

## Reading at St Swithun's Church of England VC Primary School

In year 1 children will learn to:

<b>Word Reading</b>
Pupils 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 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-read these books to build up their fluency and confidence in word reading.

<b>Comprehension</b>
Pupils 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 read 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.

In year 2 children will learn to:

<b>Word Reading</b>
Pupils 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
re-read these books to build up their fluency and confidence in word reading.

<b>Comprehension</b>
Pupils 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.

In year 3 children will learn to:

<b>Word Reading</b>
Pupils should be taught to:
apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English 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.

<b>Comprehension</b>
----------------------

Pupils should be taught to:
develop positive attitudes to reading and 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 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 one 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.

In year 4 children will learn to:

### **Word Reading**

Pupils should be taught to:

apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English 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.

### **Comprehension**

Pupils should be taught to:

develop positive attitudes to reading and 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 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 one 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.

In year 5 children will learn to:

<b>Word Reading</b>
Pupils should be taught to:
Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.

<b>Comprehension</b>
Pupils should be taught to:
maintain positive attitudes to reading and understanding of what they read by:
continuing to read and discuss an increasingly wide range of fiction, poetry
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 one 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.

In year 6 children will learn to:

<b>Word Reading</b>
Pupils should be taught to:
Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.

<b>Comprehension</b>
Pupils should be taught to:
maintain positive attitudes to reading and understanding of what they read by:
continuing to read and discuss an increasingly wide range of fiction, poetry
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 one 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.