



## READING

## Year 1 Summer

★ Word Reading ★
Apply their phonic knowledge as the route to decode words. Blend phonemes to decode familiar and unfamiliar words, using many of GPCs that have been taught
Recognise grapheme-phoneme correspondence for 40+ phonemes, including alternative sounds for graphemes, responding speedily
Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings
Read other words of more than one-syllable that contain taught GPCs
Read two-syllable words made up of two words joined together
Read common homophones and notice difference in meaning
Read simple words with contractions, beginning to understand that the apostrophe symbol represents the missing letters
Read further common exception words, noting unusual correspondence between spelling and sound and where these occur in words
Recognise a range of common high frequency words automatically
Accurately read phonetically decodable books, consistent with their developing phonic knowledge
Re-read familiar phonetically decodable books to build up their fluency, confidence, understanding and enjoyment

★ Linguistic Skills ★
Identify independently when what they have read is inaccurate or does not make sense
Comment on obvious features of language
Identify the beginning, middle and end of stories. Recognise different sections of a non-fiction text
Identify the meaning of new words or phrases, with adult support

★ Responding to Reading ★
Listen with concentration to books and discuss what they have heard
Recognise and join in with predictable, familiar phrases in stories and poetry
Retell a familiar story with characteristics of the original
Recite by heart, in order, simple poems or rhymes
Choose a favourite text to share with an adult and say what they like about it
Make relevant comments about what is read to them, including the significance of titles and events
Take turns and listen to others during discussions about books. Explain their understanding of what they have read or listened to

★ Literal Comprehension ★
Recall simple points from familiar texts and identify key words
Find information in simple non-fiction books
Answer simple questions on what they have read, giving literal answers from the text
Ask questions or comment on parts of text

★ Inferential Comprehension ★
Make basic inferences
Predict what might happen next, based on what they have read before
Discuss the sequence of events in books they are familiar with
Draw on their own experiences, background information provided by the teacher and illustrations to make sense of what they have read
Answer simple inference questions using words/phrases, such as 'I think..because...'
Listen to/talk about inferential questions asked by the teacher or peers
Notice and comment on obvious features of language, such as significant words and phrases
Talk about how the text might make the reader feel
Name the overall emotion expressed by stories or poems

# Woodcote Primary School

## READING

## Year 2 Summer



Name: \_\_\_\_\_

 <b>Word Reading</b> 
Blend phonemes to decode familiar and, on occasion, unfamiliar words, continuing to apply their growing phonic knowledge
Automatically recognise grapheme-phoneme correspondences for many phonemes taught so far, especially alternative pronunciations for graphemes and alternative spelling patterns for phonemes
Read a growing number of words using GPCs and containing common suffixes, recognising the whole suffix as well as letters
Accurately read words with two or more syllables that contain taught GPCs, using syllable boundaries appropriately
Accurately read three and four-syllable words made up of two words joined together
Read homophones and near homophones and understand the difference in meaning
Independently read a growing number of contractions found in texts which are age-appropriate
Read further common exception words, noting unusual correspondence between spelling and sound and where these occur in words
Read age-appropriate high frequency words without overt sounding and blending
Read aloud books closely matched to their improving phonic knowledge, sounding out automatically and reading with fluency
Re-read familiar and less familiar phonetically decodable books, with common exception words in context, to build up their fluency, confidence, understanding, vocabulary and enjoyment

 <b>Linguistic Skills</b> 
Identify and self-correct inaccurate reading without losing the 'flow' of what is being read
Note effective language choices and show skill in discussing their favourite words and phrases
Identify familiar patterns of language
Identify and name various organisational features of non-fiction texts
Use age-appropriate dictionaries or thesauri to find the meaning of new words, with some adult/peer support

 <b>Responding to Reading</b> 
Listen to, discuss and express views about books read aloud to them
Read and join in with familiar phrases in stories and poems, using own independent reading skills
Retell a range of stories they have listened to, using story language
Recite poems by heart, with appropriate intonation, so that the meaning is clear
Give one reason why they have chosen a particular text
Contribute meaningfully in discussions about what is read to them, taking turns to speak/listen and consider the opinions of others
Explain and discuss their understanding of what they have read, with growing confidence
Make links between the book they are reading and other books they have read.

 <b>Literal Comprehension</b> 
Recall some specific, simple information. Find information in non-fiction books using features
Answer several simple questions on what they have read, giving literal answers from the text and writing them down
Ask questions and make comments, based on the textual clues

 <b>Inferential Comprehension</b> 
Make simple/plausible attempts to explain meanings in the text based on characters' speech or actions
Predict what might happen next, using evidence from the text
Explain cause and effect in both narrative and non-fiction.
Discuss the sequence of events in books and how items of information are linked
Draw on their own experiences, or background information provided by the teacher, to make comments on how a character is feeling, based on what is said and done
Create inferential questions based on a visual image or illustrations in a fiction text
Choose favourite words and phrases and say why they are effective
Recognise that there are different viewpoints in a story
Make simple statements about likes and dislikes, sometimes with reasons

# Woodcote Primary School

## READING

## Year 3 Summer



Name: \_\_\_\_\_

 <b>Word Reading</b> 
Decode quickly, recognising new vocabulary, whilst beginning to focus more on the understanding of the text. Read silently on most occasions.
Display effective automatic grapheme-phoneme correspondence for phonemes taught, especially alternative pronunciations for graphemes and alternative spelling patterns for phonemes
Apply, with some independence, their growing knowledge of root words, prefixes and suffixes to facilitate reading aloud and to understand new vocabulary
Continue to read an increasing number of words with two or more syllables that contain taught GPCs
Continue to develop knowledge of, and recognise, a growing range of compound words, beginning to relate these to spelling strategies
Read further homophones and near homophones to assist understanding
Read words with contractions and understand that the apostrophe represents the omitted letter/word and know of which word/s it is a contraction
Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word
Read high frequency words, without sounding and blending. Display effective and automatic recognition of most age-appropriate high frequency words
Read books, selected with some teacher support, to extend reading ability
Pay attention to correct pronunciation when reading or being read to

 <b>Linguistic Skills</b> 
Identify and self-correct, using knowledge acquired from being read to and their own experience
Explain some basic features of language used (e.g. adjectives, paired adjectives and adverbs)
Identify themes and conventions in a wide range of fiction texts. Identify the purpose of different parts in non-fiction texts. Identify some different forms of poetry
Use dictionaries and thesauri to find the meaning of new words and express interest in the meaning and origin or words

 <b>Responding to Reading</b> 
Across all curriculum areas, listen to, discuss and write comments on a wide range of fiction, poetry, plays and non-fiction, independently or with a response partner
Prepare poems and play scripts to read aloud, using tone, volume and actions to show understanding/assist the understanding of others
Retell a wide range of stories, including myths and legends and traditional tales
Recite longer poems or parts of narrative poems, as part of a group, beginning to remember repeated sections by heart
Express preferences for different types of text, such as choosing non-fiction over fiction, or choosing a fiction text based on prior knowledge of an author
Participate in discussions about texts, taking turns and listening to what others say, valuing their opinion
Discuss their understanding of, and explain clearly, the meaning of words in context

 <b>Literal Comprehension</b> 
Identify what information they need to look for and be clear about the task in hand.
Read books for a range of purposes
Answer literal questions to improve their understanding of a text
Create simple literal questions, based on a specific point in the text

 <b>Inferential Comprehension</b> 
Make some inferences about a character's feelings, thoughts and motives based on the language used in the text
Predict what might happen next, from details both stated and implied
Identify simple connections between texts
Comment on characters, based on personal speculation rather than characters' feelings
With adult support, create inference questions based on a single point of reference in the text
Identify a few basic features of language, and talk about how these contribute to meaning
Show awareness that the writer has a viewpoint
Explain how presentation contributes to meaning
Link the effect on the reader to personal experience

# Woodcote Primary School

## READING

## Year 4 Summer



Name: \_\_\_\_\_

 <b>Word Reading</b> 
Use the content of a sentence to assist reading of unfamiliar words
Read silently or aloud to an audience, reading partner or adult, using books which are age appropriate
Decode competently over a range of age-appropriate books
Apply growing knowledge of morphology and etymology, to facilitate reading aloud, and to understand new vocabulary, at an age-appropriate level
Read with increasing fluency, to an adult, peer or small group, embedding polysyllabic words more easily
Independently use knowledge of compound words to assist expression, stressing meaning
To clarify meaning, pronounce further homophones and near homophones carefully when reading aloud
Read all words with contractions carefully, and understand the difference between 'we're' and 'were'
Recognise and apply a wide knowledge of exception words to age-appropriate reading and beyond
Read high frequency words within text, accurately in most instances, self-correcting appropriately
Begin to make own book choices, from books at their level, using the blurb/peer recommendation/author to assist their book choice
Read with fluency, using strategies effectively with understanding and expression, trying out different pronunciations in longer words

 <b>Linguistic Skills</b> 
Identify and self-correct errors, using the context and vocabulary knowledge
Explain basic features of language structure and presentation, and explain how they contribute to meaning
Explain basic features across a range of text types
Recognise different types of poetry
Read from a wide range of sources to consolidate and extend vocabulary, using dictionaries, thesauri and reference books effectively

 <b>Responding to Reading</b> 
Independently or with a response partner, listen to, discuss and write detailed comments about a wide range of fiction, poetry, plays and non-fiction, across all curriculum areas
Prepare poems and play scripts to read aloud, varying intonation, tone, volume and actions to make the meaning clear to the audience
Retell a wide range of stories, including myths and legends and traditional tales, by ordering the main points in a logical sequence and checking that this makes sense
Recite lines from short plays by heart, using appropriate intonation, volume and expression
Read texts by an increasing number of authors and across the wider variety of genres, explaining preferences
Make effective use of libraries and related services with some guidance
Discuss paragraphs, chapters and sections, in a range of text types

 <b>Literal Comprehension</b> 
Using features of non-fiction texts, find and record information independently. Identify the main ideas drawn from more than one paragraph and summarise them
Read books that are structured in different ways and read for a range of purposes
Scan the text for keywords to help them answer literal questions.
Answer literal questions by making reference to the text
Create more detailed, literal questions based on a whole text

 <b>Inferential Comprehension</b> 
Make more accurate inferences about a character's feelings, thoughts and motives, and attempt to justify, using evidence from a specific point in the text
Predict what might happen from details, both stated and implied, and from their growing experience of books
Recognise features of the context of a text
Write down answers, with grammatical accuracy,
Independently create simple inference questions based on their growing knowledge of a text and discuss with a response partner
Discuss words and phrases that capture the reader's imagination and talk about how these contribute to meaning
Look for and recognise themes in what they have read
Explain how structure contributes to meaning
Make simple comments about the main purpose of a text, beginning to recognise authorial intent

# Woodcote Primary School

## READING

## Year 5 Summer



Name: \_\_\_\_\_

 <b>Word Reading</b> 
Work out how to pronounce unfamiliar written words with increasing competence and accuracy
Automatically decode over a wide range of reading and read aloud effortlessly
Apply a growing knowledge of root words, prefixes and suffixes and word origins to read fluently
Use knowledge of syllables to work out unfamiliar words focusing on all of the letters so they do not make mistakes
Use a growing knowledge of compound words to assist pronunciation and infer word meanings
Read homophones and other words from the statutory guidance that are often confused to assist understanding of a text
Read an increasingly complex range of exception words
Become increasingly aware of the need to reread and self-correct
Make appropriate book choices for both reading fluency and personal preference

 <b>Linguistic Skills</b> 
Apply their knowledge of root words, prefixes and suffixes to understand new words
Discuss how authors use language, including figurative language
Explain similarities or differences between texts or versions, using explanations
Efficiently use dictionaries and thesauri to learn the meanings of new words and to develop understanding of shades of meaning

 <b>Responding to Reading</b> 
Justify their text preferences
Vary intonation, tone, volume and action to improve the performance of a play or poetry reading, responding to constructive feedback
Retell a wide range of stories
Confidently recite a wide range of poems, using appropriate intonation, volume and expression
Recommend books they have read to their peers, giving reasons for their choices
Discuss books, building on their own and others' ideas, challenging views courteously
Discuss their understanding of their reading showing some justification of their viewpoint

 <b>Literal Comprehension</b> 
Navigate the features of non-fiction effectively to find information and summarise the main ideas from more than one paragraph, identifying some key details
Begin, with support, to recognise statements of fact and opinion.
Retrieve answers from the text as quotations or direct references
Display increasing familiarity with skimming and scanning techniques
Ask questions to improve their own or others' understanding of a text, and discuss answers

 <b>Inferential Comprehension</b> 
Make inference about a character's feelings, thoughts and motives and justify, using evidence from different points in the text
Predict what might happen from details, both stated and implied, and give reasons for predictions
Identify common features in different texts, or versions of the same text, making simple comments about characters, settings, themes and presentational features
Begin to create inference questions
Comment on the writer's choice of vocabulary
Identify the main purpose of the text, showing awareness of viewpoint with reference to the text
Comment on given language and identify the effect on the reader

# Woodcote Primary School

## READING

## Year 6 Summer



 <b>Word Reading</b> 
Use growing knowledge of morphology and etymology to assist pronunciation and infer word meanings
Accurately decode all new words, in age-appropriate reading
Read fluently and accurately for pleasure and to extend knowledge
Read aloud showing appropriate volume, tone and expression
Fluently read most complex compound words met, using correct punctuation to assist meaning
Read an extended range of homophones, including non-statutory words, to assist understanding of a text
Make their own book choices, combining challenge with reading preference and widening their range of reading to include new authors and a range of genres

 <b>Linguistic Skills</b> 
Self-correct, using the context
Apply their growing knowledge and root words, prefixes and suffixes to understand new words
Evaluate how authors use figurative language and its impact on the reader
Compare themes across text types and explain how conventions are followed/defied
Explain how words are used to define shades of meaning especially in different contexts

 <b>Responding to Reading</b> 
Experience a range of books/authors which they may not have chosen themselves
Read/recite in role to reflect a character
Retell a wide range of stories, identifying the main events and present in different forms
Prepare poems and plays to read aloud and to perform. Show understanding through intonation, tone and volume, making the meaning clear to an audience
Recite a wider range of poetry by heart.
Be familiar with, write and use book reviews to guide their own reading and to recommend their choices to peers.
Provide reasoned justification for their views on what they have read.

Name: \_\_\_\_\_

 <b>Literal Comprehension</b> 
Retrieve, record and skilfully present relevant information from non-fiction, including leaflets, programmes and reviews.
Distinguish between statements of fact and opinion.
Summarise the main ideas from more than one paragraph, identifying key details that support the main ideas.
Read a wider range of genres/text types, structured in different ways, and continue to read for a range of purposes.
Make comments about fictional texts, generally supported by relevant textual reference or quotation.
Show ability to use skimming and scanning techniques
Create literal questions that require reference to more than one point in the text

 <b>Inferential Comprehension</b> 
Make inferences about authorial intent, characters and aspects of plot, using evidence from the text
Predict what might happen from details, both stated and implied, using knowledge gained from a wide variety of texts, and attempt to justify their predictions
Recognise how a historical context reflects the language, time and setting in which a text were written
Comment, increasingly making inferences or deductions based on evidence from different points in a text, becoming more securely rooted
Create inference questions based on evidence from specific parts of the text
Identify language features (e.g. similes, alliteration, onomatopoeia, oxymoron)
Explain how you would justify the viewpoint of the text
Make comments on the overall effect on the reader, relating to authorial intent