</b>	<ul style="list-style-type: none"> <li>▪ I know that there are different kinds of books.</li> <li>▪ I know the difference between a story book and an information book.</li> <li>▪ I can find the title, author and the illustrator of a book.</li> <li>▪ I know some familiar stories.</li> <li>▪ I recognise familiar story language.</li> </ul>	<ul style="list-style-type: none"> <li>▪ I say what I like or dislike about a book.</li> <li>▪ I say if a story reminds me of another story or something that I have experienced.</li> <li>▪ I listen to others' ideas about a book.</li> <li>▪ I find familiar story language in stories read aloud to me or ones I have read independently.</li> <li>▪ I retell key stories orally using narrative language.</li> <li>▪ I recognise rhyming language.</li> </ul>	<ul style="list-style-type: none"> <li>▪ I say whether I agree or disagree with other's ideas.</li> <li>▪ I say whether I agree or disagree with others' ideas.</li> <li>▪ I say why I agree or disagree with ideas.</li> <li>▪ I recognise repeated or patterned language.</li> <li>▪ I recognise patterned language in the poems and rhymes I know.</li> <li>▪ I know some poems and rhymes by heart.</li> </ul>



## Year 1 (continued)

Aspect	Autumn	Spring	Summer
<b>Reading Accurately, with Fluency and with Understanding</b>	<ul style="list-style-type: none"> <li>▪ I use picture clues to support my understanding.</li> <li>▪ I use picture cues to deepen my understanding.</li> <li>▪ I identify the characters in a story.</li> <li>▪ I recognise a character's feelings.</li> <li>▪ I say why a character has a feeling.</li> </ul>	<ul style="list-style-type: none"> <li>▪ I use prior knowledge to understand texts.</li> <li>▪ I identify unfamiliar words and ask about meaning.</li> <li>▪ I use the context to make informed guesses about the meaning of unfamiliar words.</li> <li>▪ I make predictions based on the events in the story.</li> <li>▪ I give an opinion about a character.</li> <li>▪ I know that stories can have similar characters.</li> </ul>	<ul style="list-style-type: none"> <li>▪ I discuss the meaning of unfamiliar words with others.</li> <li>▪ I know that stories can have similar patterns of events.</li> <li>▪ I make links to other stories.</li> <li>▪ I make links with characters in other stories.</li> <li>▪ I can answer retrieval questions about a book.</li> <li>▪ I use information from the story to support my opinion.</li> <li>▪ I understand that a writer can leave gaps for the reader to fill.</li> <li>▪ I answer questions which fill the gaps in a story. (Inference)</li> </ul>

## Word Reading – Year 2

Children should be taught 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
- Reread these books to build up their fluency and confidence in word reading

Pupils should revise and consolidate the GPCs and the common exception words taught in year 1. The exception words taught will vary slightly, depending on the phonics programme being used. As soon as pupils can read words comprising the year 2 GPCs accurately and speedily, they should move on to the years 3 and 4 programme of study for word reading.

When pupils are taught how to read longer words, they should be shown syllable boundaries and how to read each syllable separately before they combine them to read the word. Pupils should be taught how to read suffixes by building on the root words that they have already learnt. The whole suffix should be taught as well as the letters that make it up.

Pupils who are still at the early stages of learning to read should have ample practice in reading books that are closely matched to their developing phonic knowledge and knowledge of common exception words. As soon as the decoding of most regular words and common exception words is embedded fully, the range of books that pupils can read independently will expand rapidly. Pupils should have opportunities to exercise choice in selecting books and be taught how to do so.

## Comprehension – Year 2

Children should be taught 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

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

Pupils should be encouraged to read all the words in a sentence and to do this accurately, so that their understanding of what they read is not hindered by imprecise decoding (for example, by reading 'place' instead of 'palace'). Pupils should monitor what they read, checking that the word they have decoded fits in with what else they have read and makes sense in the context of what they already know about the topic. The meaning of new words should be explained to pupils within the context of what they are reading, and they should be encouraged to use morphology (such as prefixes) to work out unknown words.

Pupils should learn about cause and effect in both narrative and non-fiction (for example, what has prompted a character's behaviour in a story; why certain dates are commemorated annually). 'Thinking aloud' when reading to pupils may help them to understand what skilled readers do. Deliberate steps should be taken to increase pupils' vocabulary and their awareness of grammar so that they continue to understand the differences between spoken and written language. Discussion should be demonstrated to pupils. They should be guided to participate in it and they should be helped to consider the opinions of others. They should receive feedback on their discussions. Role play and other drama techniques can help pupils to identify with and explore characters. In these ways, they extend their understanding of what they read and have opportunities to try out the language they have listened to.



## Year 2

Aspect	Autumn	Spring	Summer
<b>Applying Phonics</b>	<ul style="list-style-type: none"> <li>• I understand the importance of decoding words automatically.</li> <li>• I understand that some words cannot be decoded with phonic strategies.</li> <li>• I use the graphemes taught to blend sounds.</li> <li>• I know that phonemes may be represented by different graphemes.</li> <li>• I know that familiar words do not need to be sounded out and blended.</li> <li>• I read these familiar words automatically and accurately without sounding or blending.</li> </ul>	<ul style="list-style-type: none"> <li>• I know that the same grapheme may be read in different ways.</li> <li>• I recognise alternatives and consider which will make more sense.</li> <li>• I recognise syllables in words.</li> <li>• I know that breaking words into syllables helps fluent decoding.</li> <li>• I know that other strategies can be used to read unfamiliar words.</li> <li>• I use other strategies to support fluent decoding.</li> </ul>	<ul style="list-style-type: none"> <li>• I read words of two or more syllables accurately.</li> <li>• I read aloud books closely matched to my improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.</li> <li>• I read these books fluently and confidently.</li> </ul>
<b>Reading for Pleasure</b>	<ul style="list-style-type: none"> <li>• I know that there are different kinds of stories.</li> <li>• I listen to or read a range of different kinds of stories.</li> <li>• I make choices about the books I read.</li> <li>• I know that non-fiction books are organised differently from fiction texts.</li> <li>• I know that books or texts have a purpose.</li> </ul>	<ul style="list-style-type: none"> <li>• I explain why I prefer certain books or stories.</li> <li>• I can retell stories with the key events in the correct sequence.</li> <li>• I can retell a story with the key events and the characters.</li> <li>• I know how to find information in a non-fiction book.</li> <li>• I identify the purpose of a book or a text.</li> <li>• I know that books and stories are set in different places and times.</li> </ul>	<ul style="list-style-type: none"> <li>• I decide how useful a non-fiction book is to find the information I need.</li> <li>• I can find the setting or time in books or stories.</li> <li>• I can discuss the setting or time in books.</li> </ul>

## Year 2 (continued)

Aspect	Autumn	Spring	Summer
<b>Reading for Pleasure – Poetry</b>	<ul style="list-style-type: none"> <li>▪ I know the difference between poetry and narrative</li> <li>▪ I know that there are different kinds of poetry.</li> <li>▪ I listen to different kinds of poetry.</li> <li>▪ I talk about books or poems read.</li> <li>▪ I know that stories and poems can have patterned or recurring literary language.</li> </ul>	<ul style="list-style-type: none"> <li>▪ I talk about the meaning of different poems.</li> <li>▪ I recognise that a poem can tell a story.</li> <li>▪ I learn a poem by heart.</li> <li>▪ I give an opinion on books or poems read.</li> <li>▪ I find patterned or recurring literary language in poems and stories.</li> <li>▪ I find favourite words and phrases.</li> </ul>	<ul style="list-style-type: none"> <li>▪ I recite or perform a poem making the meaning clear.</li> <li>▪ I talk about favourite words and phrases.</li> <li>▪ I know that word choice affects meaning.</li> <li>▪ I can explain why a writer has chosen a word to affect meaning.</li> </ul>
<b>Reading Accurately, with Fluency and with Understanding</b>	<ul style="list-style-type: none"> <li>▪ I know that the purpose of reading is to make meaning.</li> <li>▪ I know that there is a range of decoding strategies.</li> <li>▪ I check that text I read makes sense.</li> <li>▪ I re-read when I have lost the meaning.</li> </ul>	<ul style="list-style-type: none"> <li>▪ I self-correct when I have lost the meaning.</li> <li>▪ I use prior knowledge and reading experiences to understand text.</li> <li>▪ I use the context to understand texts.</li> <li>▪ I ask questions to clarify understanding.</li> <li>▪ I can find the answers to retrieval questions about stories, poems or non-fiction texts.</li> <li>▪ I recognise that a writer can have a message for the reader.</li> <li>▪ I can make predictions about possible events.</li> </ul>	<ul style="list-style-type: none"> <li>▪ I know what the inference - 'reading between the lines' - means.</li> <li>▪ I find inferences about characters' feelings and thoughts.</li> <li>▪ I can explain inferences about characters' feelings and thoughts.</li> <li>▪ I give reasons for characters' actions or behaviour.</li> <li>▪ I recognise key ideas in a text.</li> <li>▪ I can explain a writer's message.</li> <li>▪ I can make predictions about how characters might behave.</li> </ul>

## Word Reading – Year 3 and 4

Children should be taught to:

Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in – Appendix 1 both to read aloud and to understand the meaning of new words they meet

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

At this stage, teaching comprehension should be taking precedence over teaching word reading directly. Any focus on word reading should support the development of vocabulary. When pupils are taught to read longer words, they should be supported to test out different pronunciations. They will attempt to match what they decode to words they may have already heard but may not have seen in print (for example, in reading technical, the pronunciation /tɛtʃnɪkəl/ ('tetchnical') might not sound familiar, but /tɛknɪkəl/ ('teknical') should).



## Comprehension – Year 3 and 4

Children should be taught to:

Develop positive attitudes to reading, and an understanding of what they read, by:

Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks

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

Using dictionaries to check the meaning of words that they have read

Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally

Identifying themes and conventions in a wide range of books

Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action

Discussing words and phrases that capture the reader's interest and imagination

Recognising some different forms of poetry [for example, free verse, narrative poetry]

Understand what they read, in books they can read independently, by:

Checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context

Asking questions to improve their understanding of a text

Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

Predicting what might happen from details stated and implied

Identifying main ideas drawn from more than 1 paragraph and summarising these

Identifying how language, structure, and presentation contribute to meaning

Retrieve and record information from non-fiction

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

The focus should continue to be on pupils' comprehension as a primary element in reading. 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 recognise themes in what they read, such as the triumph of good over evil or the use of magical devices in fairy stories and folk tales. They should also learn the conventions of different types of writing (for example, the greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings in instructions). 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. Pupils should continue to have opportunities to listen frequently to stories, poems, non-fiction and other writing, including whole books and not just extracts, so that they build on what was taught previously. In this way, they also meet books and authors that they might not choose themselves. Pupils should also have opportunities to exercise choice in selecting books and be taught how to do so, with teachers making use of any library services and expertise to support this. Reading, re-reading, and rehearsing poems and plays for presentation and performance give pupils opportunities to discuss language, including vocabulary, extending their interest in the meaning and origin of words. Pupils should be encouraged to use drama approaches to understand how to perform plays and poems to support their understanding of the meaning. These activities also provide them with an incentive to find out what expression is required, so feeding into comprehension. In using non-fiction, pupils should know what information they need to look for before they begin and be clear about the task. They should be shown how to use contents pages and indexes to locate information. Pupils should have guidance about the kinds of explanations and questions that are expected from them. They should help to develop, agree on, and evaluate rules for effective discussion. The expectation should be that all pupils take part.

## Year 3

Aspect	Autumn	Spring	Summer
<b>Applying Phonics</b>	<ul style="list-style-type: none"><li>▪ I know that phonics is one strategy to help me read unfamiliar words.</li><li>▪ I know when phonic strategies will help me to read a word and when they will not.</li><li>▪ I know what a root word is.</li><li>▪ I understand how to use a root word to help me read unfamiliar words.</li><li>▪ I use root words to help me read unfamiliar words.</li><li>▪ I use root words to help me understand the meaning of unfamiliar words.</li><li>▪ I know what prefixes and suffixes are.</li><li>▪ I understand how prefixes and suffixes can change the meaning of a word.</li><li>▪ I prefixes and suffixes to read unfamiliar words.</li><li>▪ I prefixes and suffixes to understand the meaning of unfamiliar words.</li></ul>	<ul style="list-style-type: none"><li>▪ I apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.</li><li>▪ I know that some words may have a similar pronunciation but may be written differently.</li><li>▪ I know that some of these are unusual.</li><li>▪ I use knowledge of unusual phoneme/grapheme correspondences to help me read unfamiliar words.</li><li>▪ I know that unfamiliar words can be read by using knowledge of similar words (analogy).</li></ul>	<ul style="list-style-type: none"><li>▪ I use analogy, drawing on the pronunciation of similar known words to read others.</li></ul>



## Year 3 (continued)

Aspect	Autumn	Spring	Summer
<b>Reading for Pleasure</b>	<ul style="list-style-type: none"> <li>▪ I know that there are different kinds of narrative stories.</li> <li>▪ I understand that a sequence of events in a narrative is called the plot.</li> <li>▪ I can identify the plot in a narrative.</li> <li>▪ I use a dictionary to check or find the meaning of new words.</li> <li>▪ I know that there are different kinds of non-fiction books.</li> <li>▪ I know that non-fiction books are structured in different ways.</li> <li>▪ I know how to use a non-fiction book to find identified information.</li> <li>▪ I identify any words that are unfamiliar.</li> </ul>	<ul style="list-style-type: none"> <li>▪ I understand that narratives can have differently structured plots.</li> <li>▪ I talk about the different plot structures in genres read.</li> <li>▪ I know that writers choose words and language to create an effect on the reader.</li> <li>▪ I find effective words and language in reading that writers have used to create effects.</li> <li>▪ I discuss a range of narrative stories and their similarities and differences.</li> <li>▪ I choose books for specific purposes.</li> <li>▪ I discuss the meaning of unfamiliar words identified.</li> </ul>	<ul style="list-style-type: none"> <li>▪ I recognise the literary language typical of narrative genres read.</li> <li>▪ I recognise words and language that show the setting of a book – historical, cultural or social.</li> <li>▪ I explain why a writer makes choices about words and language used.</li> <li>▪ I discuss meaning of specific or unusual words used by authors to create effects.</li> <li>▪ I explain why a writer has chosen specific words and language.</li> <li>▪ I record words and language from reading to use in my own writing.</li> <li>▪ I make connections between books written by the same author.</li> <li>▪ I re-tell some of stories written by the same author by heart.</li> </ul>

## Year 3 (continued)

Aspect	Autumn	Spring	Summer
<b>Reading for Pleasure - Poetry</b>	<ul style="list-style-type: none"> <li>• I know that there are different forms of poetry.</li> <li>• I recognise and name different types of poems which have been introduced.</li> <li>• I know that words and language in poems create effects.</li> </ul>	<ul style="list-style-type: none"> <li>• I can discuss the meaning of words and language in poems.</li> <li>• I understand that there can be more than one interpretation of a poem.</li> <li>• I understand that the meaning of poems can be enhanced through performance.</li> <li>• I watch performances of poems.</li> </ul>	<ul style="list-style-type: none"> <li>• I discuss how the meaning is enhanced through performance.</li> <li>• I identify that intonation, tone, volume and action can be used to enhance meaning.</li> <li>• I prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.</li> </ul>
<b>Reading Accurately, with Fluency and with Understanding</b>	<ul style="list-style-type: none"> <li>• I check understanding in any book or text that I read.</li> <li>• I ask questions to ensure understanding of a text.</li> <li>• I know that there will be unfamiliar words in a text.</li> <li>• I know that texts have a main idea.</li> <li>• I identify the main idea of a text.</li> <li>• I know that the organisation and layout of a book helps me to understand it.</li> <li>• I know how to find key words or information in a non-fiction text.</li> </ul>	<ul style="list-style-type: none"> <li>• I ask questions to deepen understanding of a text.</li> <li>• I use the context of unfamiliar words to explain their meaning.</li> <li>• I give a personal response to a text.</li> <li>• I use evidence from the text to support my response.</li> <li>• I use clues from the text to predict what might happen next.</li> <li>• I know that the main idea in a narrative may also have a message for the reader.</li> <li>• I know that the message in a book is called the theme.</li> <li>• I recognise that books may have similar themes.</li> <li>• I understand that the organisation and layout may be different according to the purpose of the book.</li> <li>• I record key words or information found in a non-fiction text.</li> </ul>	<ul style="list-style-type: none"> <li>• I check the meaning of any unfamiliar words through questioning, discussion or use of dictionaries.</li> <li>• I explain my personal response.</li> <li>• I listen to others' personal responses to a text.</li> <li>• I adapt own response in the light of others' responses.</li> <li>• I know that characters' actions can tell the reader about their thoughts, feelings and motives.</li> <li>• I infer characters' feelings, thoughts and motives from their actions.</li> <li>• I give reasons for predicting what might happen next.</li> <li>• I identify the organisation and layout in books.</li> <li>• I explain how the organisation and layout helps me to understand it.</li> </ul>



## Year 4

Aspect	Autumn	Spring	Summer
<b>Applying Phonics</b>	<ul style="list-style-type: none"> <li>• I know that phonics is one strategy to read unfamiliar words.</li> <li>• I know when phonic strategies will help to read a word and when they will not.</li> <li>• I use knowledge of root words to help me read unfamiliar words.</li> <li>• I use root words to help me understand the meaning of unfamiliar words.</li> <li>• I use knowledge of learned prefixes and suffixes to help me read unfamiliar words.</li> <li>• I use prefixes and suffixes to help me understand the meaning of unfamiliar words.</li> </ul>	<ul style="list-style-type: none"> <li>• I apply knowledge of root words, prefixes and suffixes to help me read aloud and to understand the meaning of unfamiliar words.</li> <li>• I know that many words may have a similar pronunciation but may be written differently.</li> <li>• I know that some of these are unusual.</li> <li>• I use knowledge of unusual phoneme/grapheme correspondences to help me read unfamiliar words.</li> <li>• I know that unfamiliar words can be read by using knowledge of known similar words (analogy).</li> <li>• I use analogy drawing on the pronunciation of similar known words to read others</li> </ul>	
<b>Reading for Pleasure</b>	<ul style="list-style-type: none"> <li>• I know that there is a range of narrative stories.</li> <li>• I discuss the range of narrative stories introduced so far and consider differences and similarities.</li> <li>• I understand that these have different plot patterns.</li> <li>• I know that the plot develops in different ways according to the plot pattern.</li> <li>• I use a dictionary to check or find the meaning of new words.</li> <li>• I find similarities in the books I read.</li> <li>• I understand that writers open stories in different ways.</li> </ul>	<ul style="list-style-type: none"> <li>• I understand that a writer can use patterned language for effect.</li> <li>• I find examples of patterned language for effect.</li> <li>• I identify words and language that show the setting of a book – historical, cultural or social.</li> <li>• I know that writers choose words and language to show atmosphere, mood or feelings.</li> <li>• I find words and language in my reading that writers have used to show atmosphere, mood or feelings.</li> <li>• I identify different openings in different books and I can compare different story openings.</li> </ul>	<ul style="list-style-type: none"> <li>• I explain how the writer has used words and language to show the setting of a book.</li> <li>• I explain how the words and language used show atmosphere, mood or feelings.</li> <li>• I explain why a writer has chosen specific words and language to create mood, atmosphere or feelings.</li> <li>• I record words and language from my reading to use in my own writing.</li> <li>• I find similarities in the use of language and openings in books experienced.</li> </ul>

## Year 4 (continued)

Aspect	Autumn	Spring	Summer
<b>Reading for Pleasure - Poetry</b>	<ul style="list-style-type: none"> <li>▪ I know that there are different forms of poetry.</li> <li>▪ I know that words and language in poems create effects.</li> </ul>	<ul style="list-style-type: none"> <li>▪ I recognise and name different types of poems which have been introduced to me.</li> <li>▪ I explain the effect created by the poet's choice of words and language.</li> <li>▪ I know that poems may have patterned language.</li> <li>▪ I find examples of patterned language in the poems I read.</li> <li>▪ I explain the effect of patterned language in poems and why a poet might use it.</li> <li>▪ I understand that the meaning of poems can be enhanced through performance.</li> <li>▪ I enjoy watching performances of poems.</li> </ul>	<ul style="list-style-type: none"> <li>▪ I discuss how the meaning of a poem is enhanced through performance.</li> <li>▪ I identify that intonation, tone, volume and action can be used to enhance meaning.</li> <li>▪ I prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.</li> </ul>
<b>Reading for Pleasure – Non-Fiction</b>	<ul style="list-style-type: none"> <li>▪ I choose a specific non-fiction book for a specific purpose.</li> <li>▪ I identify any words that are unfamiliar to me.</li> <li>▪ I use dictionaries to check or find the meaning of unfamiliar words.</li> </ul>	<ul style="list-style-type: none"> <li>▪ I know where to find the specific information needed in my book.</li> <li>▪ I know how to use a non-fiction book to find identified information.</li> <li>▪ I discuss the meaning of the unfamiliar words identified.</li> </ul>	



## Year 4 (continued)

Aspect	Autumn	Spring	Summer
<b>Reading with understanding</b>	<ul style="list-style-type: none"> <li>• I frequently empathise with a character.</li> <li>• I identify the main idea/s of a text.</li> <li>• I know that the main idea of a text can be summarised in a sentence.</li> <li>• I know that many books have themes.</li> <li>• I discuss the possible theme/s in books.</li> <li>• I identify a theme in a book.</li> <li>• I know that the organisation and layout of books vary according to the purpose of the book.</li> </ul>	<ul style="list-style-type: none"> <li>• I understand that a reader needs to interact with a text to understand it fully.</li> <li>• I check understanding in any book or text read.</li> <li>• I actively seek the meaning of any words or language not understood.</li> <li>• I ask questions to ensure understanding of a text.</li> <li>• I check the meaning of any unfamiliar words through questioning, discussion or use of dictionaries.</li> <li>• I understand that a writer wants the reader to respond in a certain way.</li> <li>• I explain how the writer made sure of the reader's response, using evidence from the text.</li> <li>• I compare with others' personal responses to a text.</li> <li>• I understand why a character acted, responded or felt in a certain way.</li> <li>• I make predictions based on the text and from knowledge from other books.</li> <li>• I identify the main idea in paragraphs in a text.</li> <li>• I summarise the main idea of a text in a sentence.</li> <li>• I find evidence which shows what the theme is in a book.</li> <li>• I explain why the evidence shows what the theme is.</li> <li>• I use the organisation and layout of a book to find specific information.</li> <li>• I record key words or information found</li> </ul>	<ul style="list-style-type: none"> <li>• I ask questions to deepen understanding of a text – between and beyond the lines.</li> <li>• I find where the writer has written to make the reader respond in a certain way.</li> <li>• I adapt my own response in the light of others' responses.</li> <li>• I understand why a writer wanted the character to respond in a certain way.</li> <li>• I infer meaning using evidence from events, description and dialogue.</li> <li>• I make connections with books with similar themes.</li> <li>• I skim to find specific information on a page or in a paragraph.</li> <li>• I scan a page or paragraph to find key words or information.</li> </ul>



## Word Reading – Year 5 and 6

Children should be taught to:

Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in Appendix both to read aloud and to understand the meaning of new words that they meet.

At this stage, there should be no need for further direct teaching of word-reading skills for almost all pupils. If pupils are struggling or failing in this, the reasons for this should be investigated. It is imperative that pupils are taught to read during their last two years at primary school if they enter year 5 not being able to do so. Pupils should be encouraged to work out any unfamiliar word. They should focus on all the letters in a word so that they do not, for example, read 'invitation' for 'imitation' simply because they might be more familiar with the first word. Accurate reading of individual words, which might be key to the meaning of a sentence or paragraph, improves comprehension. When teachers are reading with or to pupils, attention should be paid to new vocabulary – both a word's meaning(s) and its correct pronunciation.

## Comprehension – Year 5 and 6

Children should be taught to:

Maintain positive attitudes to reading and an 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

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

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

Learning a wider 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

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, and justifying inferences with evidence

Predicting what might happen from details stated and implied

Summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas

Identifying how language, 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

Even though pupils can now read independently, reading aloud to them should include whole books so that they meet books and authors that they might not choose to read themselves. The knowledge and skills that pupils need in order to comprehend are very similar at different ages. Pupils should continue to apply what they have already learnt to more complex writing. Pupils should be taught to recognise themes in what they read, such as loss or heroism. They should have opportunities to compare characters, consider different accounts of the same event and discuss viewpoints (both of authors and of fictional

characters), within a text and across more than 1 text. They should continue to learn the conventions of different types of writing, such as the use of the first person in writing diaries and autobiographies. Pupils should be taught the technical and other terms needed for discussing what they hear and read, such as metaphor, simile, analogy, imagery, style and effect. In using reference books, pupils need to know what information they need to look for before they begin and need to understand the task. They should be shown how to use contents pages and indexes to locate information. The skills of information retrieval that are taught should be applied, for example in reading history, geography and science textbooks, and in contexts where pupils are genuinely motivated to find out information [for example, reading information leaflets before a gallery or museum visit or reading a theatre programme or review]. Teachers should consider making use of any library services and expertise to support this. Pupils should have guidance about and feedback on the quality of their explanations and contributions to discussions. Pupils should be shown how to compare characters, settings, themes and other aspects of what they read.



## Year 5

Aspect	Autumn	Spring	Summer
<b>Applying Phonics</b>	<ul style="list-style-type: none"> <li>• I apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.</li> <li>• I read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</li> <li>• I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.</li> </ul>		
<b>Reading for Pleasure – maintaining a positive attitude about reading</b>	<ul style="list-style-type: none"> <li>• I know that there is a range of narrative genres which includes classic and traditional stories, myths and legends, poems and play scripts.</li> <li>• I know that these are structured in different ways.</li> <li>• I know that non-fiction texts are structured to guide the reader to information.</li> <li>• I can explain how the structure guides the reader to find specific information.</li> <li>• I find words and language that are used for effect.</li> <li>• I can explain how the words and language create a precise effect.</li> </ul>	<ul style="list-style-type: none"> <li>• I discuss and explain how and why different books have different structures.</li> <li>• I can explain why I enjoyed a book or poem and who might also enjoy it.</li> <li>• I evaluate the usefulness of a non-fiction book to research questions raised.</li> <li>• I understand that a writer moves events forward through a balance of dialogue, action and description.</li> <li>• I record effective words and language from reading to use in my own writing.</li> </ul>	<ul style="list-style-type: none"> <li>• I can explore how dialogue is used to develop character.</li> <li>• I can explore how actions are added to dialogue to move events forward.</li> <li>• I understand that writers use language for precise effect.</li> <li>• I understand that this may include precise nouns, precisely chosen adjectives, well developed noun phrases, similes, metaphors, personification etc.</li> <li>• I understand that a writer uses different sentence structures and techniques to create effects.</li> <li>• I can explore the structures and techniques used. For example, short sentences, rhetorical questions, ellipsis, flashbacks.</li> <li>• I can record examples of effective techniques and structures from reading to use in my writing.</li> </ul>

## Year 5 (continued)

Aspect	Autumn	Spring	Summer
<b>Reading for Pleasure - comprehension</b>	<ul style="list-style-type: none"> <li>• I understand that there will be unfamiliar words in the texts I read.</li> <li>• I use dictionaries to check or find the meaning of unfamiliar words.</li> <li>• I ask questions to improve my understanding.</li> <li>• I re-read to check that the text is meaningful.</li> <li>• I draw inferences such as inferring characters' feelings, thoughts and motives from their actions at different points in the text.</li> </ul>	<ul style="list-style-type: none"> <li>• I use meaning-seeking strategies to explore the meaning of words in context.</li> <li>• I understand that inferences can be drawn from different parts of the text.</li> <li>• I justify inferences with evidence from the text.</li> <li>• I make predictions from evidence found and implied.</li> <li>• I summarise the main ideas drawn from a text.</li> </ul>	<ul style="list-style-type: none"> <li>• I use meaning – seeking strategies to explore the meaning of idiomatic and figurative language.</li> <li>• I understand that inferences can be made by reading between and beyond the lines.</li> <li>• I know that the context in which it was written can affect a text. For example, a classic text reflects how an audience of that time will react.</li> <li>• I explain how the context of a text reflects the reaction of the audience it was written for.</li> </ul>
<b>Reading for Pleasure – justifications for views</b>	<ul style="list-style-type: none"> <li>• I give a personal point of view about a text.</li> <li>• I explain the reasons for my viewpoint, using evidence from the text.</li> <li>• I listen to others' ideas and opinions about a text.</li> <li>• I make connections between other similar texts, prior knowledge and experience.</li> <li>• I explain why there are connections, using evidence.</li> <li>• I compare books with similar themes.</li> </ul>	<ul style="list-style-type: none"> <li>• I build on others' ideas and opinions about a text in discussion.</li> <li>• I question others' ideas about a text.</li> <li>• I compare different versions of texts.</li> <li>• I explain the similarities and differences between different versions of texts.</li> <li>• I explain how books written in different contexts can have similar themes.</li> </ul>	<ul style="list-style-type: none"> <li>• I evaluate the effectiveness of different versions of texts.</li> </ul>



## Year 5 (continued)

Aspect	Autumn	Spring	Summer
<b>Retrieving Information from Text</b>	<ul style="list-style-type: none"> <li>▪ I identify key information from my text.</li> <li>▪ I summarise key information in sentences.</li> <li>▪ I find key information from different parts of the text.</li> <li>▪ I understand the difference between fact and opinion.</li> <li>▪ I find examples of fact and opinion in texts and explain why one is fact and the other opinion.</li> </ul>	<ul style="list-style-type: none"> <li>▪ I use skimming and scanning to find the information I need.</li> <li>▪ I make notes on the information I need.</li> <li>▪ I organise my notes and present information.</li> <li>▪ I summarise key information from different parts of the text.</li> <li>▪ I present an oral overview or summary of a text.</li> <li>▪ I understand that a narrative can be told from different points of view – narrator, character.</li> <li>▪ I identify the point of view in a narrative.</li> <li>▪ I understand that the writer may have a viewpoint.</li> </ul>	<ul style="list-style-type: none"> <li>▪ I explore how events are viewed from another perspective.</li> <li>▪ I explain the writer's viewpoint with evidence from the text.</li> <li>▪ I identify the writer's viewpoint, for example, how different characters are presented.</li> </ul>