

Word Reading

All pupils should be able to read books written at an age appropriate interest level.

Children should be able to read accurately and at a speed that is sufficient for them to focus on understanding what they read rather than on decoding individual words.

Children should decode new words outside their spoken vocabulary when necessary, making a good approximation to the word's pronunciation.

Pupils should not need further direct teaching of word reading skills: they are able to decode unfamiliar words accurately.

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, they should follow the Year 3 and 4 programme of study in terms of listening to new books, hearing and learning new vocabulary and grammatical structures, and discussing these.

Comprehension

Teaching should be directed towards developing the breadth and depth of their reading, making sure that they become independent, fluent and enthusiastic readers who read widely and frequently.

Develop an understanding and enjoyment of stories, poetry, plays and non-fiction, reading them silently.

Further develop knowledge and skills in reading non-fiction about a wide range of subjects.

Learn to justify their views about what they have read with increasing independence.

| <i>Decoding</i> | <i>Word Recognition</i> | <i>Comprehension & Understanding</i> | <i>Deducing</i> | <i>Information & Expression</i> | <i>Grammatical Features</i> | <i>Research</i> |
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| <p>For those who are struggling to decode - apply phonic knowledge and skills as the route to decode words.</p> <p>Respond with the correct sound to graphemes for all 40+ phonemes, including, alternative sounds for graphemes.</p> | <p>Apply growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in Appendix 1, both to read aloud and to understand the meaning of new words they meet.</p> <p>Read further exception words, noting the unusual correspondences</p> | <p>Pupils should be taught to:</p> <p>Further develop positive attitudes to reading and understanding of what they read.</p> <p>Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks, actively engaging in discussion.</p> <p>Increase familiarity with a wider range of books, including fairy stories, traditional tales, myths and legends, and retelling some of these orally.</p> | <p>Understand what they read independently.</p> <p>Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p> <p>Ask questions to improve their understanding of a text.</p> <p>Draw inferences such as inferring characters' feelings, thoughts and motives from</p> | <p>Confident to read aloud in different contexts.</p> <p>Understands how a range of punctuation is used to give reading more meaning.</p> <p>Can use appropriate voices for characters and adopt a story-telling voice when needed.</p> | <p>Recognise plurals and collective nouns, as well as pronouns (and their purpose).</p> <p>Identify & discuss how author's use of language affects a reader (verbs, adverbs and adjectives).</p> <p>Explain how tense relate to text type and structure.</p> | <p>Read books that are structured in different ways.</p> <p>Read for a range of purposes.</p> <p>Use dictionaries to check the meaning of words that they have read.</p> <p>Retrieve and record information from non-fiction, beginning to use notes.</p> |

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| <p>Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</p> | <p>between spelling and sound, and where these occur in the word.</p> | <p>Identify themes and conventions in a wide range of books.</p> <p>Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.</p> <p>Discuss words and phrases that capture the reader's interest and imagination.</p> <p>Continue to recognise some different forms of poetry (e.g. free verse, narrative poetry)</p> | <p>their actions, and justifying inferences with evidence.</p> <p>Identify main ideas drawn from more than one paragraph and summarising these.</p> <p>Identify how language, structure, and presentation contribute to meaning.</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>Identifies how apostrophes are used to show possession in reading.</p> | <p>Identify how sentence types can be changed by changing word order, tenses, adding or deleting words or changing punctuation.</p> | |
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