READING: Implementation Overview Year 2

Comprehension

Building on Previous Year and throughout Year 2 focus on:

•Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that which they can read independently
•Demonstrate familiarity with and retell a wide range of fairy stories, traditional tales, stories and plays*
•Understand many non-fiction books that are structured in different ways
• Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
• Discuss their favourite words and phrases using some of them in their writing
•Show good understanding of books they have read and listened to drawing on what they already know, with background information and vocabulary provided by the teacher
•Make some predictions of what might happen on the basis of what has been read so far
•Answer and ask questions
•Check the text makes sense to them and correct inaccurate reading
•Explain what has happened so far in what they have listened to or read
•Discuss the sequence of events in books and how many items of information are related
•Recognise simple recurring literary language in stories and poetry and draw upon these for their writing
•Make some inferences on the basis of what is being said and done across the book and drawing on other books they have read (building on from YR1 Greater Depth)
•Discuss an increasing amount of word meanings in context, linking meanings to those already known
•Sometimes discuss alternative meaning of the same word (e.g. through exploration of synonyms and the same word used in different contexts, building on from YR1 Greater Depth)

Reading Skills

Building on Previous Year and throughout Year 2 focus on:

•Building on phonics subject skills and knowledge
•Connect prior knowledge with context
•Use a range of strategies to make meaning from words and sentences, including knowledge of phonics, word roots, word families
•Locate and discuss words and pre taught vocabulary to find out what the text is about
•Connect prior knowledge to context
•Read sentences with increasing accuracy and fluency
•Self-correction words
•Read aloud with attention to punctuation, including full stops, question, exclamation *and* intonation
•Self-correction, including re-reading and reading ahead
•Look for specific information in texts using contents and glossaries
•Identify and use text features, e.g. titles, headings and pictures, to locate and understand specific information
•Re-reading sentences for clarity
•Talk about book preferences
•Identify how texts are organised, *e.g. lists, numbered points, tables and bullet points*

Word Reading*

Building on Previous Year and throughout Year 2 focus on:

•continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
•read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
•read accurately words of two or more syllables that contain the same graphemes as above
•read words containing common suffixes
•read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
•read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
•read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
•reread these books to build up their fluency and confidence in word reading

*Practitioners must incorporate these in all reading instruction lessons

Content Domains*

1a draw on knowledge of vocabulary to understand texts
1b identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information
1c identify and explain the sequence of events in texts
1d make inferences from the text
1e predict what might happen on the basis of what has been read so far

*Content domains are not the entire National Curriculum. They are broad headings under which skills have been grouped for assessment.

Reading Terminology for Pupils Across the Year

Building on Previous Year and throughout Year 2 focus on:

grapheme, phoneme, syllable, sequence, structure, predict, discuss, question

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READING: Implementation Overview Year 3

Comprehension

Building on Previous Year and throughout Year 3 focus on:

- Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- Increase their familiarity with a wide range of stories (including fairy stories)
- Increase their familiarity with a wide range of books and retell some of these orally
- Read a range of books that are structured in different ways and read for a range of purposes
- Participate in discussion about both books that are read to them and those they can read for themselves
- Identify simple themes and conventions in an increasing range of books
- Retrieve and record some information from non-fiction
- Identify how language, structure and presentation contribute to meaning
- Recognise some different forms of poetry [for example, free verse, narrative poetry]
- Prepare short poems and play scripts to read aloud and to perform, showing some understanding through intonation, tone, volume and action
- Predict what might happen from details stated and some which are implied
- Check that the text makes sense to them, discuss their understanding and explain the meaning of some words in context
- Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying many inferences with evidence
- Ask some questions to improve their understanding of a text
- Identify main ideas drawn from more than one paragraph and summarise these
- Discuss some words and phrases that capture the reader's interest and imagination

Reading Skills

Building on Previous Year and throughout Year 3 focus on:

- Connect prior knowledge with context
- Locate and discuss words and pre taught vocabulary to find out what the text is about
- Use a range of strategies to make meaning from words and sentences, including building on knowledge of phonics, word roots, text organisation and prior knowledge of context
- Read a range of texts with increasing accuracy and fluency
- Develop views about what is read with support
- Develop positive attitudes to reading and understanding of what is read
- Read aloud using punctuation to aid expression and intonation
- Self-correction, including re-reading and reading ahead
- Re-reading sentences for clarity
- Skim to gain an overview of a text, e.g. topic, purpose
- Identify different purposes of texts, e.g. to inform, instruct, explain
- Read short information texts independently with concentration
- Identify how texts are organised, e.g. lists, numbered points, diagrams with arrows, tables and bullet points
- Look for specific information in texts using contents, indexes, glossaries, dictionaries
- Identify and use text features, e.g. titles, headings and pictures, to locate and understand specific information
- Enhance understanding in information text through, e.g. illustration, photographs, diagrams and charts

Word Reading*

Building on Previous Year and throughout Year 3 focus on:

- Apply growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words
read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word
- Develop fluency and enthusiasm for reading and read widely and frequently
- Building on phonics subject skills and knowledge
- Recognise and read many Year 3&4 Word List words with automaticity

*Practitioners must incorporate these in all reading instruction lessons

Content Domains*

2a give / explain the meaning of words in context
2b retrieve and record information / identify key details from fiction and non-fiction
2c summarise main ideas from more than one paragraph
2d make inferences from the text / explain and justify inferences with evidence from the text
2e predict what might happen from details stated and implied
2f identify / explain how information / narrative content is related and contributes to meaning as a whole
2g identify / explain how meaning is enhanced through choice of words and phrases
2h make comparisons within the text

*Content domains are not the entire National Curriculum. They are broad headings under which skills have been grouped for assessment.

Reading Terminology for Pupils Across the Year

Building on Previous Year and throughout Year 3 focus on:

root word, prefix, suffix, theme, convention, intonation, tone, volume, action, rehearse, perform, present

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READING: Implementation Overview Year 4

Comprehension

Building on Previous Year and throughout Year 4 focus on:

- Listen to and confidently discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- Increase their familiarity with a wide range of stories and retelling (including myths and legends) some of these orally with an appropriate use of story-book language
- Read a wide range of books that are structured in different ways and read for a range of purposes
- Confidently participate in discussion about both books that are read to them and those they read independently
- Identify themes and conventions in an increasing range of books
- Confidently retrieve and record information from non-fiction
- Identify how language, structure and presentation contribute to meaning
- Recognise a range of poetic forms [for example, free verse, narrative poetry]
- Prepare poems and play scripts to read aloud and to perform, showing an increasing understanding through intonation, tone, volume and action
- Prepare play scripts to read aloud and to perform, showing an increasing understanding through intonation, tone, volume and action
- Predict what might happen from details stated and implied
- Check that the text makes sense to them, discuss most of their understanding and explain the meaning of many words in context, asking questions to improve their understanding of a text
- Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying most inferences with evidence
- Ask some questions to improve their understanding of the text
- Identify main ideas drawn from more than two paragraphs and summarise these
- Discuss many words and phrases that capture the reader's interest and imagination
- Begin to use more complex dictionaries to check the meaning of many unknown words that they have read

Reading Skills

Building on Previous Year and throughout Year4 focus on:

- Read texts, including those with few visual clues, increased independence and concentration
- Use a range of strategies to make meaning from words and sentences, including knowledge of phonics, word roots, word families, text organisation and prior knowledge of context
- With increased independence develop views about what is read
- Develop positive attitudes to reading and understanding of what is read
- Read aloud using punctuation to aid expression and intonation
- Self-correction, including re-reading and reading ahead
- Skim to gain an overview of a text, e.g. topic, purpose
- Skim to gain the gist of a text or the main idea in a chapter
- Read short information texts independently with concentration
- Identify how texts differ in purpose, structure and layout
- Identify different purposes of texts, e.g. to inform, instruct, explain, persuade, recount
- Enhance understanding in information text through, e.g. illustration, photographs, diagrams and charts
- Scan for specific information using a variety of features in texts, e.g. titles, illustrations, pre taught vocabular, bold print, captions, bullet points
- Identify how texts are organised, e.g. lists, numbered points, diagrams with arrows, tables and bullet points
- Identify and use text features, e.g. titles, headings and pictures, to locate and understand
specific information
- Look for specific information in texts using contents, indexes, glossaries, dictionaries
- Re-reading sentences for clarity

Word Reading*

Building on Previous Year and throughout Year 4 focus on:

- Apply growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words
read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word
- Recognise and read most Year 3&4 Word List words with automaticity

*Practitioners must incorporate these in all reading instruction lessons

Content Domains*

2a give / explain the meaning of words in context
2b retrieve and record information / identify key details from fiction and non-fiction
2c summarise main ideas from more than one paragraph
2d make inferences from the text / explain and justify inferences with evidence from the text
2e predict what might happen from details stated and implied
2f identify / explain how information / narrative content is related and contributes to meaning as a whole
2g identify / explain how meaning is enhanced through choice of words and phrases
2h make comparisons within the text

*Content domains are not the entire National Curriculum. They are broad headings under which skills have been grouped for assessment.

Reading Terminology for Pupils Across the Year

Building on Previous Year and throughout Year 4 focus on:

root word, prefix, suffix, theme, convention, intonation, tone, volume, action, rehearse, perform, present

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READING: Implementation Overview Year 5

Comprehension

Building on Previous Year and throughout Year 5 focus on:

- Read and discuss a range of fiction, poetry, plays, non-fiction and reference books or textbooks
- Increase their familiarity with a wide range of books, including modern fiction, myths and legends and books from other cultures and traditions
- Read books that are structured in different ways and read for a range of purposes
- 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 some views
- Retrieve, record and present some information from fiction and non-fiction
- Identify and discuss themes and conventions in and across a wide range of writing
- Identify how language, structure and presentation contribute to meaning
- Learn a wider range of age-appropriate poetry by heart
- 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
- Predict what might happen from details stated and implied
- Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- With occasional prompting, draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- Ask questions to improve their understanding
- With support, locate relevant information in a text, summarise the main ideas drawn from more than one paragraph and identifying key details that support the main ideas
- Make comparisons within and across books e.g. plot, genre and theme
- Provide reasoned justifications for their views
- Identify, discuss and evaluate the difference between literal and figurative language, commenting on the effectiveness of the author's language to create mood and build tension and the impact on the reader
- Distinguishing between statements of fact and opinion
- 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 *

* Opportunities are provided throughout the year for the coverage of this statement

Reading Skills

Building on Previous Year and throughout Year 5 focus on:

- Use a range of strategies to make meaning from words and sentences, including knowledge of phonics, word roots, word families, syntax, text organisation and prior knowledge of context
- Self-correction, including re-reading and reading ahead
- Reading widely and frequently for pleasure and information
- Identify how punctuation relates to sentence structure and how meaning is constructed in complex sentences
- Through discussion and read aloud, demonstrate how an understanding of sentence structure and punctuation help make meaning
- Connecting prior knowledge and textual information to make inferences and predictions
- Scan to find specific details using graphic and textual organisers, e.g. sub-headings, diagrams etc
- Use information on-screen and on paper
- Connecting prior knowledge and textual information to make inferences and predictions
- Read closely, annotating for specific purposes
- Use a range of strategies for skimming, e.g. gist, main ideas, themes and scanning, e.g. finding key words or phrases
- Identify features of texts, e.g. introduction to topic, sequence, illustrations, degree of formality and formality through language choices
- Finding the main idea of a text

Word Reading*

Building on Previous Year and throughout Year 5 focus on:

- Apply growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words
- Recognise and read *many* Year 5&6 Word List words with automaticity

*Practitioners must incorporate these in all reading instruction lessons

Content Domains*

2a give / explain the meaning of words in context
2b retrieve and record information / identify key details from fiction and non-fiction
2c summarise main ideas from more than one paragraph
2d make inferences from the text / explain and justify inferences with evidence from the text
2e predict what might happen from details stated and implied
2f identify / explain how information / narrative content is related and contributes to meaning as a whole
2g identify / explain how meaning is enhanced through choice of words and phrases
2h make comparisons within the text

*Content domains are not the entire National Curriculum. They are broad headings under which skills have been grouped for assessment.

Reading Terminology for Pupils Across the Year

Building on Previous Year and throughout Year XXX focus on:

figurative language, (reasoned) justification, justify, fact, opinion, debate, metaphor, simile, analogy, imagery, style, effect, compare

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READING: Implementation Overview Year 6

Comprehension

Building on Previous Year and throughout Year 6 focus on:

- Read and discuss a range of fiction, poetry, plays, non-fiction and reference books or textbooks
- Increase their familiarity with a wide range of books, including modern fiction, fiction from our literary heritage and traditional tales
- Read books that are structured in different ways and read for a range of purposes
- 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
- Retrieve, record and present information from fiction and non-fiction
- Identify and discuss themes and conventions in and across a wide range of writing
- Identify how language, structure and presentation contribute to meaning
- Learn a wider range of poetry by heart
- 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
- Predict what might happen from details stated and implied
- Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- Ask questions to improve their understanding
- Summarise the main ideas drawn from more than one paragraph and identifying key details that support the main ideas
- Make comparisons within and across books e.g. plot, genre and theme
- Provide reasoned justifications for their views
- Discuss and evaluate how authors use language, including figurative language considering the impact on the reader
- Distinguishing between statements of fact and opinion
- 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*

* Across the year children will have opportunities to complete presentations and debates

Reading Skills

Building on Previous Year and throughout Year 6 focus on:

- Make meaning from words and sentences, including knowledge of phonics, word roots, word families,
- Make meaning from text organisation
- Make meaning by drawing on prior knowledge
- Read increasingly complex texts independently for sustained periods
- Find the main idea of a paragraph and text
- Identify how punctuation relates to sentence structure and how meaning is constructed in multi-clause and complex sentences
- Read closely, annotating for specific purposes
- Use a range of strategies for skimming, e.g. gist, main ideas, themes and scanning, e.g. finding key words or phrases
- Connecting prior knowledge and textual information to make inferences and predictions
- Increase understanding of how punctuation can vary and affect sentence structure and meaning, help avoid ambiguity
- Summarising a text
- Secure responses and understanding through re-reading and cross-check information
- Confidently use a range of strategies for finding and locating information e.g. skimming scanning for detail
- Through discussion and read aloud, demonstrate how an understanding of sentence structure and punctuation help make meaning

Word Reading*

Building on Previous Year and throughout Year 6 focus on:

- Apply growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words
- Recognise and read most Year 5&6 Word List words with automaticity

*Practitioners must incorporate these in all reading instruction lessons

Content Domains*

2a give / explain the meaning of words in context
2b retrieve and record information / identify key details from fiction and non-fiction
2c summarise main ideas from more than one paragraph
2d make inferences from the text / explain and justify inferences with evidence from the text
2e predict what might happen from details stated and implied
2f identify / explain how information / narrative content is related and contributes to meaning as a whole
2g identify / explain how meaning is enhanced through choice of words and phrases
2h make comparisons within the text

*Content domains are not the entire National Curriculum. They are broad headings under which skills have been grouped for assessment.

Reading Terminology for Pupils Across the Year

Building on Previous Year and throughout Year 6 focus on:

figurative language, (reasoned) justification, justify, fact, opinion, debate, metaphor, simile, analogy, imagery, style, effect, compare

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