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**READING KNOWLEDGE, SKILLS & UNDERSTANDING**

***Churchfield Primary School***

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**National Curriculum Content**

**Purpose of Study & Aims**

The programmes of study for reading at key stages 1 and 2 consist of two dimensions:

* word reading
* comprehension (both listening and reading)

It is essential that 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 should be emphasised in the early teaching of reading to beginners (i.e. unskilled readers) when they start school. Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop 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 must be 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.

**Key Stage 1 – Year 1**

During year 1, teachers should build on work from the Early Years Foundation Stage, making sure that pupils can sound and blend unfamiliar printed words quickly and accurately using the phonic knowledge and skills that they have already learnt. Teachers should also ensure that pupils continue to learn new grapheme-phoneme correspondences (GPCs) and revise and consolidate those learnt earlier. The understanding that the letter(s) on the page represent the sounds in spoken words should underpin pupils’ reading and spelling of all words. This includes common words containing unusual GPCs. The term ‘common exception words’ is used throughout the programmes of study for such words. Alongside this knowledge of GPCs, pupils need to develop the skill of blending the sounds into words for reading and establish the habit of applying this skill whenever they encounter new words. This will be supported by practice in reading books consistent with their developing phonic knowledge and skill and their knowledge of common exception words. At the same time they will need to hear, share and discuss a wide range of highquality books to develop a love of reading and broaden their vocabulary. Pupils should be helped to read words without overt sounding and blending after a few encounters. Those who are slow to develop this skill should have extra practice.

**Key Stage 1 -Year 2**

By the beginning of year 2, pupils should be able to read all common graphemes. They should be able to read unfamiliar words containing these graphemes, accurately and without undue hesitation, by sounding them out in books that are matched closely to each pupil’s level of word reading knowledge. They should also be able to read many common words containing GPCs taught so far [for example, shout, hand, stop, or dream], without needing to blend the sounds out loud first. Pupils’ reading of common exception words [for example, you, could, many, or people], should be secure. Pupils will increase their fluency by being able to read these words easily and automatically. Finally, pupils should be able to retell some familiar stories that have been read to and discussed with them or that they have acted out during year 1. During year 2, teachers should continue to focus on establishing pupils’ accurate and speedy word reading skills. They should also make sure that pupils listen to and discuss a wide range of stories, poems, plays and information books; this should include whole books. The sooner that pupils can read well and do so frequently, the sooner they will be able to increase their vocabulary, comprehension and their knowledge across the wider curriculum.

For pupils who do not have the phonic knowledge and skills they need for year 2, teachers should use the year 1 programmes of study for word reading and spelling so that pupils’ word reading skills catch up. However, teachers should use the year 2 programme of study for comprehension so that these pupils hear and talk about new books, poems, other writing, and vocabulary with the rest of the class.

**Key Stage 2 – Years 3 and 4**

By the beginning of year 3, pupils should be able to read books written at an age appropriate interest level. They should 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 should be able to decode most new words outside their spoken vocabulary, making a good approximation to the word’s pronunciation. As their decoding skills become increasingly secure, teaching should be directed more towards developing their vocabulary and the breadth and depth of their reading, making sure that they become independent, fluent and enthusiastic readers who read widely and frequently. They should be developing their understanding and enjoyment of stories, poetry, plays and non-fiction, and learning to read silently. They should also be developing their knowledge and skills in reading non-fiction about a wide range of subjects. They should be learning to justify their views about what they have read: with support at the start of year 3 and increasingly independently by the end of year 4.

Most pupils will not need further direct teaching of word reading skills: they are able to decode unfamiliar words accurately, and need very few repeated experiences of this before the word is stored in such a way that they can read it without overt sound-blending. They should demonstrate understanding of figurative language, distinguish shades of meaning among related words and use age-appropriate, academic vocabulary. As in key stage 1, however, pupils who are still struggling to decode need to be taught to do this urgently through a rigorous and systematic phonics programme so that they catch up rapidly with their peers. If they cannot decode independently and fluently, they will find it increasingly difficult to understand what they read and to write down what they want to say. As far as possible, however, these pupils should follow the year 3 and 4 programme English – key stages 1 and 2 24 of study in terms of listening to new books, hearing and learning new vocabulary and grammatical structures, and discussing these.

**Key Stage 2 – Years 5 and 6**

By the beginning of year 5, pupils should be able to read aloud a wider range of poetry and books written at an age-appropriate interest level with accuracy and at a reasonable speaking pace. They should be able to read most words effortlessly and to work out how to pronounce unfamiliar written words with increasing automaticity. If the pronunciation sounds unfamiliar, they should ask for help in determining both the meaning of the word and how to pronounce it correctly. They should be able to prepare readings, with appropriate intonation to show their understanding, and should be able to summarise and present a familiar story in their own words. They should be reading widely and frequently, outside as well as in school, for pleasure and information. They should be able to read silently, with good understanding, inferring the meanings of unfamiliar words, and then discuss what they have read.

It is essential that pupils whose decoding skills are poor are taught through a rigorous and systematic phonics programme so that they catch up rapidly with their peers in terms of their decoding and spelling. However, as far as possible, these pupils should follow the upper key stage 2 programme of study in terms of listening to books and other writing that they have not come across before, hearing and learning new vocabulary and grammatical structures, and having a chance to talk about all of these.

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| **YEAR 1 READING** | | |
| **Word Reading / Reading Fluency** | **Reading For Pleasure** | **Reading Comprehension** |
| * Apply their phonic knowledge to decode unknown words. * Respond speedily with the correct sound to graphemes for all 40+ phonemes, including, where applicable, alternative sounds for graphemes. * Read accurately by blending sounds in unfamiliar words. * Read common exception words. * Read some words with –s, -es, -ing, -ed, -er and –est endings. * Read words with contractions (for example: I’m, I’ll, we’ll) and understand that the apostrophe represents the omitted letter(s). * Read aloud, with accuracy and some fluency, books that are consistent with their developing phonic knowledge. | * Link what they hear to their own experiences. * Develop a bank of key stories and rhymes, fairy stories and traditional tales. * Recognise and join in with predictable phrases. * Recite some rhymes and poems by heart. | * Make inferences based upon what they know, or background information provided by the teacher. * Check that a text makes sense as they read and correct inaccurate reading. * Discuss the significance of the title of a book. * Discuss the significance of key events in a book. * Make inferences on the basis of what is being said and done. * Predict what might happen based upon what has been said so far. * Participate in discussions about books, taking turns and listening to what others say. * Explain clearly what has been read to them. * Discuss word meanings and link new ones to those already known. |

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| **YEAR 2 READING (Based on IAF)** | | |
| **Word Reading / Reading Fluency** | **Reading For Pleasure** | **Reading Comprehension** |
| * Read unknown words accurately by blending sounds: especially recognising alternative sounds for graphemes. * Read accurately most words of two or more syllables. * Read most words containing common suffixes. * Read most common exception words. * In an age-appropriate book, read most words accurately and fluently without overt sounding and blending (approximately 90 words per minute). * In an age-appropriate book, sound out most unfamiliar words accurately, without undue hesitation. | * Listen to, discuss and express views about a wide range of poetry, stories and non-fiction. * Be able to retell a range of stories, fairy stories and traditional tales. * Discuss their favourite words and phrases from stories and poems. * Learn some simple poems by heart and recite these with appropriate intonation. * Participate in discussions about books and poems, taking turns and listening to what others have to say. | * Understand how non-fiction books are structure in different ways. * Draw on their own experiences or on background information provided by the teacher to understand books. * Discuss the sequence of events in books. * Discuss and clarify the meaning of new words. * Recognise simple recurring literary language in stories and poetry. * Make simple inferences on the basis of what is said and done. * Check the book makes sense to them and self-correct while reading. * Make sensible predictions, based on what has been read so far. * Ask questions while reading. * **GD: Make links between the book they are reading and other books they have read.** * **GD: Make a plausible prediction about what might happen on the basis of what has been read so far.** * **GD Only: Make inferences in a book they are reading independently.** |

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| **YEAR 3 READING** | | |
| **Word Reading / Reading Fluency** | **Reading For Pleasure** | **Reading Comprehension** |
| * Begin to look for the root word to understand the meaning of some new words. * Read and understand the meaning of words with prefixes and suffixes (see Year 3 spelling objectives). * Read common exception words. | * Discuss a range of fiction, poetry and plays. * Discuss a range of non-fiction and reference books or textbooks and identify key features. * Read narratives that are structured in different ways. * Read for a range of purposes (e.g. for pleasure, to inform, to research). * Rehearse poems and play scripts to read aloud and to perform. * Discuss words and phrases that capture the reader’s interest and imagination. * Recognise some different forms of poetry (e.g. free verse, kenning, haiku and simple rhyming poems). * **GD: Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally.** | * Know that a text makes sense by self-correcting. * Be able to explain the meaning of words in context. * Ask questions to improve their understanding of a text. * With some prompting, use dictionaries to check the meaning of words that they have read. * Make simple inferences about characters' feelings and thoughts, and begin to justify with evidence. * Predict what might happen next. * Identify main ideas drawn from more than one paragraph. * Retrieve key information from non-fiction texts and record in note-form. * With support, identify how language, structure, and presentation contribute to meaning. |

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| **YEAR 4 READING** | | |
| **Word Reading /**  **Reading Fluency** | **Reading For Pleasure** | **Reading Comprehension** |
| * Look for the root word to understand the meaning of new words. * Read and understand the meaning of words with prefixes and suffixes (see Year 4 spelling objectives). * Read most common exception words. | * Read a wider range of books (such as myths and legends), retelling some of these orally. * Discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. * Read books that are structured in different ways and that have been written for a range of purposes. * Identify themes in a wide range of books and make links to books previously read. * Rehearse, learn and perform poems and play scripts, showing understanding through intonation, tone, volume and action. * Recognise a range of different forms of poetry (e.g. longer narrative poems, limericks) * Discuss words and phrases that capture the reader’s interest and imagination and explain why/suggest alternatives. * **GD Only: Discuss and evaluate how authors use figurative language, considering the impact on the reader.** | * Check that a text makes sense to them, discussing their understanding. * Use different strategies to work out the meaning of words in context. * Ask thoughtful questions to improve their understanding of a text. * Make inferences about characters' feelings, thoughts and motives from their actions, and justify with evidence. * Predict what might happen next from details stated and implied. * Summarise the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas. * Identify how language can contribute to meaning. * Identify how structure can contribute to meaning. * Identify how presentation can contribute to meaning. * Retrieve and record information from non-fiction and record in note-form, using relevant subheadings to organise notes. * Provide reasoned justifications for their views. * Use dictionaries to check the meaning of unfamiliar words that they have read. * Begin to distinguish between statements of fact and opinion. * **GD: 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.** |

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| **YEAR 5 READING** | | |
| **Word Reading /**  **Reading Fluency** | **Reading For Pleasure** | **Reading Comprehension** |
| * Begin to apply their knowledge of root words to understand the meaning of new words. * Begin to apply their knowledge of prefixes and suffixes to understand the meaning of words. | * Continue to read and discuss a wider range of fiction, poetry and plays. * Continue to read and discuss a wider range of non-fiction and reference books or textbooks. * Read for a range of purposes (to define, to research, to support, for pleasure etc). * Increase their familiarity with a wide range of books, *including myths & legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures/traditions.* * Identify and discuss common story themes (e.g. good vs. evil, loss). * Identify and discuss writing conventions. * Make comparisons within and across books. * Learn a wider range of poetry by heart. * Prepare simple 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. * Recommend books to their peers, giving reasons for their choices. * Participate in discussions about reading, building on their own and others’ ideas with some prompting. | * Check that a book makes sense to them, discussing their understanding. * With some support, explore the meaning of words from the context and reading around the words. * Ask increasingly sophisticated questions to improve their understanding. * Draw inferences such as inferring characters’ feelings and thoughts from their actions, and justify these with evidence from the text. * Be able to make a series of possible predictions and back these up with what is stated or implied. * Begin to summarise the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas. * Identify how language, structure and presentation contribute to meaning. * Discuss and evaluate how authors use language, and consider the impact on the reader. * Identify the use of figurative language and discuss the effect that the language has on the reader. * Distinguish between statements of fact and opinion. * Retrieve, record and present information from a range of non-fiction by making effective notes. * Begin to share 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 sophisticated and reasoned justifications for their views. |

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| **YEAR 6 READING** | | |
| **Word Reading /**  **Reading Fluency** | **Reading For Pleasure** | **Reading Comprehension** |
| * Apply their knowledge of root words to understand the meaning of new words. * Apply their knowledge of prefixes and suffixes to understand the meaning of words. | * Read age-appropriate books with confidence and fluency (including whole novels). * Continue to read and discuss an increasingly wide range of fiction, poetry and plays. * Continue to read and discuss an increasingly wide range of non-fiction and reference books or textbooks. * Read for a range of purposes (to define, to research, to support, for pleasure etc). * Increase their familiarity with a wide range of books, *including myths & legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures/traditions.* * Participate in discussions about reading, building on their own and others’ ideas and challenging views courteously. * Recommend books thoughtfully to their peers, giving critical reasons for their recommendations. * 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. | * Read aloud with intonation that shows understanding. * Explore the meaning of words from the context and reading around the word. * Explain and discuss their understanding of what they have read, drawing inferences such as feelings, thoughts and motives, and justifying these with evidence. * Ask increasingly sophisticated questions to improve their understanding. * Consider and discuss viewpoints (both of authors and of fictional characters). * Identify how language, structure and presentation contribute to meaning. * Predict what might happen from details stated and implied. * Retrieve specific information from a range of non-fiction texts, including using contents pages and indexes. * Discuss and evaluate how authors use language, including figurative language, and describe the impact on the reader. * Discuss texts using technical terms such as: metaphor, simile, imagery, style and effect. * Make comparisons within a text (e.g. compare characters, settings or themes). * Make comparisons between two books. * Recognise themes in stories (e.g. loss, heroism, betrayal). * Confidently summarise main ideas drawn from more than one paragraph, identifying key details and using quotations for illustration. * Distinguish between fact and opinion and understand that opinions can be disguised as facts. * 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. |