



Reading



Exeter

WORD READING						
Phonics						
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5
National Curriculum	<p>ELG – Word Reading Children at the expected level of development will:</p> <ul style="list-style-type: none"> Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound blending. <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</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 other words of more than one syllable that contain taught GPCs.</p> <p>Read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.</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 aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.</p>	<p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p>		



Reading

Skills	<p>I can say the sounds for the letters of the alphabet including the sounds for 10 or more digraphs.</p> <p>I can read phonetically decodable books consistent with my developing phonic knowledge.</p> <p>I can sight read some common exception words.</p> <p>I engage with books and other reading material at a deeper level, drawing on phonic knowledge to decode words.</p>	<p>I can apply phonic knowledge and skills as the route to decode words by blending phonemes to decode familiar and unfamiliar words.</p> <p>I can recognise grapheme-phoneme correspondences for 40+ phonemes, including alternative sounds for graphemes, responding speedily.</p> <p>I can read words of more than one syllable that contain taught GPCs.</p> <p>I can read phonetically decodable books consistent with my developing phonic knowledge.</p>	<p>I can continue to apply my growing phonic knowledge to decode familiar and unfamiliar words.</p> <p>I can read accurately by blending the sounds in words that contain the graphemes taught so far and recognising alternative sounds.</p> <p>I can accurately read words of more than two syllables.</p> <p>I can read books closely matched with my phonic knowledge and sound out unfamiliar words without hesitation so that they do not adversely affect fluency.</p>				
Knowledge	<p>Understand how to use their phonics knowledge to blend and read unfamiliar words.</p> <p>Have a knowledge of language structure, subject knowledge and illustrations to interpret different texts.</p>	<p>Understand and explain what a syllable is.</p> <p>Explain what a phoneme, digraph, trigraph and split digraph is using the terminology from Read, Write, Inc.</p> <p>Understand how to use their phonics knowledge to blend and read unfamiliar words.</p>	<p>Understand that graphemes may have alternative sounds.</p>				
Topic / Coverage							
Fluency							



Reading



Exeter

National Curriculum	<p>ELG – Word Reading Children at the expected level of development will:</p> <ul style="list-style-type: none"> Say a sound for each letter in the alphabet and at least 10 digraphs Read words consistent with their phonic knowledge by sound blending <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words</p>	<p>Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word Read words containing taught GPCs and –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) Reread these books to build up their fluency and confidence in word reading.</p>	<p>Read words containing common suffixes. Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered. Re-read these books to build up their fluency and confidence in word reading.</p>	<p>Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in - see English appendix 1 , both to read aloud and to understand the meaning of new words they meet. Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p>	<p>Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English appendix 1, both to read aloud and to understand the meaning of new words that they meet</p>		
Skills	<p>I can read a range of print and digital books, both fiction and non-fiction consistent with my phonic knowledge. I can read some high frequency words and common exception words by sight. I can read aloud and show an awareness of punctuation.</p>	<p>I can read aloud and show an awareness of punctuation. I can read most Year 1 common exception words. I can read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings. I can read simple words with contractions (for example, I'm, I'll, we'll), and understand that the apostrophe represents the omitted letter(s). I'm beginning to notice this rule in unfamiliar contractions. I can read all common exception words.</p>	<p>I can read words containing and recognise common suffixes e.g. –ful, –less, –ness, –ment, –ly. I can accurately read most Year 2 common exception words, noting unusual correspondences between spelling and sound. I can read most familiar words quickly and accurately, without overt sounding and blending. I can re-read books to build up my fluency and confidence in word reading. I can read words containing and recognise common suffixes e.g. –ful, –less, –ness, –ment, –ly and begin to explain how they change they word meaning.</p>	<p>I am beginning to apply my knowledge of root words, prefixes (e.g. dis, re, il, anti) and suffixes (e.g. ing, ed, er, ly), both to read aloud and to understand the meaning of new words I meet. I am starting to read exception words. With support, I can note the unusual spellings of further exception words. I can read most common homophones eg. which/witch, here/hear, meat/meet, grate/great to aid understanding. I can read common words with contractions eg. that's, I'm, It's, don't, can't and understand which words they are contractions of.</p>	<p>I am beginning to apply my knowledge of root words, prefixes (e.g. auto, mis, super, inter) and suffixes (e.g. er, ly, ation, ious), both to read aloud and to understand the meaning of new words I meet. I can show an understanding of morphology and etymology to facilitate reading aloud. I can read common homophones/ near homophones carefully when reading aloud to clarify meaning and aid understanding. I can read all words with contractions and understand the difference between them eg. we're and were.</p>	<p>I am beginning to develop and apply my knowledge of root words, prefixes and suffixes both to read aloud and understanding the meaning of new words I meet.</p>	<p>I can generally apply my knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words I meet.</p>



Reading

Knowledge	Begin to identify some differences between fiction, non-fiction and poems and rhymes.	Explain the purpose of full-stops, question marks and exclamation marks when reading. Identify suffixes and explain their purpose. Explain what a contraction is.	Understanding that some words have unusual correspondences between spelling and sounds.	Explain what root words, prefixes and suffixes are. Explain what a homophone is.	Understand how prefixes and suffixes change the meaning of words. Explain the difference between a homophone and near homophone.		
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Reading



Exeter

COMPREHENSION							
Reading for Pleasure							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	
						Year 6	
National Curriculum	<p>ELG – Comprehension Children at the expected level of development 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 Use and understand recently used vocabulary during discussions about stories, non-fiction, rhymes, and poems during role play.</p>	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by: Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently Being encouraged to link what they read or hear to their own experiences Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. Recognising and joining in with predictable phrases Learning to appreciate rhymes and poems, and to recite some by heart Discussing word meanings, linking new meanings to those already known.</p> <p>Participate in discussion about what is read to them, taking turns and listening to what others say.</p>	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by: 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. Discussing the sequence of events in books and how items of information are related. Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales. Being introduced to non-fiction books that are structured in different ways. Recognising simple recurring literary language in stories and poetry. Discussing and clarifying the meanings of words, linking new meanings to known vocabulary. Discussing their favourite words and phrases.</p> <p>Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.</p>	<p>Develop positive attitudes to reading, and an understanding of what they read, by:</p> <ul style="list-style-type: none"> listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes identifying themes and conventions in a wide range of books discussing words and phrases that capture the reader's interest and imagination recognising some different forms of poetry [for example, free verse, narrative poetry] using dictionaries to check the meaning of words that they have read increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action <p>Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say</p>			<p>Pupils should be taught to: Maintain positive attitudes to reading and an understanding of what they read by:</p> <ul style="list-style-type: none"> continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes 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 recommending books that they have read to their peers, giving reasons for their choices identifying and discussing themes and conventions in and across a wide range of writing making comparisons within and across books learning a wider range of poetry by heart 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



Reading

Skills	<p>I can re-enact and reinvent stories I have heard within my play and exploration. I can discuss stories or information that has been read to me or I have read myself. I can recognise and join in with predictable phrases when listening to an increasing range of stories and poems. I can continue a rhyming string.</p>	<p>I can listen to and discuss a wide range of poems, stories and non-fiction that are read aloud. I can listen to what others say and take turns in a discussion about books I have had read to me. I can recognise and join in with predictable phrases when listening to an increasing range of stories and poems. I can begin to link what I have read and heard to my own experiences through illustrations and text. I can retell a very familiar story (key stories, fairy stories and traditional tales) including characteristics of the original. I can recite by heart a simple poem or rhyme. I can discuss and identify the meanings of new words and phrases. I can link what I have read and heard to my own experiences and those of others through illustrations and text.</p>	<p>I can listen to, contribute to discussions and express views about a wide range of texts beyond the level I can independently read e.g. poetry, stories and non-fiction. I can discuss a sequence of events and explain how items of information are related. I am becoming familiar with retelling a range of stories using story language. I can explore non-fiction books structured in different ways, finding information using features I can identify. I can recognise and share my opinion on simple recurring literary language in stories and poetry. I can discuss and clarify the meaning of words to things I already know. I can discuss my favourite words and phrases from a text, explaining reasoning. I am building up my repertoire of poems that I can recite by heart and can use intonation to make the meaning clear. I can listen to what others say and take turns in a discussion about books I have read for myself. I can listen to, contribute to discussions and express views about a wide range of texts</p>	<p>I am beginning to listen to and discuss a range of fiction, poetry, plays, non-fiction and reference books or textbooks, including both books that are read to me and those I read for myself. I am beginning to read books that are structured in different ways covering a variety of genres. I am familiar with a wide range of books, including fairy stories, myths and legends, and am with guidance, retelling some of these orally. With some help, I can identify themes or morals in a range of stories. I can discuss words and phrases in a piece of text that capture my interest and imagination. I can recognise some different forms of poetry, like free verse, nursery rhymes or narrative poetry. I can use an age appropriate dictionary to find a word based on an initial sound.</p>	<p>I can listen to and discuss a range of fiction, poetry, plays, non-fiction and reference books or textbooks, including both books that are read to me and those I read for myself. I can explain basic features across a range of text types, explaining features of language, structure and presentation. I can explain how they contribute to meaning. I can use a dictionary to find the meaning of new words, expressing interest in the meaning and origin of new words. I can identify themes or morals in a range of stories. I can prepare poems and play scripts to read aloud and to perform using intonation, tone, volume and action to show my understanding. I can make simple comments about a text, recognising the point of view in which a story is told and authorial intent. I can recognise different types of poetry. E.g. acrostic, kenning, soliloquy and free verse.</p>	<p>I am continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or text books. I can read age-related books with confidence, fluency and accuracy. With guidance, I can listen to a range of genres, including a range of whole texts. I can experience a range of texts I may not have chosen for myself. When recommending books to peers I can express a personal viewpoint and response to a text; giving simple reasons for my choices. I am beginning to identify main themes in and across a wide range of texts. I can, with support of teacher, begin to notice and discuss simple comparisons within and across books, such as: genre, theme and plot. I can learn some poetry by heart to recite aloud, I may need prompting.</p>	<p>I am continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or text books independently across all curriculum areas, discussing and beginning to justify my preferences. I can read age-related books with confidence and fluency, including whole novels. I can listen and read thoroughly to a range of genres, including a range of whole books and novels. I can experience a range of books I may not have chosen for myself. I can recommend books to peers by expressing a personal viewpoint and respond to a text giving reasons for my choices. I can identify and discuss themes and conventions in and across a wide range of writing. I can make comparisons within and across books for example theme genre, plot, characters, settings and organisational devices. I can read and learn poems and plays aloud with intonation that shows understanding.</p>
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Reading

			beyond the level I can independently read e.g. poetry, stories and non-fiction using others' opinions to help shape my own view.				
Knowledge	Identify story settings, characters and events in detail. Identify different text types. Identify alliteration within text.	Identify different text types (e.g. story, poem, information text). Explain the features of different text types (e.g. key stories, fairy stories, traditional tales). Identify rhymes and patterns in poems and stories.	Identify features of different poems. Understand the features of a non-fiction text. Understand where to use appropriate intonation when reading aloud to make their reading clear.	Different genres have different literary features. Similar texts often have similar themes and morals. Different types of poetry is structured in different ways. Dictionaries can be used to explain the meaning of unfamiliar words.	Different genres and text types have different language, structure and presentation. Dictionaries can be used to explain the origins of words. Themes and morals can be compared within and across texts. Play scripts give direction for how they should be read aloud.	Fluent reading takes into account punctuation and is delivered with expression. Different people enjoy different texts for different reasons. Books can be compared based on genres, themes and plots.	Reference books and text books are used in all subject areas to support research. Intonation can be used when reading aloud to show understanding.
Reading for Understanding							



Reading

National Curriculum	<p>ELG – Comprehension Children at the expected level of development will:</p> <ul style="list-style-type: none"> • 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. • Use and understand recently used vocabulary during discussions about stories, non-fiction, rhymes, and poems during role play. 	<p>Understand both the books they can already read accurately and fluently and those they listen to by:</p> <ul style="list-style-type: none"> • drawing on what they already know or on background information and vocabulary provided by the teacher. • checking that the text makes sense to them as they read and correcting inaccurate reading. • discussing the significance of the title and events. • making inferences on the basis of what is being said and done. • predicting what might happen on the basis of what has been read so far. <p>Explain clearly their understanding of what is read to them.</p>	<p>Understand both the books that they can already read accurately and fluently and those that they listen to by:</p> <ul style="list-style-type: none"> • Drawing on what they already know or on background information and vocabulary provided by the teacher. • Checking that the text makes sense to them as they read and correcting inaccurate reading. • Making inferences on the basis of what is being said and done. • Answering and asking questions. • Predicting what might happen on the basis of what has been read so far. • Participate in discussion 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. <p>Explain and discuss their understanding of books, poems and other material, both those that they listen to</p>	<p>Understand what they read, in books they can read independently, by:</p> <ul style="list-style-type: none"> • checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context • asking questions to improve their understanding of a text • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • predicting what might happen from details stated and implied • identifying main ideas drawn from more than 1 paragraph and summarising these • identifying how language, structure, and presentation contribute to meaning <p>Retrieve and record information from non-fiction</p> <p>Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say</p>	<p>Understand what they read by:</p> <ul style="list-style-type: none"> • checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context • asking questions to improve their understanding • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • predicting what might happen from details stated and implied • summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas • identifying how language, structure and presentation contribute to meaning <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p> <p>Distinguish between statements of fact and opinion.</p> <p>Retrieve, record and present information from non-fiction.</p> <p>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>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.</p> <p>Provide reasoned justifications for their views</p>
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Reading

			and those that they read for themselves.		
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Reading

Skills	<p>I can use and understand new vocabulary introduced during discussions about stories, non-fiction, rhymes and poems during play. I can predict what might happen next based on what I have already read or know from the text. I can begin to explain my understanding of what has been read to me. I can answer simple questions/find information in response to a direct question with support. I have an understanding of the difference between fiction and non-fiction texts. For example; I can distinguish between and talk about the features of fiction and non-fiction.</p>	<p>I can recognise inaccurate reading when listening to others and sometimes in my own reading. I understand the relevance of the title and how this relates to the illustrations and the main events within the text. I can make basic inferences based on what is happening in a text e.g. what the character is doing and who is speaking. I can predict what might happen next based on what I have already read or know from the text. I can begin to explain my understanding of what has been read to me. I can answer simple questions/find information in response to a direct question with support. I have an understanding of the difference between fiction and non-fiction. For example; I can distinguish between and talk about the features of fiction and non-fiction.</p> <p>I can recognise and correct inaccurate reading when listening to others and with increasing accuracy in my own reading. I can predict what might happen next based on what I have already read or know from the text, demonstrating some understanding of cause and effect. I can locate specific information on a given page</p>	<p>I can draw on prior knowledge, background information or vocabulary provided by the teacher to help me understand books I can accurately read. I can check that the text makes sense as I read, correcting any inaccurate reading. I can make inferences on the basis of what is being said or done. I can answer or ask questions about the book I am reading. I can predict what might happen next. I can explain my understanding of what I have heard and what I have read for myself.</p> <p>I can draw on prior knowledge, background information or vocabulary to help me make links between books I am reading and the books I have read. For example; comparing characters and challenging conventional themes e.g. giants always being portrayed as a 'bad' character. I can ask and answer questions to help me make inferences and deductions using some justification. I can predict what might happen next based on what I have read so far using</p>	<p>With support, I can check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. With guidance, I can ask questions to improve my understanding of a text. I can draw simple inferences from what I have read, such as inferring characters' feelings and thoughts. I can make some predictions as to what might happen from details stated in the story. I can orally summarise what I have read using information from more than one paragraph. With some support, I can identify and recall the main ideas from a text and summarise these in writing. With support, I can start to discuss how language, structure, and presentation contributes to meaning of an age-related text. With directed prompts, I can locate information in age-related non-fiction texts by beginning to use appropriate skills, for example: headings, subheadings, skimming and scanning.</p>	<p>I can check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. I can ask questions to improve my understanding of a text. I can draw inferences from what I have read, such as inferring characters' feelings, thoughts and motives and I can justify my inferences with evidence. I can make some predictions as to what might happen from details stated and can explore potential alternatives that could have occurred in texts. I can identify main ideas drawn from more than one paragraph and summarise these. I can discuss how language, structure, and presentation contributes to meaning of an age-related text. I can retrieve, record and present information from age-related non-fiction. I can confidently participate in discussions about age-related books that are read to me and I have read myself, building on my own and others' ideas and</p>	<p>I am beginning to explore the meaning of words to understand what I have read. With prompts, I am beginning to ask relevant questions to improve my understanding. I can infer meaning from the text to show characters' feelings, thoughts and motives from their actions referring to the text. I can predict what might happen from details both stated and implied and begin to give detailed reasons. With prompts, I can locate relevant information in a text and draw out the key details to summarise the main ideas. I can, with support, identify how language, structure and presentation contribute to meaning in an age-related text. I can comment, with prompts on the effectiveness of the author's language to create mood and build tension. I am beginning to distinguish between statement: of fact and opinion. With directed prompts, I can locate information in age-related non-fiction texts by beginning to use appropriate</p>	<p>I can explore the meaning of words to understand what I have read. I can ask relevant questions to improve my understanding. I can draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence. I can predict what might happen from details stated and implied giving detailed reasons. I can generally, locate relevant information in a text and draw out the key details to summarise the main ideas. I am beginning to use quotes, or references to support my response. I can identify how language, structure and presentation contribute to meaning in an age-related text. I can discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. I can distinguish between statements of fact and opinion.</p>
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Reading

		in response to a direct question independently.	evidence from the text, explaining cause and effect.	I can with prompts participate in discussions about age-related books that have been read to me.	challenging views courteously.	skills, for example: headings, subheadings, skimming and scanning. I can, with prompts, participate in discussions about age-related books that have been read to me. I can, when directed, explain and discuss my understanding of what I have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary. I can, with support of a teacher, begin to find reasons to justify a viewpoint.	I am beginning to independently retrieve and record information from age-related non-fiction texts by beginning to use appropriate skills, for example: headings, subheadings, skimming and scanning. I can confidently participate in discussions about age-related books that are read to me and those they can read I have read myself building on their own and others' ideas and challenging views courteously. I can explain and discuss my understanding of what I have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary. I can, provide reasoned justifications for views and use evidence to support.
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Reading

Knowledge	<p>Identify the title, author and illustrator and describe them. Understand the difference between fiction and non-fiction texts.</p>	<p>Identify different features of a text (e.g. title, blurb, text, illustrations). Understand what is meant by 'main events' in a story. Understand the difference between fiction and non-fiction texts.</p>	<p>An inference is using clues from the text to work out what an author meant.</p> <p>A prediction is using evidence to guess what might happen next in a story.</p>	<p>The context of a text can help work out the meaning of unfamiliar words.</p> <p>Summarising is explaining the key details of a text in a few words or sentences.</p> <p>Retrieval is taking out key information from the text.</p> <p>Headings give an overview of what the whole text is about. Sub-headings give an overview of the information in that section.</p>	<p>The structure of a text is the way the author has organised the information.</p> <p>Skimming a text is quickly reading to get an overview. Scanning is looking for specific words in the text.</p>	<p>Authors use stated and implied details to give clues as to what is going to happen next.</p> <p>The language and vocabulary choices of an author can be used to build tension and add to meaning.</p>	<p>Inferences can be made about characters' thoughts, feelings and motives.</p> <p>Figurative language includes metaphors, similes, personification and pathetic fallacy.</p>
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