

	Word Reading	Comprehension
Year 1	<ul style="list-style-type: none"> ▪ Phase 5 ▪ 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. <i>ow in snow and cow</i>. ▪ Read accurately by blending sounds in unfamiliar words. ▪ Apply phonic knowledge for reading. ▪ Read aloud accurately books that are consistent with their developing phonic knowledge. ▪ Read more challenging texts using phonics and high frequency word recognition. 	<p><i>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</i></p> <ul style="list-style-type: none"> ▪ Identifying and discuss the main events in stories. ▪ Identifying and discuss the main characters in stories. ▪ Recalling specific information in texts. ▪ Make personal reading choices and explain reasons for choices. <p><i>Understand both the books they can already read accurately and fluently and those that they listen to by:</i></p> <ul style="list-style-type: none"> ▪ Checking that texts make sense while reading and self-correct. ▪ Making predictions based on what has been read so far. <p><i>Participating in discussion about what is read to them, taking turns and listening to what others say by:</i></p> <ul style="list-style-type: none"> ▪ Listening to what others say. ▪ Demonstrating understanding of texts by answering questions related to who, what, where, when, why, how.
Year 2	<ul style="list-style-type: none"> ▪ Phase 6 ▪ 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. <i>shoulder, roundabout, grouping</i>. ▪ Read frequently encountered words quickly and accurately without overt sounding and blending. ▪ Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. 	<p><i>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</i></p> <ul style="list-style-type: none"> ▪ Sequencing and discussing the main events in stories. <p><i>Understand both the books they can already read accurately and fluently and those that they listen to by:</i></p> <ul style="list-style-type: none"> ▪ Checking that texts make sense while reading and self-correct. ▪ Making predictions using evidence from the text. ▪ Making inferences about characters and events using evidence from the text e.g. <i>what is a character thinking, saying and feeling?</i> ▪ Demonstrating understanding of texts by asking and answering questions related to who, what, where, when, why, how.
Year 3	<ul style="list-style-type: none"> ▪ Use intonation, tone and volume when reading aloud. ▪ Take note of punctuation when reading aloud. 	<p><i>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</i></p> <ul style="list-style-type: none"> ▪ Sequencing and discussing the main events in stories.

		<p><i>Understand what they read independently by:</i></p> <ul style="list-style-type: none"> ▪ Discussing their understanding of the text ▪ Explaining the meaning of unfamiliar words by using the context ▪ Making predictions based on details stated ▪ Raising questions during the reading process to deepen understanding e.g. <i>I wonder why the character.</i> ▪ Drawing inferences around characters thoughts, feelings and actions, and justify with evidence from the text
<p>Year 4</p>	<ul style="list-style-type: none"> ▪ Read and understand meaning of words on Y3/4 word list – see bottom. ▪ Use punctuation to determine intonation and expression when reading aloud to a range of audiences. 	<p><i>Discussing their understanding of the text</i></p> <ul style="list-style-type: none"> ▪ Explaining the meaning of key vocabulary within the context of the text. ▪ Making predictions based on information stated and implied. ▪ Demonstrating active reading strategies e.g. generating questions, finding answers, refining thinking, modifying questions, constructing images. ▪ Drawing inferences around characters' thoughts, feelings, actions and motives, and justify with evidence from the text using point and evidence. <p><i>Retrieve and record information from non-fiction.</i></p> <ul style="list-style-type: none"> ▪ Scanning for dates, numbers and names. ▪ Explaining how paragraphs are used to order or build up ideas, and how they are linked. ▪ Navigating texts to locate and retrieve information in print and on screen.
<p>Year 5</p>	<ul style="list-style-type: none"> ▪ Use punctuation to determine intonation and expression when reading aloud to a range of audiences. 	<p><i>Understand what they read by:</i></p> <ul style="list-style-type: none"> ▪ Checking that the book makes sense to them and demonstrating understanding e.g. <i>through discussion, use of reading journals.</i> ▪ Demonstrating active reading strategies e.g. <i>generating questions to refine thinking, noting thoughts in a reading journal.</i> ▪ Inferring characters feelings, thoughts and motives from their actions and justifying inferences with evidence.

		<ul style="list-style-type: none"> ▪ Predicting what might happen from information stated and implied. ▪ Re-read and reads ahead to locate clues to support understanding. ▪ Scanning for key words and text marking to locate key information. <p>Provide reasoned justifications for their views by: Justifying opinions and elaborating by referring to the text. (Point + Evidence + Explanation).</p>
<p>Year 6</p>	<ul style="list-style-type: none"> ▪ Read and understand meaning of words on Y5/6 word list – see bottom. 	<p><i>Understand what they read by:</i></p> <ul style="list-style-type: none"> ▪ Exploring new vocabulary in context. ▪ Demonstrating active reading strategies e.g. <i>challenging peers with questions, justifying opinions, responding to different viewpoints within a group.</i> ▪ Re-read and reads ahead to locate clues to support understanding and justifying with evidence from the text. ▪ Scanning for key information e.g. looking for descriptive words associated with a setting. ▪ Skimming for gist. ▪ Using a combination of skimming, scanning and close reading across a text to locate specific detail. <p><i>Discuss / evaluate how authors use language including figurative language, considering the impact on the reader by:</i></p> <ul style="list-style-type: none"> ▪ Explaining the effect on the reader of the authors' choice of language and reasons why the author may have selected these. <p>Provide reasoned justifications for their views Justifying opinions and elaborating by referring to the text e.g. <i>Point; Evidence; Explanation</i></p>