



READING

Knowledge, Skills & Progress



At St. Andrew's CEVA, we aim to instill a love of reading in all our children. We give them the best start they can have through balancing learning to read with an enjoyment of books. It is our aim that all children become confident, independent readers with a good understanding of what they read in order that they are able to access the wider curriculum.

National Curriculum expectations:

The overarching aim of the National Curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for pleasure.

During year 1, teachers should build on work from the Early Years Foundation Stage, making sure that pupils can sound and blend unfamiliar printed words quickly and accurately using the phonic knowledge and skills that they have already learnt.

During year 2, teachers should continue to focus on establishing pupils' accurate and speedy word reading skills. They should also make sure that pupils listen to and discuss a wide range of stories, poems, plays and information books; this should include whole books.

By the beginning of year 3, pupils should be able to read books written at an age-appropriate interest level. They should be able to read them accurately and at a speed that is sufficient for them to focus on understanding what they read rather than on decoding individual words. They should be able to decode most new words outside their spoken vocabulary, making a good approximation to the word's pronunciation. Pupils should be developing their understanding and enjoyment of stories, poetry, plays and non-fiction, and learning to read silently. They should also be developing their knowledge and skills in reading non-fiction about a wide range of subjects and learning to justify their views about what they have read.

By the beginning of year 5, pupils should be able to read aloud a wider range of poetry and books written at an age-appropriate interest level with accuracy and at a reasonable speaking pace. They should be able to read most words effortlessly and to work out how to pronounce unfamiliar written words with increasing automaticity.

Pupils should be able to prepare readings, with appropriate intonation to show their understanding, and should be able to summarise and present a familiar story in their own words. They should be reading widely and frequently, outside as well as in school, for pleasure and information. They should be able to read silently, with good understanding, inferring the meanings of unfamiliar words, and then discuss what they have read.

Early Learning Goals	EYFS
<ol style="list-style-type: none"> 1.Say a sound for each letter in the alphabet and at least 10 digraphs. 2.Read words consistent with their phonic knowledge by sound-blending. 3.Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. 4.Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. 5.Anticipate (where appropriate) key events in stories. 6.Use and understand recently introduced vocabulary during discussions about stories, non- fiction, rhymes and poems and during role play. 	<ol style="list-style-type: none"> 1. Understands that print has meaning. 2. Understands that print can have different purposes. 3. Understands that we read English text from left to right and from top to bottom. 4. Listens to a story or factual text with increasing attention and recall. 5. Enjoys stories and can join in with repeating phrases. 6. Identifies the character, setting and some main events in a story. 7. Can suggest how a story might end. 8. Shows an awareness of how stories are structured. 9. Looks at books independently and is beginning to use illustrations and story language to retell the story. 10. Can hear and say the initial sound in words. 11. Read individual letters by saying the sounds for them. 12. Can identify and continue a rhyming string. 13. Read a few common exception words matched to the school's phonic programme. 14. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. 15. Read some letter groups that each represent one sound and say sounds for them. 16. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. 17. Can name the different parts of a book and the page sequencing in extended conversations about stories. 18. With support, can sequence the significant events within a story. 19. Re-read books to build up their confidence in word reading, their fluency, understanding and enjoyment. 20. With support, can express views about events or characters in a story to answer some retrieval questions.

	Decoding	Comprehension
Year 1	<ul style="list-style-type: none"> • Say the correct sound to graphemes for all 40+ graphemes. • apply phonic knowledge and skills as the route to decode words • Give alternative sounds for graphemes. • Blend sounds to read unfamiliar words containing the GPCs (Grapheme Phoneme Correspondence) that have been taught. • Read common exception words with accuracy, noting unusual correspondences between spelling and sound and where these occur in the word. • Read words using common GPCs ending in -s, -es, -ing, -ed, -er and -est. • Read words of more than one syllable that contain GPCs learned with accuracy • Read contracted words and understand that the apostrophe shows where letters have been omitted • 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 • Read at an age equivalent level of 6 years or more (as measured on a normative test) • Read aloud a familiar text at an appropriate level at a rate of 50 words per minute 	<ul style="list-style-type: none"> • Listen to and discuss a wide range of poems, stories and non-fiction that is at a level beyond that at which they can read independently. • Pause at a full stop. • Recite some simple rhymes and poems • Join in with parts of familiar texts, especially repeated parts or rhymes. • Tell if a sentence that has been read does not make sense. • Talk about a book, poem or rhyme that is liked or disliked and say why. • Answer simple questions about the books that have been read. • Take part in discussions about books, taking turns, listening and responding to others. • Talk about how a text that has been listened to links with personal experience <u>e.g.</u> whether s/he has done something similar. • Talk about how a text that has been read is like other rhymes, poems or stories. • Talk about some of the events in a story. • Re-tell fairy stories and traditional tales and talk about what happens in them. • Talk about the meanings of some simple words <u>e.g.</u> how they link to words already known. • Talk about why the book has the title that it does. • Suggest something that might happen next in a story that is being read.

	Decoding	Comprehension
Year 2	<ul style="list-style-type: none"> • Decode words quickly and fluently using GPCs. • Read 100 high frequency irregular words. • Recognise and read alternative sounds for graphemes. • Read words of two or more syllables by blending sounds in words. • Read words containing common suffixes. • Read at an age equivalent level of 7 years and 8 months or more. • Read aloud a familiar text at my level at a rate of 90 words per minute. 	<ul style="list-style-type: none"> • Recite a range of poems, using intonation to help make the meaning clear. • Use information in the text to talk about a story they are reading or listening to. • Ask other people simple questions about a <u>text questions</u> about a text. • Re-tell a range of familiar stories. • Give examples of some phrases and sentences that appear in a lot of stories (<u>e.g.</u> Once upon a time ...). • Talk about my favourite words and phrases in different books that have been read. • Talk about a part of a story and explain why they liked it. • Talk about the plot, setting and characters in familiar and less familiar books. • Notice when reading does not make sense and suggest a possible correction. • Use the meanings of known words to try to understand the meaning of an unfamiliar word. • Self-correct by looking backwards and forwards in a text. • Talk about the sequence of events in books and how they are linked to one another. • Talk about things that might have happened in a story and make predictions. • Make inferences from what is being said or done in a story. • Express an opinion about the way a story is unfolding. • Give an opinion about events and actions within the text. • Comment on the way that non-fiction text is organised and can see how this helps the reader to find wanted information. • Refer to parts of the text to help them explain what they enjoyed and did not enjoy about the book they have read.

	Decoding	Comprehension
Year 4	<ul style="list-style-type: none"> • Identify unusual matches between spellings and sounds to help me read exception words. • Read at an age equivalent level of 9 years and 8 months or more. • Read aloud a familiar text at an appropriately challenging level at a rate of 110 words per minute. 	<ul style="list-style-type: none"> • Use a dictionary to speedily look up an unknown word's meaning or its spelling. • Use a contents page, index, chapters, headings and glossary to get information to answer a question. • Name conventions in a wide range of books. • Recognise and name some different forms of poetry (e.g. free verse, narrative). • Use pauses and body language when reading aloud. • Explain what type of text is being read and describe some of its features (e.g. fiction, poetry, play, non-fiction). • Consistently use my knowledge of root words, prefixes and suffixes to get the likely meaning of unfamiliar words. • Tell someone else the main ideas in a fiction or non-fiction text at their own reading level. • Retrieve and record information from non-fiction text. • Identify themes in a wide range of books. • Find what is needed in a book by searching quickly for key words or phrases. • Talk about the possible meanings of new words within a sentence. • Identify when reading is not making sense and use strategies to self-correct. • Name and describe some similarities and differences between books that have been read. • Describe some similarities and differences between poems that have been read. • Point to different types of sentences a writer has used. • Talk about the way a writer's choice of words makes the reader feel or think. • Justify predictions about a text through talking about what has been noticed so far using information stated and implied. • Draw inferences around characters' thoughts, feeling and actions with evidence from the text. • Find and tell the main arguments for or against a particular point of view in a text.

	Decoding	Comprehension
Year 5	<ul style="list-style-type: none"> • Read at an age equivalent level of 10 years and 7 months or more. • Read aloud a familiar text at an appropriately challenging level at a rate of 120 words per minute. 	<ul style="list-style-type: none"> • Apply a wide knowledge of prefixes, suffixes and root words to work out the meaning of unfamiliar words. • Locate and use information from a range of given sources, both fiction and non-fiction to investigate a question or topic. • Recite poems with expression that enhances their meaning. • Recommend books to friends, giving reasons for the choices made. • Skim materials to gain an overview of the text. • Select and give the main points of an information text. • Summarise key points when reading appropriate texts, showing understanding of the main significant ideas, themes, events and characters. • Deduce from the evidence in the text what the characters are like and why they act as they do. • Explain similarities and differences between different versions of a story or text. • Give examples of ways in which words have been used figuratively to give a special effect. • Say why a writer has chosen key words and phrases to capture the reader's interest. • Say something about the way a writer describes characters that are not literal <u>e.g.</u> through details or the language used. • Use a range of technical terms to describe what has been read including metaphor, simile, analogy, imagery, style and effect. • Give an antonym, a synonym and examples of their usage with a wide range of words. • Point to ways an author has used language precisely to get across a point of view. • Point to features of a text that show bias in persuasive writing, including in articles and advertisements. • Explain thoughts and use points raised from two different perspectives to help clarify ideas e.g. On the one hand ... on the other...

	Decoding	Comprehension
Year 6	<ul style="list-style-type: none"> • Read at an age equivalent level of 11 years and 8 months or more. • Read aloud a familiar text at an appropriately challenging level at a rate of 140 words per minute. 	<ul style="list-style-type: none"> • Read with great expression, showing awareness of the listener and using pauses, emphases and pacing. • Use skimming, scanning and note-taking to identify the key points in a text. • Plan a strategy to research a topic including choosing appropriate books and other sources, search terms, and using indexes and glossaries. • Make up questions that help to review a text and improve understanding. • Answer questions that require thinking beyond the text. • Infer, deduce and speculate about the feelings of the main characters (<u>e.g.</u> unhappy, angry or stressed) making reference to supporting quotations. • Infer, deduce and speculate about what a person in a story is thinking making reference to relevant quotations. • Make predictions about what might happen next from the stated and implied details in a text. • Distinguish between fact and opinion and explain how they know. • Talk about an author's techniques for describing characters, settings and actions and the impact they are designed to have on the reader. • Point to language that is expressive, figurative or descriptive and creates effects in poetry and prose. • Explain an understanding of words in context. • Take part in discussions about books, including comparing them, building on the ideas of others and challenging their views courteously.