

English Reading

Year 4
Word Reading
Applies 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.

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

Attitudes to Reading
Listens to and discusses a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.

Reads books that are structured in different ways and reads for a range of purposes

Uses dictionaries to check the meaning of words that they have read.

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

Independently identifies themes and conventions in a wide range of books.

Prepares poems and plays to read aloud and to perform, showing understanding through increasing use of appropriate intonation, tone, volume and action.

Identifies and discusses words and phrases that capture the readers interest and imagination.

Independently recognises some different forms of poetry (e.g. free verse, narrative poetry).

Understanding Reading
Checks that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.

Asks relevant questions to improve and develop their understanding of a text.

Draws inferences such as inferring characters feelings, thoughts and motives from their actions, and justifies inferences with relevant evidence.

Makes reasoned predictions of what might happen clearly derived from details both stated and implied.

Independently identifies main ideas drawn from more than one paragraph and summarises these accurately and concisely.

Identify how language, structure, and presentation contribute to meaning.

Independently retrieves and confidently records information from non-fiction.

Discuss, explain and evaluate
Participates 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

Year 3
Word Reading
Applies 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.

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

Attitudes to Reading
Listens to and discusses a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.

Reads books that are structured in different ways and reads for a range of purposes

With support uses dictionaries to check the meaning of words that they have read.

Develops their familiarity with an increasingly wide range of books, including fairy stories, myths and legends, and retelling some of these orally.

(With support) identifies themes and conventions in a wide range of books.

Prepares poems and plays to read aloud and to perform, showing understanding through some use of intonation, tone, volume and action.

(Beginning to) discuss words and phrases that capture the readers interest and imagination.

(With support) recognises some different forms of poetry (e.g. free verse, narrative poetry).

Understanding Reading
Checks 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.

Is beginning to draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and (with support) justifying inferences with evidence.

Makes basic predictions about what might happen based on details stated and implied.

(With some support) identifies main ideas drawn from more than one paragraph and makes a simple summary.

(With support) identifies how language, structure, and presentation contribute to meaning.

Retrieves and records information from non-fiction (supported where necessary).

Discuss, explain and evaluate
Participates 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.

English Reading

Year 2

Word Reading

Continues to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.

Reads accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.

Reads accurately words of two or more syllables that contain the same graphemes as above.

Reads words containing common suffixes.

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

Reads most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.

Reads aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.

Re-reads these books to build up their fluency and confidence in word reading.

Attitudes to Reading

Listens to, discusses and expresses views about a wide range of poetry (including contemporary and classic), stories and non-fiction at a level beyond that at which they can read independently.

Discusses the sequence of events in books and how items of information are related.

Is becoming increasingly familiar with, and retelling a wider range of stories, fairy stories and traditional tales.

Is beginning to identify differences in the structure of the non-fiction books that they are introduced to.

Recognises simple recurring literary language in stories and poetry.

Discusses their favourite words and phrases.

Continues to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.

Understanding Reading

Draws on what they already know or on background information and vocabulary provided by the teacher.

Checks that the text makes sense to them as they read and corrects inaccurate reading.

Makes inferences on the basis of what is being said and done.

Answers and asks questions.

Predicts what might happen on the basis of what has been read so far.

Discuss, explain and evaluate

Participates in discussion about books, poems and other works that are read to them and those that they can read for themselves.

Take turns and listens 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.

English Reading

Year 1

Word Reading

Applies phonic knowledge and skills as the route to decode words.

Responds speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.

Reads accurately by blending sounds in unfamiliar words containing GPCs that have been taught.

Reads common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.

Reads words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings.

Reads 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).

Reads aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.

Re-reads these books to build up their fluency and confidence in word reading.

Attitudes to Reading

Listens to and discusses a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.

Begins to link what they read or hear read to their own experiences.

Is becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.

Recognises and joins in with predictable phrases.

Is learning to appreciate rhymes and poems, and to recite some by heart .

Understanding Reading

Draws on what they already know or on background information and vocabulary provided by the teacher.

Checks that the text makes sense to them as they read and corrects inaccurate reading.

Discusses the significance of the title and events.

Makes inferences on the basis of what is being said and done.

Predicts what might happen on the basis of what has been read so far.

Discuss, explain and evaluate

Participates in discussion about what is read to them.

Understands the need to take turns.

Listens to what others say.

Explains clearly their understanding of what is read to them.

English Reading

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Word Reading

Reads and understands simple sentences.

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

Reads some common irregular words.

Knows the names and sounds of all letters of the alphabet.

Knows the shape of all the letters of the alphabet.

Gives correct sound to grapheme for all phonemes learnt.

Gives alternative sound for grapheme.

Points to words beginning with specific sounds.

Is aware of same sound words.

Attitudes to Reading

Is aware of simple rhyming cvc words.

Points to simple rhyming cvc words.

Gives an example of a cvc rhyming word.

Rhymes two simple cvc rhyming words.

Understanding Reading

Gives appropriate words to complete sentences.

Re-tells a story in own words to a small audience.

Expands own story by giving more than one detail. Identifies the main characteristic of a key character.

Identifies the main subject of a non-fiction text.

Discuss, explain and evaluate

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

Gives a simple reason for liking a story.

Gives a simple reason for disliking a story.

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Word Reading

Matches 3 letter words

Matches 4 letter words

Matches phrases

Recognises own name when written

Recognises some words like Mum

Knows the name and sound of half the letters in the alphabet

Identifies letters of the alphabet by their sound and name.

Knows the shape of half the letters from the alphabet.

Is aware that each letter has a different sound

Points to words in book

Points to lines of text as staff read

Attitudes to Reading

Asks what text says

Comments on print in classroom

Points to labels and reads them

Points to text on packets

Enjoys playing with rhyming words.

Echoes an adult reading

Understanding Reading

Offers an appropriate word to complete a sentence

Retells a story in own words

Adds own detail to story

Names a character in a story

Acts out situations in a story

Is aware of situations in a story

Uses pictures clues to suggest what the book may be about

In a book identifies: - page - word - letter - top / bottom - beginning / middle / end

Discuss, explain and evaluate

Responds to situations in a story

Creates a story from pictures

Sequences two – three pictures

Talks about events in story

Relates story to own experience

Joins in discussion about story.

Word Reading

Recognise letters in own first name

Recognise letters in surname

Recognise own name in variety of contexts

Knows the sounds of letters in own name.

Relates letters in own name to print in environment

Finds letters in own name to print in the environment

Knows name of some letters in alphabet.

Knows the sounds of some letters of the alphabet

Identifies letters of alphabet by sound

Sings alphabet

Attitudes to Reading

Reads text in the environment – logos, traffic lights etc.

Understanding Reading

Predicts ending of sentence

Predicts what will happen in repetitive story

Follow a sequence of a simple picture story.

Creates own story from pictures.

Realises printed word relates to picture on page.

Discuss, explain and evaluate

Answers questions about story

Asks questions about story.

Questions reader if part of story alters.

Word Reading

Points to names / words beginning with same letter as their own name.

Matches written shapes / letters

Matches short words with distinct shape.

Points to text as they read book to

themselves.

Points to own name.

Points to words with letters from own name.

Is aware of own name on personal possessions

Attitudes to Reading

Recognise words / symbols in the environment.

Reads words / symbols in the environment.

Understanding Reading

Makes predictions in familiar stories.

Starts at the front of the book

Points to detail in picture

Points to named object in pictures.

Discusses pictures in book

Creates own narrative when reading a book.

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Word Reading

Recognises symbols on familiar items.

Is aware of print in the environment.

Notices print in the environment

Gives meaning to some environmental text or sign symbol

Matches pictures on TV / computer to household objects

Matches pictures on TV / computer to objects in environment

Make appropriate animal sound when presented with a picture

Matches pictures to household objects

Matches pictures to objects in the environment.

Matches symbols to object

Recognises picture of familiar person.

Brings a book to read

Has a favourite book

Finds a specific book

Requests reading of book

Understanding Reading

Shows something found in book

Looks for specific objects in books

Turns pages several at a time to look for named picture.

Sharing books becomes involved in a discussion.

Tries to retell stories when looking at book.

Recognises that pictures tell stories.

Is aware when story has finished

Shows an awareness if reader changes story

Discuss, explain and evaluate

Answers key word question about story

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Word Reading

Repeats specific repetitive lines

Joins in repetitive verse (sound pattern)

Story telling ‘talk’ whilst looking at a book.

Makes noises in response to a picture

Attitudes to Reading

Shows pleasure when sharing a book

Understanding Reading

Looks at pictures with staff.

Watches staff point to pictures

Listens as staff talk about pictures

Attempts to find a specific book

Attitudes to Reading

Names objects in picture book