



KEY STAGE ONE

| Year Group | Word Reading and Fluency | Comprehension | Poetry and Playscripts | Reading for Pleasure |
|------------|---|---|--|---|
| 1 | <p>Apply phonic knowledge and skills to decode words.</p> <p>Respond speedily with the correct sound to graphemes for all 40+ phonemes.</p> <p>Read accurately by blending the sounds in unfamiliar words that contain GPCs already taught.</p> <p>Read common exception words, noting unusual correspondences between spelling and sound.</p> <p>Read words containing taught GPCs and words ending -s, es, -ing, -ed, -er -est.</p> <p>Read other words of more than one syllable that contain taught GPCs.</p> <p>Read words with contractions, understanding the apostrophe represents omitted letter(s).</p> <p>Read aloud accurately books consistent with their phonic knowledge and that do not require them to use other strategies to work out words.</p> <p>Re-read books to build fluency and confidence.</p> <p>Check that the text makes sense to them as they read and correct inaccurate reading.</p> | <p><u>RETRIEVAL:</u></p> <ul style="list-style-type: none"> Answer questions by retrieving them from the text. Ask questions to improve their understanding. <p><u>INFERENCE:</u></p> <ul style="list-style-type: none"> Make inferences on the basis of what is being said and done. Ask questions to improve their understanding. <p><u>EXPLAIN:</u></p> <ul style="list-style-type: none"> Discuss word meanings linking new meanings to those already known. Ask questions to improve their understanding. <p><u>PREDICTION:</u> Predict what might happen on the basis of what has been read so far.</p> <p><u>SUMMARISE:</u></p> <ul style="list-style-type: none"> Link what they read or hear to their own experiences. Are familiar with key stories , fairy stories and traditional tales, retelling them and considering their particular characteristics Discuss the significance of the title and events Explain clearly their understanding of what is read to them. <p><u>AUTHOR'S CHOICE:</u></p> <ul style="list-style-type: none"> Recognise and join in with predictable phrases. | <p>Appreciate rhymes and poems and recite some by heart.</p> | <p>Develop a pleasure in reading and a motivation to read.</p> <p>Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.</p> <p>Take part in discussions about books that are read to them and those they read, taking turns and listening to what others say.</p> |

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| 2 | <p>Apply phonic knowledge and skills to decode words until automatic decoding has become embedded and reading is fluent.</p> <p>Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</p> <p>Read accurately words of 2+ syllables containing taught graphemes.</p> <p>Read words containing common suffixes.</p> <p>Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p> <p>Read most words quickly and accurately, when they have been frequently encountered.</p> <p>Read aloud books matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>Re-read books to build fluency.</p> <p>Check that the text makes sense to them, as they read and correct inaccurate reading.</p> | <p><u>RETRIEVAL:</u></p> <ul style="list-style-type: none"> • Answer questions by retrieving them from the text. • Ask questions to improve their understanding. <p><u>INFERENCE:</u></p> <ul style="list-style-type: none"> • Make inferences on the basis of what is being said and done. • Ask questions to improve their understanding. <p><u>EXPLAIN:</u></p> <ul style="list-style-type: none"> • Discuss and clarify the meanings of words, linking new meanings to known vocabulary. • Ask questions to improve their understanding. <p><u>PREDICTION:</u> Predict what might happen on the basis of what has been read so far.</p> <p><u>SUMMARISE:</u></p> <ul style="list-style-type: none"> • Explain their understanding of texts they read and listen to . • Discuss the sequence of events and how information can be related. • Retell a wider range of stories including fairy stories and traditional tales. <p><u>CHOICE:</u></p> <ul style="list-style-type: none"> • Know that non-fiction books are structured in different ways. • Recognise simple recurring literary language in stories and poetry. • Discuss their favourite words and phrases in the texts they read. | <p>Have a repertoire of poems learnt by heart.</p> <p>Recite some poems with appropriate intonation to make meaning clear.</p> | <p>Develop a pleasure in reading and a motivation to read.</p> <p>Listen to a wide range of modern and classic poetry, stories and non-fiction at a level beyond that at which they can read independently.</p> <p>Take part in discussions about books that are read to them and those they read, taking turns and listening to what others have to say. .</p> |

KEY STAGE TWO

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| 3 | <p>Read fluently and accurately.</p> <p>Apply a growing knowledge of root words, prefixes and suffixes (as listed in English Appendix 1), both to read aloud and to understand the meaning of new words that they encounter.</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p> <p>Check that the text makes sense to them as they read and self-correct inaccurate reading.</p> | <p><u>RETRIEVAL:</u></p> <ul style="list-style-type: none"> • Retrieve, record and present information from across all text types. • Ask questions to improve understanding. <p><u>INFERENCE:</u></p> <ul style="list-style-type: none"> • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence. • Ask questions to improve understanding. <p><u>EXPLAIN:</u></p> <ul style="list-style-type: none"> • Discuss their understanding and explore the meaning of words in context. • Scan the text for words and phrases to identify and clarify meaning. • Ask questions to improve understanding. • Use dictionaries to check meaning. <p><u>PREDICTION:</u></p> <ul style="list-style-type: none"> • Predict what might happen from details stated and implied. <p><u>SUMMARISE:</u></p> <ul style="list-style-type: none"> • Skim the text to identify the main events drawn from more than one paragraph and summarise (retell) these ideas verbally. • Skim the text to recognise the purpose, audience and genre. <p><u>CHOICE:</u></p> <ul style="list-style-type: none"> • Discuss words and phrases that capture the reader's interest and imagination. • Identify how language, structure and presentation contribute to meaning. • Identify themes and conventions in a wide range of books. | <p>Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.</p> <p>Recognise some different forms of poetry [for example, free verse, narrative poetry].</p> | <p>Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say, demonstrating a positive attitude towards books.</p> <p>Read for a range of purposes.</p> |

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Read fluently and accurately.

Apply a growing knowledge of root words, prefixes and suffixes (as listed in English Appendix 1), both to read aloud and to understand the meaning of new words that they encounter.

Check that the text makes sense to them as they read and self-correct inaccurate reading.

RETRIEVAL:

- Retrieve, record and present information from across all text types.
- Ask questions to improve understanding.

INFERENCE:

- Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence.
- Provide reasoned justifications for views and opinions.
- Ask questions to improve understanding.
- Distinguish between statements of fact and opinion.

EXPLAIN:

- Discuss their understanding and explore the meaning of words in context.
- Scan the text for words and phrases to identify and clarify meaning.
- Ask questions to improve understanding.

PREDICTION:

- Predict what might happen from details stated and implied.
- Ask questions to improve understanding.

SUMMARISE

- Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
- Skim the text to recognise the purpose, audience and genre.
- Ask questions to improve understanding.

CHOICE:

- Identify and discuss themes and conventions in and across a wide-range of writing.
- Make comparisons within and across books.
- Identify how language, structure and presentation contribute to meaning.

Prepare 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.

Learn a wider range of poetry by heart.

Demonstrate a positive attitude to reading through recommending books to their peers, giving reasons for their choices.

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.

| | | <ul style="list-style-type: none"> Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader Ask questions to improve understanding. | | |
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