

Reading	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>Word</b> (See also RWInc for Years 1 and 2)</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>♣ apply phonic knowledge and skills to decode words</li> <li>♣ respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including (where applicable) alternative sounds for graphemes</li> <li>♣ read accurately by blending sounds in unfamiliar words containing GPCs (Grapheme/phoneme correspondence)</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>♣ continue to apply phonic knowledge and skills to decode words until automatic decoding has become embedded and reading is fluent</li> <li>♣ read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</li> <li>♣ read accurately words of two or</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>♣ apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words they meet</li> <li>♣ read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</li> </ul>			<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>♣ apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology) both to read aloud and to understand the meaning of new words that they meet.</li> </ul>

	<p>that have been taught</p> <ul style="list-style-type: none"> <li>♣ read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> <li>♣ read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings</li> <li>♣ read other words of more than one syllable that contain taught GPCs</li> <li>♣ read words with contractions</li> </ul>	<p>more syllables that contain the same graphemes as above</p> <ul style="list-style-type: none"> <li>♣ read words containing common suffixes</li> <li>♣ read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> <li>♣ read most words quickly and accurately, without over sounding and blending</li> </ul>		
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	<p>[for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)</p> <ul style="list-style-type: none"><li>♣ 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</li><li>♣ re-read these books to build up their fluency and confidence in word reading.</li></ul>	<ul style="list-style-type: none"><li>♣ read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</li><li>♣ re-read these books to build up their fluency and confidence in word reading.</li></ul>		
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<p><b>Comprehension</b></p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>♣ develop pleasure in reading, motivation to read, vocabulary and understanding by:</li> </ul> <p>listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently (story time, year group poetry slams etc)</p> <ul style="list-style-type: none"> <li>♣ being encouraged to link what they read or hear read to their</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>♣ develop pleasure in reading, motivation to read, vocabulary and understanding by:</li> </ul> <p>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 (story time, year group poetry slams etc)</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>♣ develop positive attitudes to reading and understanding of what they read by:</li> </ul> <p>listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <ul style="list-style-type: none"> <li>♣ reading books that are structured in different ways and reading for a range of purposes</li> <li>♣ using dictionaries to check the meaning of words that they have read</li> <li>♣ increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>♣ maintain positive attitudes to reading and understanding of what they read by:</li> </ul> <p>continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <ul style="list-style-type: none"> <li>♣ reading books that are structured in different ways and reading for a range of purposes using FLAP (format, language, audience and purpose) to discuss</li> <li>♣ increasing their familiarity with a wide range of books, including myths, legends and traditional stories,</li> </ul>
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	<p>own experiences</p> <ul style="list-style-type: none"> <li>♣ becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular features using FLAP (Format, language, audience and purpose.)</li> <li>♣ recognising and joining in with predictable phrases</li> <li>♣ learning to appreciate rhymes and poems, and to recite some by heart</li> <li>♣ discussing word meanings, linking new meanings to those</li> </ul>	<ul style="list-style-type: none"> <li>♣ discussing the sequence of events in books and how items of information are related</li> </ul> <p>use FLAP (format, language, audience and purpose) to:</p> <ul style="list-style-type: none"> <li>becoming increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales</li> </ul> <p>introduce non-fiction books that are structured in different ways</p>	<ul style="list-style-type: none"> <li>♣ identifying themes and conventions in a wide range of books</li> <li>♣ preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> <li>♣ discussing words and phrases that capture the reader's interest and imagination</li> <li>♣ recognising some different forms of poetry [for example, free verse, narrative poetry]</li> <li>♣ understand what they read, in books they can read independently, by:</li> </ul>	<p>modern fiction, fiction from our literary heritage, and books from other cultures and traditions</p> <ul style="list-style-type: none"> <li>♣ recommending books that they have read to their peers, giving reasons for their choices</li> <li>♣ identifying and discussing themes and conventions in and across a wide range of writing</li> <li>♣ making comparisons within and across books</li> <li>♣ learning a wider range of poetry by heart</li> <li>♣ preparing poems and plays to read aloud and to perform, showing understanding</li> </ul>
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	<p>already known</p> <ul style="list-style-type: none"> <li>♣ understand both the books they can already read accurately and fluently and those they listen to by:</li> <li>♣ drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>♣ checking that the text makes sense to them as they read and correcting inaccurate reading</li> <li>♣ discussing the significance of the title and events</li> </ul>	<p>recognise simple recurring literary language in stories and poetry</p> <ul style="list-style-type: none"> <li>♣ discussing and clarifying the meanings of words, linking new meanings to known vocabulary</li> <li>♣ discussing their favourite words and phrases</li> <li>♣ continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make</li> </ul>	<p>checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</p> <ul style="list-style-type: none"> <li>♣ asking questions to improve their understanding of a text</li> <li>♣ drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>♣ predicting what might happen from details stated and implied</li> <li>♣ identifying main ideas drawn from more than one paragraph and summarising these</li> </ul>	<p>through intonation, tone and volume so that the meaning is clear to an audience</p> <ul style="list-style-type: none"> <li>♣ understand what they read by:</li> <li>checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> <li>♣ asking questions to improve their understanding</li> <li>♣ drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> </ul>
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	<ul style="list-style-type: none"> <li>♣ making inferences on the basis of what is being said and done</li> <li>♣ predicting what might happen on the basis of what has been read so far</li> <li>♣ participate in discussion about what is read to them, taking turns and listening to what others say</li> <li>♣ explain clearly their understanding of what is read to them.</li> </ul>	<p>the meaning clear</p> <ul style="list-style-type: none"> <li>♣ understand both the books that they can already read accurately and fluently and those that they listen to by:</li> </ul> <p>drawing on what they already know or on background information and vocabulary provided by the teacher</p> <ul style="list-style-type: none"> <li>♣ checking that the text makes sense to them as they read and correcting inaccurate</li> </ul>	<ul style="list-style-type: none"> <li>♣ identifying how language, structure, and presentation contribute to meaning using FLAP (format, language, audience and purpose) to discuss.</li> <li>♣ retrieve and record information from non-fiction</li> <li>♣ 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.</li> </ul>	<ul style="list-style-type: none"> <li>♣ predicting what might happen from details stated and implied</li> <li>♣ summarising the main ideas and key themes drawn from more than one paragraph, identifying key details that support the main ideas and themes.</li> <li>♣ Identifying the mood and tone of a text conveyed by the author and identifying key words, phrases and features that support this.</li> <li>♣ identifying how language, structure and presentation contribute to meaning</li> <li>♣ discuss and evaluate how authors use language, including figurative</li> </ul>
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		<p>reading</p> <ul style="list-style-type: none"> <li>♣ making inferences on the basis of what is being said and done</li> <li>♣ answering and asking questions</li> <li>♣ predicting what might happen on the basis of what has been read so far</li> <li>♣ participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking</li> </ul>		<p>language, considering the impact on the reader</p> <ul style="list-style-type: none"> <li>♣ distinguish between statements of fact and opinion</li> <li>♣ retrieve, record and present information from non-fiction</li> <li>♣ 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</li> <li>♣ 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</li> </ul>
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		<p>turns and listening to what others say</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>where necessary</p> <p>♣ provide reasoned justifications for their views.</p>
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