

# Reading

End of FS (Reception)	Area of attainment	End of Year 1	End of Year 2	End of Year 3	End of Year 4	End of Year 5	End of Year 6
<p><b>Literacy</b></p> <p><u>Reading</u></p> <p>To use phonic knowledge to decode regular words and read them aloud accurately.</p> <p>To read some common irregular words.</p> <p>To read and understand simple sentences.</p>	<p><b>Spoken Language</b></p>	<p>Listen &amp; respond appropriately to adults and their peers.</p> <p>Ask relevant questions to extend their understanding and knowledge.</p> <p>Use relevant strategies to build their vocabulary.</p> <p>Articulate and justify answers, arguments and opinions.</p> <p>Give well-structured descriptions, explanations and narratives for different purposes, including or expressing feelings.</p> <p>Maintain attention and participate actively in collaborative conversations, hypothesising. Imagining and exploring ideas.</p> <p>Speak audibly and fluently with an increasing command of Standard English.</p> <p>Participate in discussions, presentations, performances, role play, improvisations and debates.</p> <p>Gain, maintain and monitor the interest of the listener(s).</p> <p>Consider and evaluate different viewpoints, attending to and building on the contributions of others.</p> <p>Select and use appropriate registers for effective communication.</p> <p><b>*The National Curriculum statutory requirements, which underpins all aspects of spoken language, are the same for all six years of primary education from Y1 to Y6. The requirements are further reflected and contextualised within the reading and writing domains.</b></p>					
	<p><b>Communication and Language</b></p> <p><u>Listening and Attention</u></p> <p>To listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions</p>	<p><b>Word Reading</b> <i>(continued next page)</i></p>	<p>Apply phonic knowledge and skills as the route to decode words.</p> <p>Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.</p> <p>Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.</p> <p>Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p> <p>Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings.</p> <p>Read other words of more than one syllable that contain taught GPCs.</p>	<p>Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.</p> <p>Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</p> <p>Read accurately words of two or more syllables that contain the same graphemes as above.</p> <p>Read words containing common suffixes.</p> <p>Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p> <p>Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.</p>	<p>Use their phonics knowledge to decode quickly and accurately (may still need support to read longer unknown words).</p> <p>To apply their growing knowledge of roots words and prefixes including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- to begin to read aloud.</p> <p>To begin to read Y3/Y4 exception words.</p>	<p>Apply their 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 they meet.</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p>	<p>To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</p> <p>To apply their growing knowledge of root words, prefixes and suffixes/word endings, including -sion, -tion, -cial, -tial, -ant/-ance/-ancy/-ably and -ible/ibly, to read aloud fluently.</p> <p>To read most Y5/Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word .</p>

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<p><b>Communication and Language</b></p> <p><u>Understanding</u></p> <p>To answer 'how' and 'why' questions about their experiences and in response to stories or events.</p> <p><u>Speaking</u></p> <p>To express themselves effectively, showing awareness of listeners' needs.</p> <p>They use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</p> <p>They develop their own narratives and explanations by connecting ideas or events.</p>	<p><b>Word Reading</b> <i>(continued)</i></p>	<p>Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s).</p> <p>Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.</p>	<p>Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>Re-read these books to build up their fluency and confidence in word reading.</p>				
	<p><b>Reading Comprehension</b> <i>(continued next page)</i></p>	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <p>Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.</p> <p>Being encouraged to link what they read or hear read to their own experiences.</p> <p>Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.</p> <p>Recognising and joining in with predictable phrases.</p> <p>Learning to appreciate rhymes and poems, and to recite some by heart.</p> <p>Discussing word meanings, linking new meanings to those already known.</p>	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <p>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> <p>Discussing the sequence of events in books and how items of information are related.</p> <p>Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.</p> <p>Being introduced to non-fiction books that are structured in different ways.</p> <p>Recognising simple recurring literary language in stories and poetry.</p> <p>Discussing and clarifying the meanings of words, linking new meanings to known vocabulary.</p>	<p>To recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>To use appropriate terminology when discussing texts (plot, character, setting).</p> <p>To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p> <p>To discuss authors' choice of words and phrases for effect.</p> <p>To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives.</p> <p>To justify predictions using evidence from the text.</p> <p>To prepare and perform poems and play scripts that show some awareness of the audience when reading aloud.</p> <p>To begin to use appropriate intonation and volume when reading aloud.</p>	<p>Develop positive attitudes to reading and understanding of what they read by:</p> <p>Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Reading books that are structured in different ways and reading for a range of purposes.</p> <p>Using dictionaries to check the meaning of words that they have read.</p> <p>Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.</p> <p>Identifying themes and conventions in a wide range of books.</p> <p>Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.</p>	<p>To read a wide range of genres, identifying the characteristics of text types (such as the use of the first person in writing diaries and autobiographies) and differences between text types.</p> <p>To 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.</p> <p>To identify main ideas drawn from more than one paragraph and to summarise these.</p> <p>To recommend texts to peers based on personal choice.</p> <p>To discuss vocabulary used by the author to create effect including figurative language.</p> <p>To evaluate the use of authors' language and explain how it has created an impact on the reader.</p>	<p>Maintain positive attitudes to reading and understanding of what they read by:</p> <p>Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Reading books that are structured in different ways and reading for a range of purposes.</p> <p>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.</p> <p>Recommending books that they have read to their peers, giving reasons for their choices.</p> <p>Identifying and discussing themes and conventions in and across a wide range of writing.</p> <p>Making comparisons within and across books.</p> <p>Learning a wider range of poetry by heart.</p> <p>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.</p>

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