



Old Dalby C of E Primary School



English: Reading

EYFS

<p>Early Learning Goal (taken from the new framework) Comprehension Children at the expected level of development will:</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>ELG: Word Reading Children at the expected level of development will:</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>Key Vocabulary</p> <p>Book Pages Turn Title Story Information book Facts Author Illustrator Traditional tale FANTASTIC lenses Letters Sounds Blending Phoneme Grapheme Digraph Trigraph</p> <p>Language linked to other subjects:</p> <p>Setting Beat Pattern sequencing fiction non-fiction adventure traditional tale</p>
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Year 1

<p>Decoding</p> <ul style="list-style-type: none">•apply phonic knowledge to decode words•speedily read all 40+ letters/groups for 40+ phonemes•read accurately by blending taught GPC•read common exception words•read common suffixes (-s, -es, -ing, -ed, etc.)•read multisyllable words containing taught GPCs•read contractions and understanding use of apostrophe•read aloud phonically-decodable texts <p>Range of Reading</p> <ul style="list-style-type: none">•listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently•being encouraged to link what they read or hear read to their own experiences <p>Familiarity with texts</p> <ul style="list-style-type: none">•becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics•recognising and joining in with predictable phrases <p>Poetry & Performance</p> <ul style="list-style-type: none">•learning to appreciate rhymes and poems, and to recite some by heart <p>Word meanings</p> <ul style="list-style-type: none">•discussing word meanings, linking new meanings to those already known <p>Understanding</p> <ul style="list-style-type: none">•drawing on what they already know or on background information and vocabulary provided by the teacher•checking that the text makes sense to them as they read and correcting inaccurate reading	<p>Key Vocabulary</p> <p>Reading Rainbow Vocabulary Fiction Non-fiction Poetry Predicting Syllables Sound buttons Evidence Speech bubble Thought bubble Meaning Information Predicting Rhymes Common exception words Key words Find Title Heading Subheading Poetry Comprehension Label Captions</p>
<p>Inference</p> <ul style="list-style-type: none">•discussing the significance of the title and events•making inferences on the basis of what is being said and done <p>Prediction</p> <ul style="list-style-type: none">•predicting what might happen on the basis of what has been read so far <p>Discussing reading</p> <ul style="list-style-type: none">•participate in discussion about what is read to them, taking turns and listening to what others say•explain clearly their understanding of what is read to them	<p>Language linked to other subjects:</p> <p>past present future evidence observe predict pattern instructions evaluate joining structure rhythm compose</p>



Year 2

<p>Decoding</p> <ul style="list-style-type: none">•secure phonic decoding until reading is fluent•read accurately by blending, including alternative sounds for graphemes•read multisyllable words containing these graphemes•read common suffixes•read exception words, noting unusual correspondences•read most words quickly & accurately without overt sounding and blending <p>Range of Reading</p> <ul style="list-style-type: none">•listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently. <p>Familiarity with texts</p> <ul style="list-style-type: none">•becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales•recognising simple recurring literary language in stories and poetry <p>Poetry & Performance</p> <ul style="list-style-type: none">•continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear. <p>Word Meanings</p> <ul style="list-style-type: none">•discussing and clarifying the meanings of words, linking new meanings to known vocabulary•discussing their favourite words and phrases.	<p>Key Vocabulary</p> <p>Reading Rainbow Vocabulary Common expectation words Patterns Feelings Blend Prediction Phoneme Grapheme Split diagraph Meaning Suffix Prefix Characteristics Multisyllable Dictionary Thesaurus</p>
<p>Understanding</p> <ul style="list-style-type: none">•discussing the sequence of events in books and how items of information are related•drawing on what they already know or on background information and vocabulary provided by the teacher•checking that the text makes sense to them as they read and correcting inaccurate reading. <p>Inference</p> <ul style="list-style-type: none">•making inferences on the basis of what is being said and done• answering and asking questions <p>Prediction</p> <ul style="list-style-type: none">•predicting what might happen on the basis of what has been read so far <p>Non-fiction</p> <ul style="list-style-type: none">•being introduced to non-fiction books that are structured in different ways <p>Discussing reading</p> <ul style="list-style-type: none">•participate in discussion about books, poems & other works that are read to them & those that they can read for themselves, taking turns and listening to what others say.•explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.	<p>Language linked to other subjects:</p> <p>evidence prediction evaluate compare technique instructions characteristic template varied rhythm timing classify</p>



Year 3

<p>Decoding</p> <ul style="list-style-type: none">•apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet•read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word <p>Range of Reading</p> <ul style="list-style-type: none">•listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks•reading books that are structured in different ways and reading for a range of purposes <p>Familiarity with texts</p> <ul style="list-style-type: none">•increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally•identifying themes and conventions in a wide range of books <p>Poetry & Performance</p> <ul style="list-style-type: none">•preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action•recognising some different forms of poetry <p>Word Meanings</p> <ul style="list-style-type: none">•using dictionaries to check the meaning of words that they have read.	<p>Key Vocabulary</p> <p>Reading Rainbow Vocabulary Prefixes Suffixes Inference Genre Expression Tone Theme Summarise Meaning Intent Phrases Language Familiar Communicate Illustrates</p>
<p>Understanding</p> <ul style="list-style-type: none">•checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context•asking questions to improve their understanding of a text•identifying main ideas drawn from more than one paragraph and summarising these <p>Inference</p> <ul style="list-style-type: none">•drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence <p>Prediction</p> <ul style="list-style-type: none">•predicting what might happen from details stated and implied <p>Authorial Intent</p> <ul style="list-style-type: none">•discussing words and phrases that capture the reader's interest and imagination•identifying how language, structure, and presentation contribute to meaning <p>Non-fiction</p> <ul style="list-style-type: none">•retrieve and record information from non-fiction <p>Discussing reading</p> <ul style="list-style-type: none">•participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say	<p>Language linked to other subjects:</p> <p>research represent pattern justify impact observation features classification trend reflect conclusion systematic accurate response research positive negative brief model advantage disadvantage technique improvise</p>



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	expression genre influential dilemma emotions noun verb pronunciation question rhythm
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Year 4

<p>Decoding</p> <ul style="list-style-type: none"> •apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet •read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word <p>Range of Reading</p> <ul style="list-style-type: none"> •listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks •reading books that are structured in different ways and reading for a range of purposes <p>Familiarity with texts</p> <ul style="list-style-type: none"> •increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally •identifying themes and conventions in a wide range of books <p>Poetry & Performance</p> <ul style="list-style-type: none"> •preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action •recognising some different forms of poetry <p>Word Meanings</p> <ul style="list-style-type: none"> •using dictionaries to check the meaning of words that they have read <p>Understanding</p> <ul style="list-style-type: none"> •checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context •asking questions to improve their understanding of a text •identifying main ideas drawn from more than one paragraph and summarising these <p>Inference</p> <ul style="list-style-type: none"> •drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence <p>Prediction</p> <ul style="list-style-type: none"> •predicting what might happen from details stated and implied 	<p>Key Vocabulary</p> <p>Reading Rainbow vocabulary</p> <p>Scan Skim Reasons Fluency Expression Predict Root word Genres Author intent Origin Verse Locate Pace</p> <p>Language linked to other subjects:</p> <p>impact cause influence reliable similarity/ies differences observe enquiry compare conclude refine expression appropriate inappropriate criteria research</p>
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<p>Authorial Intent</p> <ul style="list-style-type: none"> •discussing words and phrases that capture the reader’s interest and imagination •identifying how language, structure, and presentation contribute to meaning <p>Non-fiction</p> <ul style="list-style-type: none"> •retrieve and record information from non-fiction <p>Discussing reading</p> <ul style="list-style-type: none"> •participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say 	<p>justify characteristics appearance evaluation reinforce reference improve control compose reflection response improvisation conscience emotional reaction judgement inclusive initiative empathy creative challenging rhythm adjective pronunciation</p>
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Year 5

<p>Decoding</p> <ul style="list-style-type: none"> •apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet <p>Range of Reading</p> <ul style="list-style-type: none"> •continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks •reading books that are structured in different ways and reading for a range of purposes •making comparisons within and across books <p>Familiarity with texts</p> <ul style="list-style-type: none"> •increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions •identifying and discussing themes and conventions in and across a wide range of writing <p>Poetry & Performance</p> <ul style="list-style-type: none"> •learning a wider range of poetry by heart •preparing poems and plays to read aloud and to perform, showing 	<p>Key Vocabulary Reading Rainbow vocabulary Inference Verse Author intent Understand Comprehend</p> <p>Language linked to other subjects:</p> <p>influential reliability accuracy sources evaluate evaluation significant combine conclusion connections</p>
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understanding through intonation, tone and volume so that the meaning is clear to an audience

Understanding

- checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- asking questions to improve their understanding
- summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas

Inference

- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

Prediction

- predicting what might happen from details stated and implied

Authorial Intent

- identifying how language, structure and presentation contribute to meaning
- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader

Non-fiction

- distinguish between statements of fact and opinion *retrieve, record and present information from non-fiction

Discussing reading

- recommending books that they have read to their peers, giving reasons for their choices
- 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,
- provide reasoned justifications for their views

diverse
reference
identify
influenced
influential
repetition
precision
connections
reference
comparison
combination
effect
expressive
expression
sequence
analysing
criteria
draft
audience
fluency
control
improvise
reflection
tone
rhythm
significant
impact
react
diverse
empathy
tension
pronunciation
morals

Year 6

Decoding

- apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet

Range of Reading

- continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- making comparisons within and across books

Key Vocabulary

Reading Rainbow
vocabulary
Morphology
Synonym
Antonym
Ambiguity
Empathise
Relate
Visualisation



Familiarity with texts

- increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
- identifying and discussing themes and conventions in and across a wide range of writing

Poetry & Performance

- learning a wider range of poetry by heart
- preparing 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

Understanding

- checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- asking questions to improve their understanding
 - summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas

Inference

- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

Authorial Intent

- identifying how language, structure and presentation contribute to meaning
- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader

Non-fiction

- distinguish between statements of fact and opinion
- retrieve, record and present information from non- fiction

Discussing reading

- recommending books that they have read to their peers, giving reasons for their choices
- 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,
 - provide reasoned justifications for their views

Language linked to

other subjects:

critical
conclude
chronological
contrast
contrasting
impact
significance
evaluation
bias
justification
comparative
comparatively
critical
expression
expressive
stereotype
logical
repetition
sequence
combine
reliability
audience
refine
analysis
technique
tone
rhythm
ethical
morality
stereotype
communicate
intonation
converse
fluency