

## Reading

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.

## 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 high- quality 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

<b>Year 1 performance indicators Reading</b>	
<b>Word reading:</b>	<i>applies phonic knowledge and skills as the route to decode words</i>
	<i>reads accurately by blending sounds in unfamiliar words containing GPCs that have been taught</i>
	<i>reads common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</i>
	<i>Begin to read words containing taught GPCs and most words containing common suffixes e.g. -s, -es, -ing, -ed, -er and -est endings</i>
	<i>Begin to read other words of more than one syllable that contain taught GPCs</i>
	reads words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)
	reads aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
<b>Reading for Pleasure and Performance</b>	listens to and discusses a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
	is encouraged to link what they read or hear to their own experiences
	is becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
	recognises and joining in with predictable phrases

	is learning to appreciate rhymes and poems, and to recite some by heart
	discusses word meanings, linking new meanings to those already known
<b>Comprehension</b>	checks that the text makes sense to them as they read and correcting inaccurate reading
	discusses the significance of the title and events
	begin to make inferences on the basis of what is being said and done
	predicts what might happen on the basis of what has been read so far
	explains clearly their understanding of what is read to them
	Draws on what they already know or on background information and vocabulary provided by the teacher
	Participate in discussion about what is read to them, taking turns and listening to what others say

## 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.

Year 2 performance indicators Reading	
Word reading:	<p>In age-appropriate books, the pupil can:</p> <ul style="list-style-type: none"> <li>● read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute</li> <li>● sound out most unfamiliar words accurately, without undue hesitation.</li> </ul>
	<p>The pupil can:</p> <ul style="list-style-type: none"> <li>● read accurately most words of two or more syllables</li> <li>● read most words containing common suffixes*</li> <li>● read most common exception words*.</li> </ul>
Reading for Pleasure and Performance	regards reading as a pleasurable activity
	discusses the sequence of events in books and how items of information are related
	demonstrates familiarity with, and can retell, a wide range of stories, fairy stories and traditional tales

	recognises simple recurring literary language in stories and poetry
	draws on what they already know or on background information and vocabulary provided by the teacher
	shares favourite words and phrases, and clarifies the meaning of new words through discussion, and by making links to known vocabulary
	has learned and can recite a repertoire of poems by heart, using appropriate intonation to help make the meaning clear
<b>Comprehension</b>	<p>In a familiar book that they can already read accurately and fluently, the pupil can:</p> <ul style="list-style-type: none"> <li>● check it makes sense to them</li> </ul> <p>answer questions and make some inferences on the basis of what is being said and done</p>
	identifies sequences of events in texts and offers simple explanations of how items of information relate to one another
	recognises and understands the different structures of non-fiction books that have been introduced
	recognises simple recurring literary language in stories and poetry
	participates 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.
	demonstrates understanding of what is read independently, or listened, by drawing on own knowledge, and information and vocabulary provided
	constructs meaning whilst reading independently, self-correcting where the sense of the text is lost

## Year 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.

<b>Year 3 performance indicators Reading</b>	
Purple performance indicators are end of Key stage expectations and should be applied in age appropriate texts.	
<b>Word reading:</b>	automatic decoding is established and a range of age-appropriate texts is read with consistent accuracy, fluency and confidence
	applies their growing knowledge of root words, prefixes and suffixes as listed in Appendix 1 both to read aloud and to understand the meaning of new words they meet
	reads further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word
<b>Reading for Pleasure and Performance</b>	identifies themes and conventions in a wide range of books
	prepares poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
	discusses words and phrases that capture the reader's interest and imagination
<b>Comprehension</b>	new words are understood through the exploration of their meaning in context, and by making links to known vocabulary

	checks that the text makes sense to them, discussing their understanding and explaining the meaning of the words in context
	asks questions to improve their understanding of a text
	predicts what might happen from details stated and implied
	retrieves and records information from non-fiction
	participates 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

Year 4 performance indicators Reading	
Purple performance indicators are end of Key stage expectations and should be applied in age appropriate texts.	
Word reading:	applies their growing knowledge of root words, prefixes and suffixes as listed in Appendix 1 both to read aloud and to understand the meaning of new words they meet
	reads further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word
Reading for Pleasure and Performance	listens to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
	is increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
	recognises some different forms of poetry [for example, free verse, narrative poetry]
	* prepares poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action so that the meaning is clear to an audience
Comprehension	checks that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
	identifies main ideas drawn from more than one paragraph and summarising these
	identifies how language, structure, and presentation contribute to meaning
	identifies themes and conventions in a wide range of books
	uses dictionaries to check the meaning of words that they have read
	draws inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
	asks questions to improve their understanding of a text
	participates 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
	predicts what might happen from details stated and implied
	Retrieve and record information from non-fiction

## Year 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.

<b>Year 5 performance indicators Reading</b> Purple performance indicators are end of Key stage expectations and should be applied in age appropriate texts.	
<b>Word reading:</b>	Confidently and fluently reads a range of age appropriate texts, including novels, stories, plays, poetry, non-fiction, reference books and text books
<b>Reading for Pleasure and Performance</b>	continues to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
	is 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
	learns a wider range of poetry by heart
	prepares 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
<b>Comprehension</b>	reads books that are structured in different ways and reading for a range of purposes
	checks that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
	asks questions to improve their understanding
	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
	discusses and evaluates how authors use language, including figurative language, considering the impact on the reader
	distinguishes between statements of fact and opinion; and in non-fiction
	in non-fiction, retrieves, records and presents information to the reader
	participates 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
	*summarises main ideas identifying key details and using quotations for illustration
	*Evaluate how authors use language including figurative language, considering impact on the reader
	*Makes comparisons within and across books

Year 6 performance indicators Reading	
Word reading:	read age-appropriate books with confidence and fluency (including whole novels)
	determines the meaning of new words from the context, and applying knowledge of the root words, prefixes and suffixes as listed in 'English programmes of study: key stages 1 and 2 National curriculum in England - Appendix 1'
	read aloud with intonation that shows understanding
Reading for Pleasure and Performance	demonstrates a positive attitude to reading by frequently reading for pleasure, both fiction and non-fiction
	has read 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)
	recommends books to others based on own reading preferences, giving reasons for choice
Comprehension	explains how language, structure, and presentation, can contribute to the meaning of a text

	<b>work out the meaning of words from the context</b>
	comments on how language, including figurative language, is used to contribute to meaning and impact on the reader
	<b>make comparisons within and across books</b>
	draws inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
	<b>retrieve information from non-fiction</b>
	<b>summarise main ideas, identifying key details and using quotations for illustration</b>
	expresses views formed through independent reading and books that are read to them, explaining and justifying personal opinions, and courteously challenging those of others
	<b>explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence</b>
	<b>predict what might happen from details stated and implied</b>
	<b>evaluate how authors use language, including figurative language, considering the impact on the reader</b>
	identifies themes and conventions demonstrating, through discussion and comment, understanding of their use in and across a wide range of writing