

St Andrew's Reading Overview

Reception ELGs	Year 1	Year 2	Year 3 and Year 4	Year 5 and Year 6
WORD READING				
Say a sound for each letter in the alphabet and at least 10 digraphs	Can read common exception words automatically when reading texts	<i>can read the high frequency words for Key Stage 1 (see Letters and Sounds scheme: first 100 HFW in phases- lists in precision teaching folder)</i>	can apply their growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words they meet	<i>Can confidently and fluently apply their growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words they meet</i>
	Can read common exception words automatically (Phase 5): oh, their, people, Mr, Mrs, looked, called, asked, could	continues to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent	can read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.	<i>Can read age-appropriate books with confidence and fluency (including novels)</i>
Read words consistent with their phonic knowledge by sound-blending	Can read words of more than one syllable that contain taught GPCs	re-reads books to build up fluency and confidence in word-reading	YEAR 3 <i>In age-appropriate books, he/she can read most words fluently, with unfamiliar words accurately decoded</i>	
Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.	Can read words with contractions and understand that the apostrophe represents the omitted letter(s) e. I'm, I'll, we'll	can read accurately most words of two or more syllables	YEAR 4 <i>can prepare texts to read aloud and to perform, showing understanding through intonation, tone, volume and action</i>	
	Can re-read books containing GPCs taught to build up their fluency and	can read most words containing common suffixes		

	confidence in word reading.			
	In a book closely matched to the GPCs taught the pupil can read words containing taught GPCs and -s, -es, -ing, -ed and -est endings	can read most common exception words (see Year 2 spelling lists – <i>lists also in precision teaching folder</i>)		
		In age-appropriate books, he/she can read words accurately and fluently without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than decoding individual words <i>e.g. at over 90 words per minute</i>		
		In age-appropriate books, he/she can sound out most unfamiliar words accurately, without undue hesitation		
		In a <i>familiar</i> book that they can already read accurately and fluently, he/she can check it makes sense to them, correcting any inaccurate reading		

COMPREHENSION

Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently	Can listen to, discuss <i>and begin to understand</i> a wide range of contemporary and classic poetry, stories and non-fiction , beyond a level which they can read independently	Can read and begin to understand contemporary and classic poetry, stories and non-fiction, fairy stories, traditional tales	develop positive attitudes to reading and understanding of what they read by: <i>developing new vocabulary as they as taught words they have not seen before</i> using dictionaries to check the meaning of words.	Can maintain positive attitudes to reading and understanding of what they have read by continuing to read, discuss and increase familiarity of a wide range of texts:			
				fiction	poetry	plays	non-fiction
				reference books or textbooks	myths	legends	traditional stories

introduced vocabulary				modern fiction	fiction from our literary heritage	books from other cultures and traditions	
Anticipate – where appropriate – key events in stories	<i>Can begin to understand the difference between fiction and non-fiction and use textual features to aid them in making predictions e.g. title or captions</i>	He/she develops pleasure in reading, motivation to read, vocabulary and understanding by listening to and discussing and expressing views about a wide range of texts at a level beyond that at which they can read independently	can read books that are structured in different ways and reading for a range of purposes	Reads books that are structures in different ways and for a range of purposes			
Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play	Can learn to appreciate rhymes and poems , and to recite some by heart	Can discuss the sequence of events in books and how information are related	can read and begin to understand:	Can maintain positive attitudes to reading and understanding of what they have read by recommending books read to peers, giving reasons for their choices			
	Is familiar with key stories, fairy stories and traditional tales , retelling them and considering their particular characteristics	Is increasingly familiar with retelling a wider range of stories, fairy stories and traditional tales	can increase their familiarity with a wide range of books and can retell some of these orally	Can identify and discuss themes and conventions in and across a wide range of writing			
				fiction	poetry	plays	non-fiction
				reference books or textbooks	fairy stories	myths	legends

	Can recognise and join in with predictable phrases	Is introduced to non-fiction books structured in different ways	can identify themes and conventions in a wide range of books	Can make comparisons within and across books
	Can discuss word meanings and link new meanings to those already known	Can recognise simple recurring literary language in stories and poetry	can prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action	Can learn a wider range of poetry by heart
	Can understand texts read fluently by drawing on information already known and vocabulary provided by teacher	Can discuss and clarify the meanings of words, linking new meanings to know vocabulary	can discuss words and phrases that capture the reader's interest and imagination	Can 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
	Can discuss the significance of the title and events	Can discuss favourite words and phrases	can recognise some different forms of poetry [for example, free verse, narrative, poetry]	Can understand what he/she reads by checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
	In a familiar book that they can already read accurately and fluently, the pupil can: - self-correct inaccurate reading <i>and ask questions to help make sense of the text</i>	Can build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clearer	can ask 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	Can ask questions to improve understanding
	talk about the main events in a text and relate story settings to own experience	Can understand books by drawing on what they know or background information and vocabulary provided by the teacher	can predict what might happen from details stated and implied	Can draw inferences such as inferring characters feelings, thoughts and motives from their actions, and justifying inferences with evidence

	make inferences based on what is said and done	Can ask questions about books read and listened to	can identify main ideas drawn from more than one paragraph and summarising these	Can predict what might happen from the details stated and implied
	predict what might happen on the basis of what has been read so far	Can predict what might happen on the basis on what has been read so far	can identify how language, structure, and presentation contribute to meaning	Can summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
		In a familiar book that they can already read accurately and fluently, he/she can answer questions on the basis of what is being said and done	can retrieve and record information from fiction	Can identify how language, structure and presentation contribute to meaning
		In a familiar book that they can already read accurately and fluently, he/she can make some inferences on the basis of what is being said and done	can retrieve and record information from non-fiction	Can discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
		In a <i>familiar</i> book that they can already read accurately and fluently, he/she can explain what has happened so far in what they have read	can 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	Can distinguish between statements of fact and opinion
		<i>Can explore underlying themes and ideas in poems and narratives and demonstrate a clear idea of where to find information to support ideas</i>	<i>can consider how they will use what they have read to apply techniques and writing styles seen by the author in their own written work</i>	Can retrieve, record and present information from fiction
		<i>In non-fiction texts, he/she understands how to use alphabetically ordered texts to retrieve information</i>	YEAR 3 <i>In non-fiction texts, the pupil:</i> <i>•can identify and comment on the features and organization across a different range of non-fiction texts</i>	Can retrieve, record and present information from non-fiction
		<i>In non-fiction texts, he/she understands the features of page layout and demonstrate where to look for specific information</i>	<i>can locate information using skimming, scanning and text marking</i>	Can participate in discussions about books that are read to them and those they can read themselves, building on their own ideas and challenging views courteously
			<i>can use organizational features to extract information from texts and identify the main point of a section of text.</i>	Can 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
			<i>can discuss how knowledge of root words, prefixes and suffixes supports them in the understanding of new words</i>	Can provide reasoned justifications for their views
			<i>can listen to and discuss a wide range of fiction, poetry, plays and non-fiction books</i>	YEAR 5 <i>Effectively uses a range of reading strategies to appropriately access different types of text</i>
			<i>has a clear understanding of texts read and is able to locate information from different parts of the text</i>	<i>Applies knowledge of root words, prefixes and suffixes in understanding the meaning of new words</i>
			<i>can clearly summarise the main ideas within the specific chapters and paragraphs</i>	<i>Reads widely and frequently, outside as well as in school, for pleasure and information</i>
			<i>can identify simple themes within similar texts</i>	<i>Moves easily across a text in order to locate information and to answer questions</i>
			<i>can declare and justify personal preferences for writers and types of overall text</i>	<i>Accurately identifies the purpose of different texts</i>
			<i>can offer personal opinion on characters' feelings, thoughts and motives from their actions, justifying with evidence</i>	<i>Can decide on the quality and effectiveness of a text by skimming to gain an impression</i>
			<i>can make reasonable predictions from details implied or deduced from the text</i>	YEAR 5 <i>Can justify inferences with evidence</i>
			<i>can identify and comment on specific aspects of text structure and presentational features</i>	<i>Identify key details and use quotations for illustration</i>
			<i>can identify and provide reasons for authors' language choices which engage the reader</i>	<i>Can recognise a range of authorial techniques</i>
				<i>Can explain how meaning is enhanced through choice of words</i>