

Cambois Primary School.

Reading Expectations.

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| **Subject: Reading** | **Year Group: Reception** |  |
| **Strand** | **Expectations** | **Non-negotiable** |
| Word Reading |  | * Use phonic knowledge to decode regular words and read them aloud accurately (ELG). * Read some common irregular words (ELG). |
| Comprehension |  | * Read and understand simple sentences (ELG). * Demonstrate understanding when talking to others about what they have read (ELG) |

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| **Subject: Reading** | **Year Group: Year 1** |  |
| **Strand** | **Expectations** | **Non-negotiable** |
| Word Reading | * Apply phonic knowledge and skills as the route to decode words. * Read other words of more than one syllable that contain taught GPCs. * Re-read these books to build up their fluency and confidence in word reading. * 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). | * Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes. * Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught. * Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. * Read 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. |
| Comprehension | * Develop pleasure in reading, motivation to read, vocabulary and understanding by:   + Learning to appreciate rhymes and poems, and to recite some by heart.   + Being encouraged to link what they read or hear read to their own experiences.   + Recognising and joining in with predictable phrases. * Understand both the books they can already read accurately and fluently and those they listen to by:   + Drawing on what they already know or on background information and vocabulary provided by the teacher.   + Making inferences on the basis of what is being said and done. * Participate in discussion about what is read to them, taking turns and listening to what others say. * Explain clearly their understanding of what is read to them. | * 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.   + Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. * Understand both the books they can already read accurately and fluently and those they listen to by:   + Checking that the text makes sense to them as they read and correcting inaccurate reading.   + Discussing the significance of the title and events.   + Predicting what might happen on the basis of what has been read so far. |

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| **Subject: Reading** | **Year Group: Year 2** |  |
| **Strand** | **Expectations** | **Non-negotiable** |
| Word Reading | * Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. * Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. * Read words containing common suffixes. | * Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. * Read accurately words of two or more syllables that contain the taught GPCs. * Read most words quickly and accurately when they have been frequently encountered 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. * Re-read these books to build up their fluency and confidence in word reading. |
| Comprehension | * Develop pleasure in reading, motivation to read, vocabulary and understanding by:   + Discussing their favourite words and phrases.   + Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear. * Understand both the books they can already read accurately and fluently and those they listen to by:   + Making inferences on the basis of what is being said and done.   + Drawing on what they already know or on background information and vocabulary provided by the teacher.   + Asking questions. * Explain and discuss their understanding of books, poems and other materials, both those that they listen to and that they read for themselves | * Develop pleasure in reading, motivation to read, vocabulary and understanding by:   + Listening to, discussing and expressing views about a wide range of poetry (including contemporary and classic), 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.   + Recognising simple recurring literary language in stories and poems.   + Being introduced to non-fiction books that are structured in different ways. * Understand both the books they can already read accurately and fluently and those they listen to by:   + Checking that the text makes sense to them as they read and correcting inaccurate reading   + Answering questions   + Predicting what might happen on the basis of what has been read so far. * Participate in discussion about books, poems and other words that are read to them and those that can read for themselves, take turns and listen to what others say. |

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| **Subject: Reading** | **Year Group: Year 3** | |  |
| **Strand** | **Expectations** | | **Non-negotiable** |
| Word Reading | * Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology), 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. |
| Comprehension | * Develop positive attitudes to reading and understanding of what they read by:   + 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 fairy stories, myths and legends, and retelling some of these orally.   + Discussing words and phrases that capture the reader’s interest and imagination.   + Recognising some different forms of poetry (for example, free verse, narrative poetry).   + Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. * Understand what they read, in books they can read independently, by:   + 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.   + Identifying main ideas drawn from more than one paragraph and summarising these.   + Identifying how language, structure, and presentation contribute to meaning. * 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. | | * Develop positive attitudes to reading and understanding of what they read by:   + Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.   + Using dictionaries to check the meaning of words that they have read.   + Identifying themes and conventions in a wide range of books. * Understand what they read, in books they can read independently, by:   + 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.   + Retrieve and record information from non-fiction. |
| **Subject: Reading** | **Year Group: Year 4** |  | |
| **Strand** | **Expectations** | **Non-negotiable** | |
| Word Reading |  | * Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. * Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology), both to read aloud and to understand the meaning of new words they meet. | |
| Comprehension | * Develop positive attitudes to reading and understanding of what they read by:   + 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. Discussing words and phrases that capture the reader’s interest and imagination.   + Recognising some different forms of poetry (for example, free verse, narrative poetry).   + 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. * 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. | * Develop positive attitudes to reading and understanding of what they read by:   + Using dictionaries to check the meaning of words that they have read.   + Identifying themes and conventions in a wide range of books. * Understand what they read, in books they can read independently, by:   + Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.   + 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.   + Asking questions to improve their understanding of a text.   + Identifying main ideas drawn from more than one paragraph and summarising these.   + Identifying how language, structure, and presentation contribute to meaning.   + Retrieve and record information from non-fiction. | |

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| **Subject: Reading** | **Year Group: Year 5** |  |
| **Strand** | **Expectations** | **Non-negotiable** |
| Word Reading |  | * Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology), both to read aloud and to understand the meaning of new words they meet. |
| Comprehension | * Maintain positive attitudes to reading and understanding of what they read by:   + 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.   + 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.   * Understand what they read by:   + 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.   + Asking questions to improve their understanding.   + Provide reasoned justifications for their views.   + Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.   + Identifying how language, structure and presentation contribute to meaning.   + Distinguish between statements of fact and opinion. * 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. | * Increase 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. * Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. * Summarises the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. * Retrieve, record and present information from non-fiction. * 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. * Provide reasoned justifications for their views about a book |
| **Subject: Reading** | **Year Group: Year 6** |  |
| **Strand** | **Expectations** | **Non-negotiable** |
| Word Reading |  | * Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology), both to read aloud and to understand the meaning of new words they meet. |
| Comprehension | * Maintain positive attitudes to reading and understanding of what they read by:   + 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.   + 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. * Understand what they read by:   + 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.   + Asking questions to improve their understanding.   + Provide reasoned justifications for their views.   + Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.   + Identifying how language, structure and presentation contribute to meaning.   + Distinguish between statements of fact and opinion. | * Increases 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. * Understand what they read by:   + Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.   + Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.   + Retrieve, record and present information from non-fiction. * 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. * 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. * Provide reasoned justifications for their views. |