

Reading Learning Intentions

Year 1

Word Reading

- Apply phonic knowledge and skills as the route to decode words.
- 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 (Grapheme/Phoneme Correspondence) that have been taught.
- Read Common Exception Words, noting unusual correspondences between spelling and sound and where these occur in the word.
- Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings.
- Read other words of more than one syllable that contain taught GPCs.
- Read words with contractions, e.g. I'm, I'll, We'll and understand that the apostrophe represents the omitted letter(s).
- Read aloud accurately books that are consistent with developing phonic knowledge and that do not require use of other strategies to work out words.
- Re-read phonically decodable books to build up fluency and confidence in word reading.

Comprehension

- 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 he/she can read independently.
- Develop pleasure in reading, motivation to read, vocabulary and understanding by being encouraged to link what is read or heard to his/her own experiences.
- Develop pleasure reading, motivation to read, vocabulary and understanding by becoming very familiar with key stories, fairy tales and traditional tales, retelling them and considering their particular characteristics.
- Develop pleasure in reading, motivation to read, vocabulary and understanding by learning to appreciate rhymes and poems, and recite some by heart.
- Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing word meanings, linking new meanings to those already known.
- Understand the books he/she can read accurately and fluently and those he/she listens to by drawing on what is already known or on background information and vocabulary provided by the teacher.
- Understand the books he/she can already read accurately and fluently and those he/she listens to by checking that the text makes sense as he/she reads and correcting inaccurate reading.
- Understand the books he/she can already read accurately and fluently and those he/she listens to by discussing the significance of the title and events.
- Understand the books he/she can already read accurately and fluently and those he/she listens to by making inferences on the basis of what is being said and done.
- Understand the books he/she can already read accurately and fluently and those he/she listens to by predicting what might happen on the basis of what has been read so far.
- Participate in discussion about what is read to him/her, taking turns and listening to what others say.
- Explain clearly his/her understanding of what is read to him/her.

Year 2

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 accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.
- Read accurately most words of two or more syllables.
- Read words containing common suffixes.
- Read Common Exception Words.
- Read most words quickly and accurately, without overt sounding and blending, e.g. at over 90 words per minute.
- Sound out most unfamiliar words accurately, without undue hesitation.
- Re-read books sounding out unfamiliar words accurately, to build up fluency and confidence in word reading.

Comprehension

- Develop pleasure in reading, motivation to read, vocabulary and understanding by listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction, at a level beyond that at which he/she can read independently.
- Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing the sequence of events in books and how items or information are related.
- Develop pleasure in reading, motivation to read, vocabulary and understanding by becoming increasingly familiar with and re-telling a wider range of stories, fairy tales and traditional tales.
- Develop pleasure in reading, motivation to read, vocabulary and understanding by recognising simple reoccurring literary language in stories and poetry.
- Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing and clarifying the meaning of words, linking new meanings to known vocabulary.
- Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing his/her favourite words and phrases.
- Develop pleasure in reading, motivation to read, vocabulary and understanding by continuing to build a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.
- Understand the books he/she can already read accurately and fluently and those he/she listens to by drawing on what he/she already knows or on background information and vocabulary provided by the teacher.
- Understand the books he/she can already read accurately and fluently by checking that the text makes sense to him/her as he/she reads and corrects inaccurate reading.
- Understand the books he/she can already read accurately and fluently and those he/she listens to by making inferences on the basis of what is being said and done.
- Understand the books he/she can already read accurately and fluently and those he/she listens to by answering and asking questions.
- Understand the books he/she can already read accurately and fluently and those he/she listens to by predicting what might happen on the basis of what has already been read so far.

- Participate in discussions about books, poems and other works that are read to him/her and those that he/she can read for himself/herself, taking turns and listening to what others say.
- Explain and discuss his/her understanding of books, poems and other materials, both those that he/she listens to and those that he/she reads of himself/herself.

Year 3

Word Reading

- Apply his/her growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words he/she meets to include: dis-, mis-, in-, il-, im-, ir-, -ly; English Appendix 1
- Read and decode further exception words, noticing the unusual correspondences between spelling and sound, and where these occur in the word (link to English Appendix 1).

Comprehension

- Maintain positive attitudes to reading and understanding of what he/she reads by listening to and discussing a wide range of fiction, poetry, plays and non-fiction.
- Maintain positive attitudes to reading and understanding of what he/she reads by reading books that are structured in different ways.
- Maintain positive attitudes to reading and understanding of what he/she reads by increasing his/her familiarity with a wide range of books, including fairy tales, myths and legends, and retell some of these orally.
- Maintain positive attitudes to reading and understanding of what he/she reads by identifying themes in books.
- Maintain positive attitudes to reading and understanding of what he/she reads by reading aloud poems and perform play scripts.
- Maintain positive attitudes to reading and understanding of what he/she reads by discussing words that capture the reader's interest and imagination.
- Understand what he/she reads by checking that the text makes sense to him/her, discussing his/her understanding of words.
- Understand what he/she reads by asking questions to improve his/her understanding of a text.
- Understand what he/she reads by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
- Understand what he/she reads by predicting what might happen from details stated.
- Understand what he/she reads by identifying main ideas drawn from within one paragraph and summarise these.
- Understand what he/she reads by identifying how language, structure and presentation contribute to meaning to include paragraphs, headings, subheadings, inverted commas to punctuate speech.
- Retrieve and record information from non-fiction.
- Participate in reasoned discussion about books, poems and other material that are read to him/her and those he/she can read for himself/herself, taking turns and listening to what others say.

Year 4

Word Reading

- Apply his/her growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words he/she meets to include: re--, sub--, inter--, --super--, anti--, auto--, --ation, --ous; English Appendix 1
- Read and decode further exception words noticing the unusual correspondences between spelling and sound, and where these occur in the word (link to English Appendix 1).

Comprehension

- Maintain positive attitudes to reading and understanding of what he/she reads by listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
- Maintain positive attitudes to reading and understanding of what he/she reads by reading for a range of purposes.
- Maintain positive attitudes to reading and understanding of what he/she reads by using dictionaries to check the meaning of words that he/she has read.
- Maintain positive attitudes to reading and understanding of what he/she reads by reading a wide range of books, including fairy tales, myths and legends, and retell some of these orally.
- Maintain positive attitudes to reading and understanding of what he/she reads by discussing words and phrases that capture the reader's interest and imagination.
- Maintain positive attitudes to reading and understanding of what he/she reads by recognising some different forms of poetry, e.g. free verse, narrative poetry.
- Understand what he/she reads by checking that the text makes sense to him/her, discussing his/her understanding and explaining the meaning of words in context.
- Understand what he/she reads by asking questions to improve his/her understanding of texts with increasing complexity.
- Understand what he/she reads by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence clearly taken from the text.
- Understand what he/she reads by predicting what might happen from details stated and implied.
- Understand what he/she reads by identifying main ideas drawn from more than one paragraph and summarise these.
- Understand what he/she reads by identifying how language, structure and presentation contribute to meaning to include: paragraphs, use of pronouns for cohesion, inverted commas for speech, apostrophes to mark possession, fronted adverbials.
- Retrieve and record information from non-fiction over a wide range of subjects.
- Participate in clear reasoned discussion about books, poems and other material that are read to him/her and those he/she can read for himself/herself, taking turns and listening to what others say.

Year 5

Word Reading

- Read aloud and understand the meaning of new words that he/she meets linked to the expectations of Year 5 spelling.

Comprehension

- Maintain positive attitudes to reading and understanding of what he/she reads by continuing to read and discuss an increasingly wide range of poetry, fiction, plays, non-fiction and reference books or textbooks.
- Maintain positive attitudes to reading and understanding of what he/she reads by 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.
- Maintain positive attitudes to reading and understanding of what he/she reads by recommending books that he/she has read to his/her peers, giving reasons for their choices.
- Maintain positive attitudes to reading and understanding of what he/she reads by identifying and discussing themes and conventions in writing.
- Make comparisons within a book.
- Maintain positive attitudes to reading and understanding of what he/she reads by preparing poems and plays to read aloud and perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.
- Checking that the book makes sense by discussing his/her understanding and exploring the meaning of words in context.
- Understand what he/she reads by asking questions to improve his/her understanding of complex texts.
- Understand what he/she reads by drawing inferences such as inferring characters' feelings thoughts and motives from their actions, justifying inferences with evidence.
- Predict what might happen from details stated and implied.
- Discuss and evaluate how authors use language, including figurative language considering the impact on the reader.
- Distinguish between statements of fact and opinion.
- Retrieve, recall and present information from non-fiction.

Year 6

Word Reading

- Read aloud with intonation that shows understanding.
- Read age appropriate books with confidence and fluency (including whole novels).

Comprehension

- Work out the meaning of words from the context.
- Explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence.
- Predict what might happen from details stated and implied.
- Retrieve information from non-fiction.
- Understand what he/she reads by reading books that are structured in different ways and reading for a range of purposes.
- Understand what he/she reads by increasing his/her familiarity with a wide range of books including from our literary heritage and books from other culture and traditions.
- Understand what he/she reads by identifying and discussing themes and conventions in and across a wide a range of writing.
- Make comparisons within and across books.

- Maintain positive attitudes to reading and understanding of what he/she reads by learning a wider range of poetry.
- Understand what he/she reads by summarising the main ideas drawn from more than one paragraph, identifying key details and using quotations for illustration.
- Identify how language structure and presentation contribute to meaning.
- Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.
- Explain and discuss his/her understanding of what he/she has been reading, including through formal presentations and debate maintain a focus on the topic and using notes where necessary.
- Provide reasoned justifications for his/her view.