

Reading Key Learning

Year group	Word Reading	Comprehension
Reception	<p>Please see ELGS and Development Matters for Communication & Language as children need to use spoken language effectively to support their reading e.g. 'respond to what they hear'.</p> <p>ELGs (Statutory):</p> <ul style="list-style-type: none"> • Say a sound for each letter in the alphabet and at least 10 digraphs • Read words consistent with their phonic knowledge by sound-blending • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words <p>Development Matters (Non Statutory):</p> <ul style="list-style-type: none"> • Read individual letters by saying the sounds for them • Blend sounds into words, so that they can read short words made up of known letter sound correspondences • Read some letter groups that each represent one sound and say sounds for them • Read a few common exception words matched to the school's phonic programme • Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words 	<p>ELGs:</p> <ul style="list-style-type: none"> • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary • Anticipate (where appropriate) key events in stories • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play <p>Development Matters:</p> <ul style="list-style-type: none"> • Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment
Year 1	<ul style="list-style-type: none"> • 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; e.g. ow in snow and cow. • Read accurately by blending sounds in unfamiliar words. 	<ul style="list-style-type: none"> • Make personal reading choices and explain reasons for choices. • Check that texts make sense while reading and self-correct. • Demonstrate understanding of texts by answering questions related to who, what, where, when, why, how. • Identify and discuss the main events in stories. Listen to what others say. • Identify and discuss the main characters in stories. • Recall specific information in fiction and non-fiction texts. • Make predictions based on what has been read so far. •
Year 2	<ul style="list-style-type: none"> • Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. • 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 e.g. shoulder, roundabout, grouping. 	<ul style="list-style-type: none"> • Sequence and discuss the main events in stories and recounts. • 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. • Make inferences about characters and events using evidence from the text e.g. what is the character thinking, saying and feeling. • Make predictions based on what has been read so far.

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Year 3	<p>From Year 3, the focus is on understanding of/knowledge root words, prefixes, suffixes etc. and using this to apply for meaning.</p> <p>Children should also 'read and understand' words from the relevant year group statutory word lists.</p>	<ul style="list-style-type: none"> • Orally retell a range of stories, including less familiar fairy stories, fables and folk tales e.g. Grimm's Fairy Tales. • Use intonation, tone and volume when reading aloud. f Take note of punctuation when reading aloud. • Raise questions during the reading process to deepen understanding e.g. I wonder why the character. • Draw inferences around character's thoughts, feelings and actions, and justify with evidence from the text. • Justify responses to the text using the PE prompt (Point + Evidence). • Prepare for research by identifying what is already known about the subject and key questions to structure the task. • Make and respond to contributions in a variety of group situations e.g. whole class, pairs, guided groups, book circles
Year 4		<ul style="list-style-type: none"> • Explain the meaning of key vocabulary within the context of the text. • Use punctuation to determine intonation and expression when reading aloud to a range of audiences. • Demonstrate active reading strategies e.g. generating questions, finding answers, refining thinking, modifying questions, constructing images. • Draw inferences around characters' thoughts, feelings, actions and motives, and justify with evidence from the text using point and evidence. f Identify main ideas drawn from more than one paragraph and summarise these e.g. character is evil because...1/2/3 reasons, Clitheroe Castle is a worthwhile place to visit because 1/2/3 reasons across a text. • Navigate texts,e.g. using contents and index pages, in order to locate and retrieve information in print and on screen • Scan for dates, numbers and names.
Year 5		<ul style="list-style-type: none"> • Check that the book makes sense to them and demonstrate understanding e.g. through discussion, use of reading journals. • Demonstrate active reading strategies e.g. generating questions to refine thinking, noting thoughts in a reading journal. • Infer characters' feelings, thoughts and motives from their actions and justify inferences with evidence. • 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. • Justify opinions and elaborate by referring to the text, e.g. using the PEE prompt - Point + Evidence + Explanation. • Explore, recognise and use the terms metaphor, simile, imagery
Year 6		<ul style="list-style-type: none"> • Explain the meaning of new vocabulary within the context of the text. • Demonstrate active reading strategies e.g. challenging peers with questions, justifying opinions, responding to different viewpoints within a group. • Provide reasoned justifications for their views. • Through close reading, re-read and read ahead to locate clues to support understanding and justify with evidence from the text. • Skim for gist. • Scan for key information e.g. identify words and phrases which tell you the character is frustrated, or find words/phrases which suggest that a theme park is exciting. • 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 • 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.