

Reading Nursery
Communication and Language
Understand simple questions about 'who', 'what' and 'where' (but generally not 'why')
Enjoy listening to longer stories and can remember much of what happens
Use a wider range of vocabulary
Literacy
Enjoy sharing books with an adult.
Make comments and shares their own ideas.
Pay attention and respond to the pictures or the words.
Have favourite books and seek them out, to share with an adult, with another child, or to look at alone.
Repeat words and phrases from familiar stories.
Ask questions about the book.
Develop play around favourite stories using props.
Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.
Understand the five key concepts about print: <ul style="list-style-type: none"> • print has meaning • print can have different purposes • we read English text from left to right and from top to bottom • the names of the different parts of a book • page sequencing
Develop their phonological awareness, so that they can: <ul style="list-style-type: none"> • spot and suggest rhymes • count or clap syllables in a word • recognise words with the same initial sound, such as money and mother
Engage in extended conversations about stories, learning new vocabulary.

<u>Reading Reception</u>
<u>Word Reading</u>
Say a sound for each letter in the alphabet and at least 10 digraphs
Read words consistent with their phonic knowledge by sound-blending
Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
<u>Comprehension</u>
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 introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

Reading Year 1
Word Reading
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. ow in snow and cow.
Read accurately by blending sounds in unfamiliar words.
Read common exception words, noting tricky parts
Comprehension
Orally retell familiar stories in a range of contexts
Make personal reading choices and explain reasons for choices
Check that texts make sense while reading and self-correct
Demonstrate understanding of texts by answering questions related to who, what, where, when, why, how.
Identify and discuss the main events in stories.
Identify and discuss the main characters in stories.
Recall specific information in fiction and non-fiction texts
Make predictions based on what has been read so far.
Listens to what others say
Locate parts of text that give particular information, e.g. titles, contents page and labelled diagram

Reading Year 2
Word reading
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. shoulder, roundabout, grouping.
Read words containing common suffixes e.g. -ness, -ment, -ful, -less -ly, -ing, -ed, -er, -est, -y
Read further common exception words, noting tricky parts (see below)
Comprehension
Sequence and discuss the main events in stories and recounts.
Check that texts make sense while reading and self-correct.
Demonstrate understanding of fiction and non-fiction texts by asking and answering who, what, where, when, why, how questions.
Make inferences about characters and events using evidence from the text e.g. what is the character thinking, saying and feeling?
Make predictions based on what has been read so far.
Explain and discuss their understanding, giving opinions and supporting with reason
Introduce and discuss words within the context of a text, linking new meanings to known vocabulary.
Identify how specific information is organised within a non-fiction text e.g. sub-headings, contents, bullet points, glossary, diagrams.

Reading Year 3
Word reading
Use knowledge of root words to understand meanings of words.
Use prefixes to understand meanings e.g. un-, dis-, mis-, re-, pre-, im-, in-.
Use suffixes to understand meanings e.g. -ly, -ous.
Read and understand words from the Year 3 list (selected from the statutory Year 3/4 word list)
Comprehension
Orally retell a range of stories, including less familiar fairy stories, fables and folk tales e.g. Grimm's Fairy Tales.
Use intonation, tone and volume when reading aloud.
Take note of punctuation when reading aloud.
Raise questions during the reading process to deepen understanding e.g. I wonder why the character.
Draw inferences around characters thoughts, feelings and actions, and justify with evidence from the text.
Justify responses to the text using the PE prompt (Point + Evidence).
Prepare for research by identifying what is already known about the subject and key questions to structure the task.
Make and respond to contributions in a variety of group situations e.g. whole class, pairs, guided groups, book circles
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

Reading Year 4
Word reading
Use knowledge of root words to understand meanings of words.
Use prefixes to understand meanings e.g. in- , ir-, sub-, inter-super-, anti-, auto-.
Use suffixes to understand meanings e.g. -ation, -tion, -ssion, -cian, -sion.
Read and understand words from the Year 4 list (selected from the statutory Year 3/4 word list)
Comprehension
Explain the meaning of key vocabulary within the context of the text.
Use punctuation to determine intonation and expression when reading aloud to a range of audiences.
Demonstrate active reading strategies e.g. generating questions, finding answers, refining thinking, modifying questions, constructing images.
Draw inferences around characters' thoughts, feelings, actions and motives, and justify with evidence from the text using point and evidence.
Identify main ideas drawn from more than one paragraph and summarise these e.g. character is evil because...1/2/3 reasons, Clitheroe Castle is a worthwhile place to visit because 1/2/3 reasons across a text.
Navigate texts ,e.g. using contents and index pages, in order to locate and retrieve information in print and on screen.
Scan for dates, numbers and names.
Justify responses to the text using the PE prompt (Point + Evidence)

Reading Year 5
Word reading
Use knowledge of root words to understand meanings of words.
Apply knowledge of prefixes to understand meaning of new words, e.g. dis-, re-, pre-, mis-, over-.
Use suffixes to understand meanings e.g. -ant, -ance, ancy, -ent, ence, -ency, -ible, -able, -ibly, -ably.
Read and understand words from the Year 5 list (selected from the statutory Year 5/6 word list)
Comprehension
Check that the book makes sense to them and demonstrate understanding e.g. through discussion, use of reading journals.
Demonstrate active reading strategies e.g. generating questions to refine thinking, noting thoughts in a reading journal.
Infer characters' feelings, thoughts and motives from their actions and justify inferences with evidence
Through close reading of the text, re-read and read ahead to locate clues to support understanding.
Scan for key words and text mark to locate key information
Justify opinions and elaborate by referring to the text, e.g. using the PEE prompt - Point + Evidence + Explanation
Explore, recognise and use the terms metaphor, simile, imagery.
Explore themes within and across texts e.g. loss, heroism, friendship.
Make comparisons within a text e.g. characters' viewpoints of same events

Reading Year 6
Word reading
Work out unfamiliar words by focusing on all letters in the word, e.g. not reading invitation for imitation.
Use knowledge of root words, prefixes and suffixes to investigate how the meanings of words change e.g. un+happy+ness, dis+repute+able, dis+respect+ful, re+engage+ment.
Use suffixes to understand meanings e.g. -cious, -tious, tial, -cial.
Read and understand words from the Year 6 list (selected from the statutory Year 5/6 word list)
Use etymology to help the pronunciation of new words e.g. chef, chalet, machine, brochure – French in origin.
Comprehension
Explain the meaning of new vocabulary within the context of the text.
Demonstrate active reading strategies e.g. challenging peers with questions, justifying opinions, responding to different viewpoints within a group.
Provide reasoned justifications for their views
Through close reading, re-read and read ahead to locate clues to support understanding and justify with evidence from the text.
Skim for gist.
Scan for key information e.g. identify words and phrases which tell you the character is frustrated, or find words/phrases which suggest that a theme park is exciting.
Use a combination of skimming, scanning and close reading across a text to locate specific detail.
Retrieve, record, make notes and present information from non-fiction, including texts used in other subjects.
Explain the effect on the reader of the author's choice of language and reasons why the author may have selected these words, phrases and techniques.
Justify opinions and elaborate by referring to the text e.g. using the PEE prompt – Point+Evidence+Explanation.
Infer characters' feelings, thoughts and motives from their actions, justifying inferences with evidence e.g. Point+Evidence+Explanation.