St Michael's RC Primary School

Whole School Overview

Reading

Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1	applies phonic knowledge to decode words reads accurately by blending sounds in unfamiliar words containing GPCs that have been taught reads aloud books that are consistent with developing phonic knowledge answers questions about stories read identifies features of books, e.g. title etc. recognises and joins in with predictable phrases talks about what is read to them, taking turns and listening to others. Expresses opinions based on these	reads words of more than one syllable that contain known GPCs uses pictures to read and understand the text begins to distinguish between fact and fiction reads simple sentences with some fluency explains understanding of what they have read makes simple predictions	responds speedily with the correct sound to graphemes for all 40+ phonemes including, where appropriate, alternative sounds for graphemes reads words containing known GPS and –s,-es, -ing, -ed, -er and –est endings links what they hear or read to their own experiences talks about the significance of the title and events retells key stories they have read (including fairy stories and traditional tales), heard and discussed using	reads CEW with some fluency and begins to notice unusual correspondences between spelling and sound and where these occur in a word reads words with contractions re-reads books to develop confidence, fluency and expression shows an understanding of what has been read, drawing on own knowledge or information provided by the teacher makes inferences on the basis of what is read	begins to take account of punctuation when reading discusses word meanings, making links to known words retells, using significant events and main points in sequence listens to and discusses a wide range of poems, stories and non-fiction at a level beyond which can be read independently learns and appreciate rhymes and poems and can recite some by heart	begins to use context clues to help reading for meaning talks about particular characteristics of different types of stories reads checking texts make sense and correcting inaccurate reading

			appropriate vocabulary			
2	Reads all known graphemes Reads unfamiliar words containing known GPCs accurately and without needing to sound out Reads familiar words without overt sounding and blending Applies phonic knowledge and skills consistently to decode age-appropriate texts accurately and without undue hesitation Listens to and talks about a wide range of contemporary and classic poetry, stories and non-fiction Retells a range of story in sequence Exercises choice in selecting books Recognises simple recurring language in poems and stories Demonstrates familiarity with, and can	Automatic decoding, using phonics, is embedded and reading is fluent Recognises and effortlessly decodes alternative sounds for graphemes Segments words into syllables to aid decoding Reads accurately words of two or more syllables, containing known graphemes Reads words containing common suffixes Begins to ask simple questions about books read and shared Finds and retrieves literal information	Reads most words quickly and accurately, without overt sounding and blending, when they have been encountered frequently Sounds out unfamiliar words accurately, without undue hesitation Makes inferences on what has been read Asks and answers questions appropriately, including those based on inference of what is said and done	Recognises and effortlessly decodes most CEW Reads age-appropriate texts with fluency and confidence Makes predictions on the basis of what has been read so far Discusses words and phrases, and clarifies the meaning of new words through discussion, and by making links to known vocabulary Demonstrates understanding of what is read independently, or listened to, by drawing on own knowledge, and information and	Notices when reading does not make sense and takes appropriate action Uses punctuation to read with increased expression Learns and recites a repertoire of poems by heart, using appropriate intonation to help make the meaning clear Participates in discussions , offering opinions and explanations for these about books, poems and other materials Talks about how to choose a book to read	Begins to use expression and intonation to engage a listener, when reading aloud Self-corrects and re-reads to make ensure fluency and meaning Distinguishes between fact and fiction Shows some awareness of text features Explains how items of information are related and discusses sequence of events Recognises and understands the different structures of non-fiction books that have been introduced

	retell, a wide range of stories, fairy stories and traditional tales			vocabulary provided Constructs meaning whilst reading independently, self-correcting where the sense of the text is lost	Exercises choice in selecting books	Identifies sequences of events in texts and offers simple explanations of how items of information relate to one another Begins to skim and scan
3	uses a range of strategies when reading aloud and independently experiments with different pronunciations when reading unfamiliar, longer words makes predictions based on evidence from the text and can explain these discusses words and phrases that capture the reader's interest and imagination	makes good approximations of a word's pronunciation discusses meaning of new words based on understanding of root words, prefixes and suffixes reads for a range of purposes checks reading makes sense talks about their understanding and	begins to read ahead looking for clues to determine meaning reads and discusses a variety of text types talks about personal likes and dislikes of books read and, when prompted, can support these views and opinions with reasons asks questions to improve	reads she appropriate texts at speed, with fluency, understanding and expression talks about different strategies that can be used to help make sense of reading infers reasons for action and events identifies words and phrases used to create mood and tension	begins to select the most effective strategy begins to summarise what has been read picks out key points when sequencing fiction offers explanation for layout or organisational features used within a text	self-corrects without prompting when necessary makes comparisons between stories and between non-fiction texts comparing like with like identifies some different forms of poetry prepares poetry to be read aloud

		selects books based on awareness of reading preferences

reads silently for longer periods of time and can talk about what has been read | tries to explain the meaning of words in context | understanding of the text | offers reasons for authors' choice of vocabulary | | |
| **4** | | reads aloud with appropriate volume

retrieves and records information from non-fiction texts

reads a wide range of fiction and non- fiction, including poetry.

understands the different reasons for reading

reads independently with sustained concentration

talks about their own reading and reading choices

selects books based on own reading | reads further CEW noting unusual correspondences between spelling and sound and where these occur in words

talks confidently about a wide range of books read, retelling narratives, summarising information and offering opinions

uses the structure of books to navigate around texts

talks about known authors | Uses knowledge of phonics, root words, suffixes and prefixes to determine pronunciation and meaning of unfamiliar words

recognises the purpose, form and audience of a text

recognises different forms of poetry

prepares poems and play-scripts to be read aloud and performed showing understanding of | reads most words effortlessly at a speaking pace

identifies and comments on author viewpoints

expands and explains answers to questions based on texts read

picks out vocabulary / phrases used for impact and effect

offers inferences and predictions and explains rationale behind these, making reference to the text as appropriate | reads a range of texts with fluency, understanding and expression selecting the most effective strategy

talks about themes and conventions when discussing books

identifies how language, structure and presentation contributes to meaning

offers inferences and predictions and explains rationale behind these, making | reads a range of texts with fluency, understanding and expression selecting the most effective strategy

identifies how language, structure and presentation contributes to meaning

offers inferences and predictions and explains rationale behind these, making reference to the text as appropriate |

	experiences and preferences	recognises the purpose, form and audience of a text	intonation, tone and volume		reference to the text as appropriate	
5	reads at a reasonable speaking pace groups books according to theme or convention begins to show empathy/understanding with characters' motives and behaviours infers meaning of unfamiliar words from context	reads most words effortlessly infers characters' thoughts feelings and motives summarises and presents stories in own words recognises and reads an increasingly wide range of books including myths, legends, modern fiction, fiction from our literary heritage and stories from other cultures	pronounces unfamiliar words with automaticity talks about favourite authors and types of books, giving reasons for preferences asks questions to enhance understanding of the text retrieves information from a text, using efficient and effective methods	develops confidence when reading aloud recognises author's viewpoint uses inference and predictions to support reading begins to identify descriptive and figurative language that has been used for effect	reads aloud with appropriate volume and expression to make meaning clear to the audience summarises main idea from more than one paragraph selects books based on reading experiences and knowledge of books distinguishes between fact and opinion in non-fiction reading explains the effect and impact of author viewpoint	discusses author's use of language for impact and effect using technical terms (figurative language, similes, imagery, analogy, metaphor etc.) begins to make comparisons across and between books begins to show the influence of reading in writing builds up a repertoire of poems that are known by heart prepares poems and plays to read aloud
6	Reads confidently, fluently and effortlessly	Reads confidently, fluently and	Reads confidently, fluently and	Reads confidently, fluently and	Reads confidently, fluently and	Reads confidently, fluently and

a range of age-appropriate texts including novels, plays, poetry, non-fiction, reference and text books. Determines meaning of new words by applying knowledge of root words, suffixes and prefixes. Demonstrates appropriate intonation, tone and volume when reading aloud text, plays and poetry to make meaning clear to the audience. Recognises reoccurring themes and conventions across a range of texts. Summarises main idea from more than one paragraph. Uses elements taken from reading in own writing.	effortlessly a range of age-appropriate texts including novels, plays, poetry, non-fiction, reference and text books. Determines meaning of new words by applying knowledge of root words, suffixes and prefixes. Demonstrates appropriate intonation, tone and volume when reading aloud text, plays and poetry to make meaning clear to the audience. Recognises reoccurring themes and conventions across a range of texts. Summarises main idea from more	effortlessly a range of age-appropriate texts including novels, plays, poetry, non-fiction, reference and text books. Determines meaning of new words by applying knowledge of root words, suffixes and prefixes. Demonstrates appropriate intonation, tone and volume when reading aloud text, plays and poetry to make meaning clear to the audience. Identifies how punctuation is used for impact and effect. Recognises authorial techniques and styles and can	effortlessly a range of age-appropriate texts including novels, plays, poetry, non-fiction, reference and text books. Determines meaning of new words by applying knowledge of root words, suffixes and prefixes. Demonstrates appropriate intonation, tone and volume when reading aloud text, plays and poetry to make meaning clear to the audience. Identifies key details that support main ideas, and uses them to summarise content drawn	effortlessly a range of age-appropriate texts including novels, plays, poetry, non-fiction, reference and text books. Determines meaning of new words by applying knowledge of root words, suffixes and prefixes. Demonstrates appropriate intonation, tone and volume when reading aloud text, plays and poetry to make meaning clear to the audience. Draws on contextual evidence to make sense of what is read, and participates in discussion to explore words	effortlessly a range of age-appropriate texts including novels, plays, poetry, non-fiction, reference and text books. Determines meaning of new words by applying knowledge of root words, suffixes and prefixes. Demonstrates appropriate intonation, tone and volume when reading aloud text, plays and poetry to make meaning clear to the audience. Recommends books to others based on own reading preferences, giving reasons for choice.

	Retrieves information effectively using organisational features. Records and presents information from non-fiction texts.	than one paragraph. Uses elements taken from reading in own writing. Retrieves information effectively using organisational features. Records and presents information from non-fiction texts. Identifies how punctuation is used for impact and effect. Distinguishes between statements of fact and opinion.	explain how authors use these to create particular moods and effects. Distinguishes between statements of fact and opinion; and in non-fiction. asks questions to enhance understanding of the text. Reads and demonstrates familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction and fiction from literary heritage, and books from other cultures and traditions.	from more than one paragraph. Expresses views formed through independent reading and books that are read to them, explaining and justifying personal opinions, and courteously challenging those of others. Explains and discusses understanding of what has been read, including through formal presentations and debates,	with different meanings. Comments on how language, including figurative language, is used to contribute to meaning. Makes comparisons within and across different texts. Draws inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. Makes predictions based on details stated and implied.	Knows a wide range of poetry by heart. Explains how language, structure, and presentation, can contribute to the meaning of a text. Identifies themes and conventions demonstrating, through discussion and comment, understanding of their use in and across a wide range of writing.