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| Reading skills  St Joseph’s Catholic Primary school  Exmouth | | | | | | |
| Word reading  St Joseph’s Primary | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Phonics | Apply phonic knowledge and skills as the route to decode words | Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent | Intervention in this area for individuals who require it. SEN |  |  |  |
|  | 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 the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes | Intervention in this area for individuals who require it. SEN |  |  |  |
|  | Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught | Read accurately words of two or more syllables that contain the same graphemes as above | Intervention in this area for individuals who require it. SEN |  |  |  |
| Common exception words | Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word  Build. vocabulary through word aware programme. | Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.  Build vocabulary through word aware programme. | Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.  Build vocabulary through word aware programme. | Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.  Build vocabulary through word aware programme Build. vocabulary through word aware programme. | Continue to build vocabulary through word aware programme and extended reading. | Continue to build vocabulary through word aware programme and extended reading. |
| No nonsense spelling links | Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings | Read words containing common suffixes | Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet | Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet | Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet | Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet |
|  | Read other words of more than one syllable that contain taught GPCs | Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered |  |  |  |  |
|  | Read words with contractions [for example, I’m, I’ll, we’ll], and understand that the apostrophe represents the omitted letter(s) | Understand use of apostrophe can mean possession in singular context. | Understand use of apostrophe can mean possession in singular context. | Understand use of apostrophe can mean possession in plural context. |  |  |
| Reading with fluency and confidence including performance | 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 | 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 | Re-read these books to build up their fluency and confidence in word reading | Continue to build wider performance skills and develop word aware knowledge | Continue with previous skills  Have experience of public speaking | Continue with previous skills  Have experience of public speaking | Continue with previous skills  Have experience of public speaking |

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| Comprehension skills  St Joseph’s Primary | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Pleasure in reading | 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 | 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 they can read independently | 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 | 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 | 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 | 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 |
|  | Develop pleasure in reading, motivation to read, vocabulary and understanding by: being encouraged to link what they read or hear read to their own experiences | Develop pleasure in reading, motivation to read, vocabulary and understanding by: discussing the sequence of events in books and how items of information are related | 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 | 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 | Maintain 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 | Maintain 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 |
|  | Develop pleasure in reading, motivation to read, vocabulary and understanding by: becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics | Develop pleasure in reading, motivation to read, vocabulary and understanding by: becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales | Develop positive attitudes to reading and understanding of what they read by: using dictionaries to check the meaning of words that they have read | Develop positive attitudes to reading and understanding of what they read by: using dictionaries to check the meaning of words that they have read | Maintain positive attitudes to reading and understanding of what they read 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 they read 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 |
|  | Develop pleasure in reading, motivation to read, vocabulary and understanding by: recognising and joining in with predictable phrases | Develop pleasure in reading, motivation to read, vocabulary and understanding by: being introduced to non-fiction books that are structured in different ways | Develop positive attitudes to reading and understanding of what they read by: increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally | Develop positive attitudes to reading and understanding of what they read by: increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally | Maintain positive attitudes to reading and understanding of what they read by: recommending books that they have read to their peers, giving reasons for their choices | Maintain positive attitudes to reading and understanding of what they read by: recommending books that they have read to their peers, giving reasons for their choices |
|  | Develop pleasure in reading, motivation to read, vocabulary and understanding by: learning to appreciate rhymes and poems, and to recite some by heart | Develop pleasure in reading, motivation to read, vocabulary and understanding by: recognising simple recurring literary language in stories and poetry | Develop positive attitudes to reading and understanding of what they read by: identifying themes and conventions in a wide range of books | Develop positive attitudes to reading and understanding of what they read by: identifying themes and conventions in a wide range of books | Maintain positive attitudes to reading and understanding of what they read by: identifying and discussing themes and conventions in and across a wide range of writing | Maintain positive attitudes to reading and understanding of what they read by: identifying and discussing themes and conventions in and across a wide range of writing |
|  | Develop pleasure in reading, motivation to read, vocabulary and understanding by: discussing word meanings, linking new meanings to those already known | Develop pleasure in reading, motivation to read, vocabulary and understanding by: discussing and clarifying the meanings of words, linking new meanings to known vocabulary | Develop positive attitudes to reading and understanding of what they read by: preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action | Develop positive attitudes to reading and understanding of what they read by:preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action | Maintain positive attitudes to reading and understanding of what they read by: making comparisons within and across books | Maintain positive attitudes to reading and understanding of what they read by: making comparisons within and across books |
|  |  | Develop pleasure in reading, motivation to read, vocabulary and understanding by: discussing their favourite words and phrases | Develop positive attitudes to reading and understanding of what they read by: discussing words and phrases that capture the reader’s interest and imagination | Develop positive attitudes to reading and understanding of what they read by: discussing words and phrases that capture the reader’s interest and imagination | Maintain positive attitudes to reading and understanding of what they read by: learning a wider range of poetry by heart | Maintain positive attitudes to reading and understanding of what they read by: learning a wider range of poetry by heart |
|  |  | Develop pleasure in reading, motivation to read, vocabulary and understanding by: continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear | Develop positive attitudes to reading and understanding of what they read by: recognising some different forms of poetry [for example, free verse, narrative poetry] | Develop positive attitudes to reading and understanding of what they read by: recognising some different forms of poetry [for example, free verse, narrative poetry] | Maintain positive attitudes to reading and understanding of what they read by: 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 | Maintain positive attitudes to reading and understanding of what they read by: 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 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 | Understand both the books that they can already read accurately and fluently and those that they listen to by: drawing on what they already know or on background information and vocabulary provided by the teacher | 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 | 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 | Understand what they read by: checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context | Understand what they read by: checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context |
|  | 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 | Understand both the books that they can already read accurately and fluently and those that they listen to by: checking that the text makes sense to them as they read and correcting inaccurate reading | Understand what they read, in books they can read independently, by: asking questions to improve their understanding of a text | Understand what they read, in books they can read independently, by: asking questions to improve their understanding of a text | Understand what they read by: asking questions to improve their understanding | Understand what they read by: asking questions to improve their understanding |
|  | Understand both the books they can already read accurately and fluently and those they listen to by: discussing the significance of the title and events | Understand both the books that they can already read accurately and fluently and those that they listen to by: making inferences on the basis of what is being said and done | 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 | 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 | Understand what they read by: drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence | Understand what they read by: drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence |
|  | 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 | Understand both the books that they can already read accurately and fluently and those that they listen to by: answering and asking questions | Understand what they read, in books they can read independently, by: predicting what might happen from details stated and implied | Understand what they read, in books they can read independently, by: predicting what might happen from details stated and implied | Understand what they read by: predicting what might happen from details stated and implied | Understand what they read by: predicting what might happen from details stated and implied |
|  | Understand both the books they can already read accurately and fluently and those they listen to by: predicting what might happen on the basis of what has been read so far | Understand both the books that they can already read accurately and fluently and those that they listen to by: predicting what might happen on the basis of what has been read so far | Understand what they read, in books they can read independently, by: identifying main ideas drawn from more than one paragraph and summarising these | Understand what they read, in books they can read independently, by: identifying main ideas drawn from more than one paragraph and summarising these | Understand what they read by: summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas | Understand what they read by: summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas |
|  | Participate in discussion about what is read to them, taking turns and listening to what others say | Participate 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 | Understand what they read, in books they can read independently, by: identifying how language, structure, and presentation contribute to meaning | Understand what they read, in books they can read independently, by: identifying how language, structure, and presentation contribute to meaning | Understand what they read by: identifying how language, structure and presentation contribute to meaning | Understand what they read by: identifying how language, structure and presentation contribute to meaning |
|  | Explain clearly their understanding of what is read to them | Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves | Retrieve and record information from non-fiction | Retrieve and record information from non-fiction | Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader | Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader |
|  |  |  | 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 | 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 | Distinguish between statements of fact and opinion | Distinguish between statements of fact and opinion |
|  |  |  |  |  | Retrieve, record and present information from non-fiction | 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 | 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 | 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 |
|  | Understand both the books they can already read accurately and fluently and those they listen to by: predicting what might happen on the basis of what has been read so far |  |  |  | Provide reasoned justifications for their views | Provide reasoned justifications for their views |