

Key Learning in Reading: Y1

Word Reading

As EYFS and:

- Read aloud accurately books that are consistent with their developing phonic knowledge.
- Apply phonic knowledge and skills as the route to decode words.
- Respond speedily with the correct sound to grapheme for the 44 phonemes.
- Recognise and use the different ways of pronouncing the same grapheme.
- Read accurately by blending sounds in unfamiliar words.
- Read common exception words, noting tricky parts
- Read words containing -s, -es, -ing, -ed, -er, -est endings.
- Split two and three syllable words into the separate syllables to support blending for reading.
- Read words with contractions, understand that the apostrophe represents the omitted letter.
- Develop fluency, accuracy and confidence by re-reading books.
- Read more challenging texts using phonics and common exception word recognition.

Comprehension

As EYFS and:

- Listen to and discuss a range of texts at a level beyond that at which they can read independently, including stories, non-fiction and poems.
- Relate texts to own experiences.
- Recognise and join in with language patterns and repetition.
- Use patterns and repetition to support oral retelling.
- Orally retell familiar stories in a range of contexts.
- Enjoy and recite rhymes and poems by heart.
- Make personal reading choices and explain reasons for choices.
- Introduce and discuss key vocabulary, linking meanings of new words to those already known.
- Activate prior knowledge.
- Check that texts make sense while reading and self-correct.
- Develop and demonstrate their understanding of characters and events through role play and drama, drawing on language from the text.
- Give opinions and support with reasons.
- Explain clearly their understanding of what is read to them.
- Demonstrate understanding of texts by answering questions related to who, what, where, when, why, how.
- Identify and discuss the main events in stories.
- Identify and discuss the main characters in stories.
- Recall specific information in fiction and non-fiction texts.
- Locate parts of text that give particular information.
- Discuss the title and how it relates to the events in the whole story.
- Make basic inferences about what is being said and done.
- Make predictions based on what has been read so far.
- Listen to what others say.
- Take turns.



Key Learning in Reading: Y2

Word Reading

As Year 1 and:

- Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.
- Re-read books to build up fluency and confidence in word reading.
- Read frequently encountered words quickly and accurately without overt sounding and blending.
- Read accurately by blending the sounds in words, especially recognising alternative sounds for graphemes.
- Read accurately words of two or more syllables that contain alternative sounds for grapheme.
- Read longer and less familiar texts independently.
- Apply phonic knowledge and skills to read words until automatic decoding has become embedded and reading is fluent.
- Work out unfamiliar words by focusing on all letters in the word,
- Read words containing common suffixes.
- Read further common exception words, noting tricky parts.

Comprehension

As Year 1 and:

- Listen, discuss and express views about a range of texts at a level beyond that at which they can read independently, including stories, non-fiction, and contemporary and classic poetry.
- Orally retell a wider range of stories, fairy tales and traditional tales.
- Sequence and discuss the main events in stories and recounts.
- Read a range of non-fiction texts which are structured in different ways, including information, explanations, instructions, recounts, reports.
- Recognise the use of repetitive language within a text or poem
- Learn and recite a range of poems using appropriate intonation.
- Make personal reading choices and explain reasons for choices.
- Understanding books which they can read themselves and those which are read to them
- Identify, discuss and collect favourite words and phrases.
- Introduce and discuss words within the context of a text, linking new meanings to known vocabulary.
- Use morphology to work out the meaning of unfamiliar words.
- Uses tone and intonation when reading aloud.
- Activate prior knowledge and raise questions.
- Check that texts make sense while reading and self-correct.
- Demonstrate understanding of fiction and non-fiction texts by asking and answering who, what, where, when, why, how questions.
- Explain and discuss their understanding, giving opinions and supporting with reasons.
- Develop and demonstrate their understanding of characters and events through role play and drama, drawing on language from the text.
- Make inferences about characters and events using evidence from the text.
- Make predictions based on what has been read so far.
- Identify how specific information is organised within a non-fiction text.
- Locate information from non-fiction texts using the contents page, index, labelled diagrams and charts.
- Participate in discussion about what is read to them, taking turns and listening to what others say.
- Make contributions in whole class and group discussion.
- Consider other points of view.
- Listen and respond to contributions from others.



Key Learning in Reading: Y3

Word Reading

As Year 2 and:

- Read books at an age appropriate interest level.
- Use knowledge of root words to understand meanings of words.
- Use prefixes to understand meanings.
- Use suffixes to understand meanings.

Read and understand words from the Year 3 list.

Comprehension

As Year 2 and:

- Listen to and discuss a range of fiction, poetry, plays and non-fiction.
- Regularly listen to whole novels read aloud by the teacher.
- Read a range of non-fiction texts.
- Read books and texts for a range of purposes.
- Recognise some different forms of poetry.
- Sequence and discuss the main events in stories.
- Orally retell a range of stories, including less familiar fairy stories, fables and folk tales.
- Identify and discuss themes.
- Identify and discuss conventions.
- Prepare poems and play scripts to read aloud, showing understanding through intonation, tone, volume and action.
- Identify, discuss and collect favourite words and phrases which capture the reader's interest and imagination.
- Explain the meaning of unfamiliar words by using the context.
- Use dictionaries to check meanings of words they have read.
- Use intonation, tone and volume when reading aloud.
- Take note of punctuation when reading aloud.
- Raise questions during the reading process to deepen understanding.
- Draw inferences around characters thoughts, feelings and actions, and justify with evidence from the text.
- Make predictions based on details stated.
- Justify responses to the text using the PE prompt (Point + Evidence).
- Discuss the purpose of paragraphs.
- Identify a key idea in a paragraph.
- Analyse and evaluate texts looking at language, structure and presentation.
- Prepare for research by identifying what is already known about the subject and key questions to structure the task.
- Evaluate how specific information is organised within a non-fiction text.
- Quickly appraise a text to evaluate usefulness.
- Navigate texts in print and on screen.
- Record information from a range of non-fiction texts.
- Participate in discussion about what is read to them and books they have read independently.
- Develop and agree on rules for effective discussion.
- Take turns and listen to what others say.

Make and respond to contributions in a variety of group situations.



Key Learning in Reading: Y4

Word Reading

As Year 3 and:

- Read books at an age appropriate interest level.
- Use knowledge of root words to understand meanings of words.
- Use prefixes to understand meanings.
- Use suffixes to understand meanings.
- Read and understand words from the Year 4 list.

Comprehension

As Year 3 and:

- Listen to, read and discuss a range of fiction, poetry, plays and non-fiction in different forms speeches, magazines, electronic texts.
- Regularly listen to whole novels read aloud by the teacher.
- Read books and texts, which are structured in different ways, for a range of purposes and respond in a variety of ways.
- Learn a range of poems by heart and rehearse for performance.
- Prepare poems and play scripts to read aloud, showing understanding through intonation, tone, volume and action.
- Orally retell a range of stories, including less familiar fairy stories, myths and legends.
- Identify, discuss and collect effective words and phrases which capture the reader's interest and imagination.
- Explain the meaning of key vocabulary within the context of the text.
- Use dictionaries to check meanings of words in the texts that they read.
- Use punctuation to determine intonation and expression when reading aloud to a range of audiences.
- Make predictions based on information stated and implied.
- Demonstrate active reading strategies.
- Justify responses to the text using the PE prompt (Point + Evidence).
- Identify, analyse and discuss themes.
- Draw inferences around characters' thoughts, feelings, actions and motives, and justify with evidence from the text using point and evidence.
- Identify main ideas drawn from more than one paragraph and summarise these.
- Analyse and evaluate texts looking at language, structure and presentation and how these contribute to meaning.
- Recognise and analyse different forms of poetry.
- Prepare for research by identifying what is already known about the subject and key questions to structure the task.
- Navigate texts.
- Record information from a range of non-fiction texts.
- Scan for dates, numbers and names.
- Analyse and evaluate how specific information is organised within a non-fiction text.
- Explain how paragraphs are used to order or build up ideas, and how they are linked.
- Participate in discussion about what is read to them and books they have read independently, taking turns and listening to what others say.
- Develop, agree on and evaluate rules for effective discussion.
- Make and respond to contributions in a variety of group situations.



Key Learning in Reading: Y5

Word Reading

As Year 4 and:

- Read books at an age appropriate interest level.
- Use knowledge of root words to understand meanings of words.
- Apply knowledge of prefixes to understand meaning of new words.
- Use suffixes to understand meanings.
- Read and understand words from the Year 5 list.

Comprehension

As Year 4 and:

- Listen to and discuss a range of fiction, poetry and non-fiction which they might not choose to read themselves.
- Regularly listen to whole novels read aloud by the teacher from an increasing range of authors.
- Explore themes within and across texts.
- Make comparisons within a text.
- Recommend books to their peers with reasons for choices.
- Read books and texts that are structured in different ways for a range of purposes.
- Express preferences about a wider range of books including modern fiction, traditional stories, myths and legends.
- Learn a wider range of poems by heart.
- Prepare poems and play scripts to read aloud and perform, showing understanding through intonation, tone, volume and action so the meaning is clear to an audience.
- Explain the meaning of words within the context of the text.
- Use punctuation to determine intonation and expression when reading aloud to a range of audiences.
- Check that the book makes sense to them and demonstrate understanding.
- Demonstrate active reading strategies.
- Infer characters' feelings, thoughts and motives from their actions and justify inferences with evidence.
- Predict what might happen from information stated and implied.
- Through close reading of the text, re-read and read ahead to locate clues to support understanding.
- Scan for key words and text mark to locate key information.
- Summarise main ideas drawn from more than one paragraph and identify key details which support this.
- Justify opinions and elaborate by referring to the text.
- Analyse the conventions of different types of writing.
- Identify how language, structure and presentation contribute to meaning.
- Evaluating the impact of the author's use of language.
- Explore, recognise and use the terms metaphor, simile, imagery.
- Explain the effect on the reader of the authors' choice of language.
- Distinguish between statements of fact or opinion within a text.
- 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.
- Prepare formal presentations individually or in groups.
- Use notes to support presentation of information.
- Respond to questions generated by a presentation.
- Participate in debates on an issue related to reading (fiction or non-fiction).



Key Learning in Reading: Y6

Word Reading

As Year 5 and:

- Read books at an age appropriate interest level.
- Work out unfamiliar words by focusing on all letters in the word,
- Use knowledge of root words, prefixes and suffixes to investigate how the meanings of words change.
- Use suffixes to understand meanings.
- Read and understand words from the Year 6 list.
- Use etymology to help the pronunciation of new words.

Comprehension

As Year 5 and:

- Listen to, read and discuss an increasingly wide range of fiction, poetry, plays and non-fiction.
- Regularly listen to novels read aloud by the teacher from an increasing range of authors, which they may not choose themselves.
- Independently read longer texts with sustained stamina and interest.
- Recommend books to their peers with detailed reasons for their opinions.
- Express preferences about a wider range of books including modern fiction, traditional stories, fiction from our literary heritage and books from other cultures.
- Learn a wider range of poems by heart.
- Prepare poems and play scripts to read aloud and perform using dramatic effects.
- Explain the meaning of new vocabulary within the context of the text.
- Demonstrate active reading strategies.
- Use a reading journal to record on-going reflections and responses to personal reading.
- Explore texts in groups and deepen comprehension through discussion.
- Provide reasoned justifications for their views and justify opinions and elaborate by referring to the text.
- Infer characters' feelings, thoughts and motives from their actions, justifying inferences with evidence.
- Predict what might happen from information stated and implied.
- Through close reading, re-read and read ahead to locate clues to support understanding and justify with evidence from the text.
- Make comparisons within and across texts.
- Compare characters within and across texts.
- Compare texts written in different periods.
- Recognise themes within and across texts.
- Distinguish between statements of fact or opinion across a range of texts.
- Skim for gist and key information.
- Use a combination of skimming, scanning and close reading across a text to locate specific detail.
- Retrieve, record, make notes and present information from non-fiction, including texts used in other subjects.
- Analyse the conventions of different types of writing.
- Identify how language, structure and presentation contribute to meaning.
- Evaluating the impact of the author's use of language
- Explore, recognise and use the terms personification, analogy, style and effect.
- Explain the effect on the reader of the author's choice of language and reasons why the author may have selected these words, phrases and techniques.
- Participate in discussions about books, 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.
- Prepare formal presentations individually or in groups.
- Use notes to support presentation of information.
- Respond to questions generated by a presentation.
- Participate in debates on issues related to reading (fiction/non-fiction)

