



## Reading

Developing spoken language, including vocabulary, is essential for the academic progress of all children. This is because broad underpinning knowledge, such as of vocabulary and syntax, supports later reading success. Developing vocabulary explicitly, especially in the early years, is therefore critically important (see speaking and listening objectives).

Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. The programmes of study for key stages 1 and 2 are organised to reflect these 2 aspects of reading – word reading and comprehension.

The progressive objectives for reading identify what pupils should know by the end of each year group and link to prior learning. These are organised into a sequence of progressive strands taken from the National Curriculum for Years 1 to 6 and enable teachers to identify and plug gaps in pupil's knowledge and skills.

The programmes of study for reading at key stages 1 and 2 are constructed into two main dimensions:

- **Word Reading**
  - Fluency
- **Understanding (both listening and reading)**
  - Vocabulary
  - Inference
  - Prediction
  - Explain and Discuss
  - Retrieval
  - Summarise/sequence
  - Poetry and performance



Teaching focuses on developing pupils' competence in both dimensions; different kinds of teaching are needed for each. Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why phonics is emphasised in the early teaching of reading to beginners when they start school.

Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills are developed through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction. All pupils are encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils' imagination and opens up a treasure-house of wonder and joy for curious young minds.

It is essential that, by the end of their primary education, all pupils are able to read fluently, and with confidence, in any subject in their forthcoming secondary education



## End points

### **By the end of EYFS, pupils will:**

Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending, and read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Pupils will 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, and use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

### **By the end of Key Stage 1, pupils will:**

Be able to read books written at an age-appropriate interest level. They will be able to read them accurately and at a speed that is sufficient for them to focus on understanding what they read rather than on decoding individual words. They will be able to decode most new words outside their spoken vocabulary, making a good approximation to the word's pronunciation. Pupils will continue to use relevant strategies to build their vocabulary and develop pleasure in reading and motivation to read.

Pupils will understand both the books that they can already read accurately and fluently, and those that they listen to. They are able to participate in discussions about books, poems and other works, taking turns and listening to what others say.

### **By the end of Key Stage 2, pupils will:**

Be sufficiently fluent and effortless for them to manage the general demands of the curriculum in year 7, across all subjects and not just in English, but there will continue to be a need for pupils to learn subject-specific vocabulary. Pupils will understand nuances in vocabulary choice and age-appropriate, academic vocabulary.

Pupils will maintain positive attitudes to reading, reading widely and often, for both pleasure and information. Pupils will have a good understanding of what they read and discuss and evaluate how authors use language, including figurative language, considering the impact on



the reader, and comparing characters, settings, themes and other aspects of what they read. They will be able to distinguish between statements of fact and opinion and apply the skills of information retrieval across different areas of the curriculum. Pupils will 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. Pupils will explain and discuss their understanding of what they have read, providing reasoned justifications for their views.



## Progressive Objectives for Word Reading

Our progressive objectives show what pupils should know and be able to do in each strand of reading by the end of each year group. These are used to support planning and the ongoing assessments of pupils' work.

### Word Reading

Year Group	Word Reading
EYFS	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.
Year 1	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, noting unusual correspondences between spelling and sound and where these occur in the word.
	Read common suffixes (-s, -es, -ing, -ed, -er and -est etc.)
	Read multisyllable words containing taught GPCs
	Read contractions and understand the use of apostrophe for omitted letters
	Read aloud phonically-decodable texts
Year 2	Secure phonic decoding until automatic decoding has become embedded and reading is fluent
	Read accurately by blending, especially recognising alternative sounds for graphemes
	Read multisyllable words containing these graphemes
	Read words containing common suffixes
	Read exception words, noting unusual correspondences between spelling and sound and where these occur in the word
	Read most words quickly & 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.
	Re-read these books to build up their fluency and confidence in word reading.
Year 3	Continue to use their phonic knowledge and skills to decode words until automatic decoding has become embedded.
	Read aloud independently, taking turns and listening to others.



	Apply knowledge of root words to read aloud and to understand the meaning of unfamiliar words
	Apply knowledge of prefixes to read aloud and to understand the meaning of unfamiliar words. (in, im, il, ir, dis, mis, un, re, sub, inter, super, anti, auto)
	Apply knowledge of suffixes to read aloud and to understand the meaning of unfamiliar words. (action, ly, ous, ture, sure, sion, tion, ssion, cian)
	Read further exception words, noting the unusual correspondences between spelling and sound and where these occur in the word from the <a href="#">Year 3/ 4 list</a>
Year 4	Read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill
	Read further exception words, noting different pronunciations
	Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.
	Read all of the Year 3/4 common exception words
Year 5	Read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.
	Apply growing knowledge of root words, prefixes and suffixes (Appendix 1) both to read aloud and understanding the meaning of new words.
	Read common exception words from the Year 5/6 list
Year 6	Read aloud with intonation that shows good understanding
	To read fluently with full knowledge of all Y5/ Y6 exception words, root words, prefixes, suffixes/word endings and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.
	Read common exception words from the Year 5/6 list

Year Group	Fluency
EYFS	Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
	Reread texts to build up fluency and confidence in word reading.
Year 1	Accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words
	Use 'special friends, Fred talk, read the word' to sound out and blend any unfamiliar words quickly and accurately using their phonemic knowledge and skills
	Read aloud, checking that it that the text makes sense to them and correcting inaccurate reading.
	With support, notice sentence punctuation to guide pausing and phrasing.
	Continue to reread texts to build up fluency and confidence in word reading.
Year 2	To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation
	Read most words quickly and accurately when they have been frequently encountered, without overt sounding and blending



	Continue to reread texts to build up fluency and confidence in word reading.
	Check that the text makes sense to them as they read, and correct inaccurate reading
	Read age-appropriate books accurately and at a speed that is sufficient for them to focus on understanding, rather than on decoding individual words (80 – 90 wpm +)
	Use expression appropriately to support meaning of sentences
Year 3	Read age-appropriate books accurately and at a speed that is sufficient for them to focus on understanding, rather than on decoding individual words (90 wpm +)
	Read new words outside their spoken vocabulary, making a good guess at pronunciation
	When reading aloud, speak audibly and with growing fluency, using expression and intonation to convey meaning
Year 4	Read age-appropriate books accurately and at a speed that is sufficient for them to focus on understanding, rather than on decoding individual words (90 wpm +)
	Notice where commas create phrasing within sentences and use punctuation to support meaning, including multi-clause sentences
	Gradually internalise the reading process to read silently
Year 5	Read aloud a wider range or age-appropriate poetry and other texts with accuracy and at a reasonable speaking pace
	Read most words effortlessly using instant sound blending and work out how to pronounce unfamiliar, written words with increasing automaticity
	Prepare readings using appropriate intonation to demonstrate their understanding
	Notice more sophisticated punctuation e.g. parenthesis, and use expression accordingly
	Gain the interest of the listener
	Read silently, then discuss what they have read
Year 6	Read age-appropriate texts fluently and with confidence
	Read aloud and perform poems and plays, demonstrating understanding through intonation, tone and volume so that meaning is clear to the audience
	Notice and respond to punctuation and phrasing when reading aloud
	Gain, maintain and monitor the interest of the listener



## Development of Understanding

Explanation of complexity of texts, quality and depth of pupil's answers.

Year Group	Vocabulary
EYFS	Listen to and talk about stories to build familiarity and understanding.
	Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.
	Retell a story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.
Year 1	Recognise and join in with predictable phrases.
	Discuss word meanings, linking new meanings to those already known
	Draw on what they already know or on background information and vocabulary provided by the teacher.
	Participate in discussions about what is read to them, taking turns and listen to what others say.
Year 2	Recognise simple recurring literary language in stories and poetry.
	Discuss and clarify the meanings of words, linking new meanings to known vocabulary.
	Discuss their favourite words and phrases.
	Participate in discussions about books, poems and other works that are read to them and those they can read for themselves, taking turns and listening to what others say.
Year 3/4	Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
	Use dictionaries to check the meaning of words that they have read.
	Identify and discuss the author's use of words and phrases that capture the reader's interest and imagination.
	Identify how language, structure, and presentation contribute to meaning
Year 5/6	Check that the book makes sense to them, discuss their understanding and explore the meaning of words in context.
	Identify how language, structure and presentation contribute to meaning
	Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.





Year Group	Inference
EYFS	Begin to draw simple inferences from stories that have been read to them.
Year 1/2	Make inferences on the basis of what is being said and done.
Year 3/4	Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence.
Year 5/6	Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence.

Year group	Prediction
EYFS	Anticipate key events in stories.
Year 1/2	Predict what might happen on the basis of what has been read so far.
Year 3/4	Predict what might happen from details stated and implied.
Year 5/6	Predict what might happen from details stated and implied.

Year group	Explain and Discuss
EYFS	Use new vocabulary heard in books in different contexts.
Year 1	Link what they read or hear read to their own experiences.
	Explain clearly their understanding of what is read to them.
	Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
Year 2	Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.
	Listen to, discuss and express 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.
	Participate in discussions about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say.
Year 3/4	Listen to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
	Participate in discussions about both books that are read to them and those that they can read for themselves, taking turns and listening to what others say.
	Recommend books that they have read to their peers, giving reasons for their choices.
	Distinguish between statements of fact and opinion.



Year 5/6	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, maintaining a focus on the topic and using notes where necessary.
	Provide reasoned justifications for their views.

Year group	Retrieval
EYFS	Answer simple questions in response to a story that has been read to them by using the illustrations.
	Answer simple questions by pointing out specific words.
Year 1	Identify and explain key aspects of fiction and non-fiction texts such as characters, event, titles and information.
Year 2	Understand books they can read accurately and fluently and those that they listen to by drawing on what they already know or on background information and vocabulary provided by the teacher.
	Answer and ask questions
Year 3/4	Ask questions to improve their understanding of a text.
	Retrieve and record relevant information from both fiction and non-fiction.
Year 5/6	Ask questions to improve their understanding.
	Retrieve, record and present information from both fiction and non-fiction texts.

Year group	Summarise/sequence
EYFS	Use pictures to sequence a simple and familiar story
	Retell a simple and/or familiar story using props or acting
Year 1	Become familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.
	Discuss the significance of the title and events.
Year 2	Discuss the sequence of events in books and how items of information are related.
	Become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales.



Year 3/4	Identify themes and conventions in a wide range of books.
	Identify main ideas drawn from more than one paragraph and summarising these.
Year 5/6	Identify and discuss themes and conventions in and across a wide range of writing.
	Make comparisons within and across books.
	Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.

Year group	Poetry and Performance
EYFS	Learn to recite a number of simple 4 line poems
	Learn to recite a number of simple 8 line poems
Year 1	Learn to appreciate rhymes and poems, and to recite some by heart
Year 2	Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
Year 3/4	Recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry)
	Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
Year 5/6	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
	Learn a wider range of poetry by heart



Year group	Reading Spine
EYFS	
Year 1	Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
Year 2	Be introduced to non-fiction books that are structured in different ways
Year 3/4	Increase familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally. Read books that are structured in different ways and read for a range of purposes
Year 5/6	Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Increase 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. Read books that are structured in different ways and read for a range of purposes