



# Year 1 Reading

Making meaning through connections with known words and sentence patterns, own experience, knowledge of the world and other texts

## Reading range

- contemporary and classic poetry,
- key stories (high quality core texts for all children), fairy stories, traditional tales – considering their characteristics (themes, genre features, archetypal characters, story shapes, changes in mood)
- non-fiction structured in different ways – linked to the curriculum and children’s own interests

Each school should include elements of their vision and values to include texts from a variety of cultures and traditions, those that explore rather than confirm stereotypes, those that explore ethics, morality, spirituality, values, choices and dilemmas.

## Curriculum opportunities

- re-reading instructional texts to improve fluency
- have books read aloud to them beyond that which they can read independently
- re-reading core shared texts to deepen inferences, build understanding of sequence and story structure and develop personal responses and evaluation
- recite or learn poetry by heart
- have the strategies and processes for using non-fiction books modelled and shared
- develop and evaluate over time clear rules for discussion
- use role play and drama strategies to identify with and explore characters and to support the adoption of story language

Deepening understanding and response by re-reading, discussing, exploring responses

	Word reading			Literal comprehension			Inference			Critical and evaluative reading		
National curriculum objectives	Respond speedily with the correct sound to graphemes for all 40+ phonemes, including, alternative sounds for graphemes	Read common exception words	Read words with root and suffix and contractions with support	Discuss and clarify the meanings of words, linking new meanings to known vocabulary	Discuss the sequence of events in books and how items of information are related	Retell a familiar story  Explain clearly their understanding of what is read to them	Re-read with fluency: accuracy, pace, phrasing that renders text meaningful	Make inferences on the basis of what is being said and done	Predict what might happen on the basis of what has been read so far	Discuss their favourite words and phrases  Recognise simple recurring literary language in stories and poetry	Speak clearly in presentations, performances and role-plays, increasingly listening to and responding to others  Listen to, discuss and express views about a wide range of texts at a level beyond that at which they can read independently	Link own and others’ experiences to understand and build empathy with characters and begin to understand motivation
	explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.						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					
strategies	Clarify, monitor, summarise, explain, retrieve						Empathise, visualise, make links, predict, question, respond, notice writers’ choices					

## Year 2 Reading

**Making meaning through connections with known words and sentence patterns, own experience, knowledge of the world and other texts**



### Reading range

- contemporary and classic poetry,
- key stories (high quality core texts for all children), fairy stories, traditional tales – considering their characteristics (themes, genre features, archetypal characters, story shapes, changes in mood)
- non-fiction structured in different ways – linked to the curriculum and children’s own interests

**Each school should include elements of their vision and values to include texts from a variety of cultures and traditions, those that explore rather than confirm stereotypes, those that explore ethics, morality, spirituality, values, choices and dilemmas.**

### Curriculum opportunities

- re-reading instructional texts to improve fluency
- have books read aloud to them beyond that which they can read independently
- re-reading core shared texts to deepen inferences, build understanding of sequence and story structure and develop personal responses and evaluation
- learn a repertoire of poetry by heart
- have the strategies and processes for using non-fiction books modelled and shared
- develop and evaluate over time clear rules for discussion
- use role play and drama strategies to identify with and explore characters and to support the adoption of story language

Deepening understanding and response by re-reading, discussing, exploring responses

	Word reading				Literal comprehension				Inference		Critical and evaluative reading			
National curriculum objectives	Read accurately words containing common graphemes for all 40+ phonemes	Read most words of 2 or more syllables, common suffixes and most common exception words	Sound out unfamiliar words without undue hesitation	Check a text makes sense, correcting inaccurate reading using visual, meaning and structure cues	Discuss and clarify the meanings of words, linking new meanings to known vocabulary  Use existing knowledge and understanding to make meanings	Discuss the sequence of events in books and how items of information are related	Retell a range of familiar stories, adopting story language	Re-read with fluency: appropriate pace and intonation to make the meaning clear	Speak clearly in presentations, performances and role-plays, increasingly listening to and responding to others	Make inferences on the basis of what is being said and done beginning to justify using details from the text	Predict what might happen on the basis of what has been read so far beginning to justify using details from the text	Discuss their favourite words and phrases	Take part in discussions, asking questions, expressing views and considering the opinions of others  With support, link characters' intentions/motivations to their actions	Make links between what they are reading and other books they have read
	explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.								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					
strategies	Clarify, monitor, summarise, explain, retrieve								Empathise, visualise, make links, predict, question, respond, notice writers' choices					

## Year 3 and 4 Reading

Making reasoned meanings through connections with known words and sentence patterns, own experience, knowledge of the world and other texts

### Reading range

- Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books, including whole books
- Books structured in different ways and written for a range of purposes
- Increase familiarity with a wide range of stories, including fairy stories, myths and legends

Each school should include elements of their vision and values to include texts from a variety of cultures and traditions, those that explore rather than confirm stereotypes, those that explore ethics, morality, spirituality, values, choices and dilemmas.

### Curriculum opportunities

- Participate in discussions, presentations, performances, role play, improvisations and debates
- Use non-fiction books purposefully – know what information they are looking for and be taught how to locate and retrieve information
- Exercise choice in selection of books

Deepening understanding and response by re-reading, discussing, exploring responses



	Literal comprehension				Inference			Critical and evaluative reading		
National curriculum objectives	Use syllables and apply growing knowledge of word roots and affixes to break down new words, read aloud and understand meanings. Read further common exception words	Check the text makes sense, asking questions, discussing understanding, explaining meaning of words in context	Understand summarise, retrieve and record information from texts, including non-fiction.	Show understanding through intonation, tone, volume and action when performing poems and play-scripts or reading aloud  Retell stories orally	Deduce, infer or predict information, events or ideas from text, justifying using the text.	Discuss books read independently and as a group, justifying their views, listening to and responding to the views of others.	Discuss words and phrases that capture the reader's imagination	Comment on a writer's choices (language, structure, presentation) and how this affects the reader	Recognise themes and conventions (linked to purpose) in texts through comparison with others they have read	Participate in discussion, taking turns, giving reasons for own views, listening to what others say, identifying differences and responding
Shorthand strategies	Clarify, Explain, Monitor, Summarise, Retrieve				Deduce, infer, predict, (visualise, empathise, hear a voice, question, make links within and beyond the text)			How writers' <b>choices</b> affect the reader		

## Year 5 and 6 Reading

Making reasoned meanings through connections with known words and sentence patterns, own experience, knowledge of the world and other texts

### Reading range

- Read and discuss a wide range of fiction, poetry, plays, non-fiction and reference books
- Read books structured in different ways and for a range of purposes
- Increase familiarity with myths, legends, traditional stories, modern fiction, fiction from our literary heritage and from other cultures and traditions

Each school should include elements of their vision and values to include texts from a variety of cultures and traditions, those that explore rather than confirm stereotypes, those that explore ethics, morality, spirituality, values, choices and dilemmas.

### Curriculum opportunities

- Prepare readings with appropriate intonation and volume to show understanding
- Read widely and frequently outside and in school
- Recommend books to their peers, giving choices
- Learn poems by heart

Deepening understanding and response by re-reading, discussing, exploring responses



	Literal comprehension					Inference			Critical and evaluative reading		
National curriculum objectives	Break down unfamiliar words (roots and affixes) to support pronunciation and to work out the meaning	Check the text makes sense, asking questions, discussing understanding, exploring the meaning of words in context	Summarise main ideas (from more than one paragraph),  Retrieve, record, present information from texts, including non-fiction.	Read aloud varying pace, tone and volume  Retell a known story in own words	Distinguish between fact and opinion	Draw inferences that rely on internal evidence, knowledge of word connotations and knowledge of the world beyond the text, justifying with evidence	Predict what might happen from details stated and implied, giving reasons linked to knowledge of the book, or comparative texts	Provide reasoned justifications for their views	Participate in discussion, sharing own views persuasively with evidence, questioning others' responses, sharing disagreements, carefully and critically working towards the most plausible response	Comment on a writer's choices (language, structure, presentation) and how they might affect readers in different ways, referring to literary features (simile, metaphor, imagery) where appropriate	Comment on the effect of text conventions and how themes are developed through writers' choices by comparing texts
Shorthand strategies	Clarify, Monitor, Summarise, Retrieve, Explain					Deduce, infer, predict, (visualise, empathise, hear a voice, question, make links within and beyond the text)			Reader response that moves from feelings to evidenced judgement on how writers' <b>choices</b> affect the reader		