

READING OUTCOMES

		Class 1		Class 2		Class 3	
	REC	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Word Reading	<p>30-50 months Enjoys rhyming and rhythmic activities. •Shows awareness of rhyme and alliteration. •Recognises rhythm in spoken words. • Listens to and joins in with stories and poems, one-to-one and also in small groups. • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. •Beginning to be aware of the way stories are structured. •Suggests how the story might end. • Listens to stories with increasing attention and recall. •Describes main story settings, events and principal characters. •Shows interest in illustrations and print in books and print in the environment. •Recognises familiar words and signs such as own name and advertising logos. • Looks at books independently. • Handles books carefully. •Knows information can be relayed in the form of print. • Holds books the correct way up and turns pages.</p>	<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. <i>ow</i> in <i>snow</i> and <i>cow</i>. ▪ Read accurately by blending sounds in unfamiliar words. ▪ Read common exception words, noting tricky parts (see below). ▪ Read words containing <i>-s, -es, -ing, -ed, -er, -est</i> endings. ▪ Split two and three syllable words into the separate syllables to support blending for reading. ▪ Read words with contractions e.g. <i>I'm, I'll, we'll</i> and understand that the apostrophe represents the omitted letter. ▪ Develop fluency, accuracy and confidence by re-reading books. <p>Read more challenging texts using phonics and common exception word recognition.</p>	<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. ▪ Re-read books to build up fluency and confidence in word reading. ▪ 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. <i>shoulder, roundabout, grouping</i>. ▪ Read longer and less familiar texts independently. ▪ Apply phonic knowledge and skills to read words until automatic decoding has become embedded and reading is fluent. ▪ Work out unfamiliar words by focusing on all letters in the word, e.g. not reading <i>place</i> for <i>palace</i>. ▪ Read words containing common suffixes e.g. <i>-ness, -ment, -ful, -less -ly, -ing, -ed, -er, -est, -y</i>. Read further common exception words, noting tricky parts (see below). 	<p>As above and:</p> <ul style="list-style-type: none"> ▪ Read books at an age appropriate interest level. ▪ Use knowledge of root words to understand meanings of words. ▪ Use prefixes to understand meanings e.g. <i>un-, dis-, mis-, re-, pre-, im-, in-</i>. ▪ Use suffixes to understand meanings e.g. <i>-ly, -ous</i>. ▪ Read and understand words from the Year 3 list (selected from the statutory Year 3/4 word list) - see below. 	<ul style="list-style-type: none"> ▪ Read books at an age appropriate interest level. ▪ Use knowledge of root words to understand meanings of words. ▪ Use prefixes to understand meanings e.g. <i>in-, ir-, sub-, inter-super-, anti-, auto-</i>. ▪ Use suffixes to understand meanings e.g. <i>-ation, -tion, -ssion, -cian, -sion</i>. ▪ Read and understand words from the Year 4 list (selected from the statutory Year 3/4 word list - see below. 	<ul style="list-style-type: none"> ▪ Read books at an age appropriate interest level. ▪ Use knowledge of root words to understand meanings of words. ▪ Use suffixes to understand meanings e.g. <i>-ant, -ance, -ancy, -ent, -ence, -ency, -ible, -able, -ibly, -ably</i>. ▪ Read and understand words from the Year 5 list (selected from the statutory Year 5/6 word list) - see below 	<ul style="list-style-type: none"> ▪ Read books at an age appropriate interest level. ▪ Work out unfamiliar words by focusing on all letters in the word, e.g. not reading <i>invitation</i> for <i>imitation</i>. ▪ Use knowledge of root words, prefixes and suffixes to investigate how the meanings of words change e.g. <i>un+happy+ness, dis+repute+able, dis+respect+ful, re+engage+ment</i>. ▪ Use suffixes to understand meanings e.g. <i>-cious, -tious, tial, -cial</i>. ▪ Read and understand words from the Year 6 list (selected from the statutory Year 5/6 word list) - see below. ▪ Use etymology to help the pronunciation of new words e.g. <i>chef, chalet, machine, brochure – French in origin</i>.

<p>Comprehension</p> <ul style="list-style-type: none"> • Knows that print carries meaning and, in English, is read from left to right and top to bottom. <p>40-60 months Continues a rhyming string.</p> <ul style="list-style-type: none"> • Hears and says the initial sound in words. • Can segment the sounds in simple words and blend 	<p>Developing pleasure in reading and motivation to read</p> <ul style="list-style-type: none"> ▪ Listen to and discuss a range of texts at a level beyond that at which they can read independently, including stories, non-fiction and poems. ▪ Relate texts to own experiences. ▪ Recognise and join in with language patterns and repetition. 	<p>Developing pleasure in reading and motivation to read</p> <ul style="list-style-type: none"> ▪ Listen, discuss and express views about a range of texts at a level beyond that at which they can read independently, including stories, non-fiction, and contemporary and classic poetry. ▪ Orally retell a wider range of stories, fairy tales and traditional tales. 	<p>Developing pleasure in reading and motivation to read</p> <ul style="list-style-type: none"> ▪ Listen to and discuss a range of fiction, poetry, plays and non-fiction, e.g. <i>fables, fairy tales, classic poetry, shape poetry, non-chronological reports, explanations.</i> ▪ Regularly listen to whole novels read aloud by the teacher. ▪ Read a range of non-fiction texts, e.g. <i>information,</i> 	<p>Developing pleasure in reading and motivation to read</p> <ul style="list-style-type: none"> ▪ Listen to, read and discuss a range of fiction, poetry, plays and non-fiction in different forms e.g. <i>fairy tales, folk tales, classic poetry, kennings, advertisements, formal speeches, magazines, electronic texts.</i> ▪ Regularly listen to whole novels read aloud by the teacher. 	<p>Maintaining positive attitudes to reading</p> <ul style="list-style-type: none"> ▪ Listen to and discuss a range of fiction, poetry and nonfiction which they might not choose to read themselves. ▪ Regularly listen to whole novels read aloud by the teacher from an increasing range of authors. ▪ Recommend books to their peers with reasons for choices. 	<p>Maintaining positive attitudes to reading</p> <ul style="list-style-type: none"> ▪ Listen to, read and discuss an increasingly wide range of fiction, poetry, plays and nonfiction. ▪ Regularly listen to novels read aloud by the teacher from an increasing range of authors, which they may not choose themselves. ▪ Independently read longer texts with sustained stamina and interest.
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<p>them together and knows which letters represent some of them.</p> <ul style="list-style-type: none"> • Links sounds to letters, naming and sounding the letters of the alphabet. • Begins to read words and simple sentences. • Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. • Enjoys an increasing range of books. • Knows that information can be retrieved from books and computers. <p>ELG Reading: children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.</p>	<ul style="list-style-type: none"> ▪ Use patterns and repetition to support oral retelling, e.g. fairy stories, traditional tales and stories by well-known authors. ▪ Orally retell familiar stories in a range of contexts e.g. <i>small world, role play, storytelling.</i> ▪ Enjoy and recite rhymes and poems by heart. ▪ Make personal reading choices and explain reasons for choices. <p>Understanding books which they can read themselves and those which are read to them</p> <ul style="list-style-type: none"> ▪ Introduce and discuss key vocabulary, linking meanings of new words to those already known. ▪ Activate prior knowledge e.g. <i>what do you know about minibeasts?</i> 	<ul style="list-style-type: none"> ▪ Sequence and discuss the main events in stories and recounts. ▪ Read a range of non-fiction texts which are structured in different ways, including information, explanations, instructions, recounts, reports. ▪ Recognise the use of repetitive language within a text or poem (e.g. <i>run, run as fast as you can</i>) and across texts (e.g. <i>long, long ago in a land far away...</i>). ▪ Learn and recite a range of poems using appropriate intonation. ▪ Make personal reading choices and explain reasons for choices. <p>Understanding books which they can read themselves and those which are read to them</p> <ul style="list-style-type: none"> ▪ Identify, discuss and collect favourite words and phrases. ▪ Introduce and discuss words within the context of a text, linking new meanings to known vocabulary. 	<p><i>discussion, explanation, biography and persuasion.</i></p> <ul style="list-style-type: none"> ▪ Read books and texts for a range of purposes e.g. <i>enjoyment, research, skills development, reference.</i> ▪ Recognise some different forms of poetry e.g. <i>narrative, calligrams, shape poems.</i> ▪ Sequence and discuss the main events in stories. ▪ Orally retell a range of stories, including less familiar fairy stories, fables and folk tales e.g. <i>Grimm's Fairy Tales.</i> ▪ Identify and discuss themes e.g. <i>good over evil, weak and strong, wise and foolish, mean and generous, rich and poor.</i> ▪ Identify and discuss conventions e.g. <i>numbers three and seven in fairy tales, magical sentence repeated several times.</i> ▪ Prepare poems and play scripts to read aloud, showing understanding through intonation, tone, volume and action. <p>Understanding the text</p> <ul style="list-style-type: none"> ▪ Identify, discuss and collect favourite words and phrases which capture the reader's interest and imagination. ▪ Explain the meaning of unfamiliar words by using the context. ▪ Use dictionaries to check meanings of words they have read. 	<ul style="list-style-type: none"> ▪ Read books and texts, which are structured in different ways, for a range of purposes and respond in a variety of ways. ▪ Learn a range of poems by heart and rehearse for performance. ▪ Prepare poems and play scripts to read aloud, showing understanding through intonation, tone, volume and action. ▪ Orally retell a range of stories, including less familiar fairy stories, myths and legends. <p>Understanding the text</p> <ul style="list-style-type: none"> ▪ Identify, discuss and collect effective words and phrases which capture the reader's interest and imagination e.g. <i>metaphors, similes.</i> ▪ Explain the meaning of key vocabulary within the context of the text. 	<ul style="list-style-type: none"> ▪ Read books and texts that are structured in different ways for a range of purposes. ▪ Express preferences about a wider range of books including modern fiction, traditional stories, myths and legends. ▪ Learn a wider range of poems by heart. ▪ Prepare poems and play scripts to read aloud and perform, showing understanding through intonation, tone, volume and action so the meaning is clear to an audience. <p>Understanding texts they read independently and those which are read to them</p> <ul style="list-style-type: none"> ▪ Explain the meaning of words within the context of the text. <ul style="list-style-type: none"> ▪ Use punctuation to determine intonation and expression when reading aloud to a range of audiences. ▪ Check that the book makes sense to them and demonstrate understanding 	<ul style="list-style-type: none"> ▪ Recommend books to their peers with detailed reasons for their opinions. ▪ Express preferences about a wider range of books including modern fiction, traditional stories, fiction from our literary heritage and books from other cultures. ▪ Learn a wider range of poems by heart. ▪ Prepare poems and play scripts to read aloud and perform using dramatic effects. <p>Understanding texts they read independently and those which are read to them</p> <ul style="list-style-type: none"> ▪ Explain the meaning of new vocabulary within the context of the text. ▪ Demonstrate active reading strategies e.g. <i>challenging peers with questions, justifying</i>
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Participating in discussion

		<p>Participating in discussion ■ Listen to what others say. Take turns.</p>	<p>Participating in discussion</p> <ul style="list-style-type: none">■ Participate in discussion about what is read to them, taking turns and listening to what others say.■ Make contributions in whole class and group discussion.	<p>Participating in discussion</p> <ul style="list-style-type: none">■ Participate in discussion about what is read to them and books they have read independently.	<ul style="list-style-type: none">■ Participate in discussion about what is read to them and books they have read independently, taking turns and listening to what others say.	<p>Participating in discussion and debate</p> <ul style="list-style-type: none">■ Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others ideas	<p>own and others' ideas and challenging views courteously.</p>
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Novels	Little Red Hen Gingerbread Man Oi! Get Off Our Train Dear Santa The Kiss That Missed The True Story of Three Little Pigs Variety of Non-Fiction Texts	Rainbow Fish Peace At Last Goldilocks and the Three Bears Rumpelstiltskin Variety of Non-Fiction Texts	Krindlekrax The Miraculous Journey of Edward Tulane The True Story of Three Little Pigs The Bolds Non-fiction texts	Krindlekrax The Miraculous Journey of Edward Tulane The True Story of Three Little Pigs	Charlottes Wevb Tom's Midnight Garden Firework Maker's Daughter Kensuke's Kingdom	Charlottes Wevb Tom's Midnight Garden Firework Maker's Daughter Kensuke's Kingdom	Cogheart Holes Beatle Boy
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