**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 | Canread common exception words automatically when reading texts | *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)* | 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 | *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 |
|  | Canread 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. | *Can read age-appropriate books with confidence and fluency (including novels)* |
| 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  *In age-appropriate books, he/she can read most words fluently, with unfamiliar words accurately decoded* |  |
| 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  *can prepare texts to read aloud and to perform, showing understanding through intonation, tone, volume and action* |  |
|  | Can re-read books containing GPCs taught to build up their fluency and confidence in word reading. | can read most words containing common suffixes |  |  |
|  | 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 –*lists also in precision teaching folder*) |  |  |
|  |  | In age-appropriate books, he/she canread 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 *e.g. at over 90 words per minute* |  |  |
|  |  | In age-appropriate books, he/she can sound out most unfamiliar words accurately, without undue hesitation |  |  |
|  |  | In a f*amiliar* 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 introduced vocabulary | Can listen to, discuss *and begin to understand* 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: *developing new vocabulary as they as taught words they have not seen before* 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 | | modern fiction | fiction from our literary heritage | books from other cultures and traditions | | |
| Anticipate – where appropriate – key events in stories | *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* | 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:   |  |  |  |  | | --- | --- | --- | --- | | fiction | poetry | plays | non-fiction | | reference books or textbooks | fairy stories | myths | legends | | 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 |
|  | 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 *and ask questions to help* make sense of the text | 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 *familiar* 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 |
|  |  | *Can explore underlying themes and ideas in poems and narratives and demonstrate a clear idea of where to find information to support ideas* | *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* | **Can retrieve, record and present** information from fiction |
|  |  | *In non-fiction texts, he/she**understands how to use alphabetically ordered texts to retrieve information* | YEAR 3  ***In non-fiction texts, the pupil:***  *•can identify and comment on the features and organization across a different range of non-fiction texts* | **Can retrieve, record and present** information from non-fiction |
|  |  | *In non-fiction texts, he/she**understands the features of page layout and demonstrate where to look for specific information* | *can locate information using skimming, scanning and text marking* | 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 |
|  |  |  | *can use organizational features to extract information from texts and identify the main point of a section of text.* | Can explain and discuss their understanding of what they have read, including through formals presentations and debates, maintaining a focus on the topic and using notes where necessary |
|  |  |  | *can discuss how knowledge of root words, prefixes and suffixes supports them in the understanding of new words* | Can provide reasoned justifications for their views |
|  |  |  | *can listen to and discuss a wide range of fiction, poetry, plays and non-fiction books* | YEAR 5  *Effectively uses a range of reading strategies to appropriately access different types of text* |
|  |  |  | *has a clear understanding of texts read and is able to locate information from different parts of the text* | *Applies knowledge of root words, prefixes and suffixes in understanding the meaning of new words* |
|  |  |  | *can clearly summarise the main ideas within the specific chapters and paragraphs* | *Reads widely and frequently, outside as well as in school, for pleasure and information* |
|  |  |  | *can identify simple themes within similar texts* | *Moves easily across a text in order to locate information and to answer questions* |
|  |  |  | *can declare and justify personal preferences for writers and types of overall text* | *Accurately identifies the purpose of different texts* |
|  |  |  | *can offer personal opinion on characters’ feelings, thoughts and motives from their actions, justifying with evidence* | *Can decide on the quality and effectiveness of a text by skimming to gain an impression* |
|  |  |  | *can make reasonable predictions from details implied or deduced from the text* | YEAR 5  ***Can justify inferences with evidence*** |
|  |  |  | *can identify and comment on specific aspects of text structure and presentational features* | *Identify key details and use quotations for illustration* |
|  |  |  | *can identify and provide reasons for authors’ language choices which engage the reader* | *Can recognise a range of authorial techniques* |
|  |  |  |  | *Can explain how meaning is enhanced through choice of words* |