

Comprehension

Recall a few basic features of age-appropriate key stories, fairy stories and traditional tales, retelling them in order and identifying some characteristics: e.g. *what typically happens to good and bad characters, differences between story settings.*

Check that the text makes sense to them as they read and goes back to self-correct inaccurate reading: e.g. *Pupil reads 'The Fairy Godmother wanted her magic wand self-corrects 'wanted' to 'waved'.*

Discuss the link between events and the text title: e.g. *when discussing 'We are Going on a Bear Hunt', pupil comment: 'It is a good title because the children looked and looked everywhere for bears. When you hunt you look everywhere.'*

Predict what might happen with responses linked closely to the story characters, plot and language read so far: e.g. *Mr Gumpy is saying yes to everyone and telling them all to behave themselves but I think some of them won't be able to be good all the time.*

Word Reading

Speedily respond with the correct sound to graphemes at Phase 5 L&S or equivalent: e.g. / ee/, /or/, /ar/

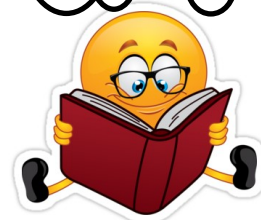
Read accurately by blending taught GPCs at Phase 5 L&S or equivalent:

e.g. *coach, morning, cried.*

Read most common exception words at Phase 5 L&S or equivalent: e.g. *their, people, asked.*

Read most multi-syllable words containing taught GPCs at Phase 5 L&S or equivalent: e.g. *December, measurement.*

Read aloud phonically decodable texts at age appropriate level (Phase 5 L&S level or equivalent): e.g. *Book band level Orange/turquoise.*



Comprehension

Listen to, discuss and express views about a wider range of contemporary and classic poetry, stories and nonfiction at a level beyond that at which they can read independently.

Independently and accurately recount the main events in a wide range of age appropriate stories, fairy stories and traditional tales.

Monitor their reading, checking that words they have decoded make sense and fit in with what they have already read and self-correct: e.g. *child reads 'Hansel let the crumbs drop from his hands to make a tail ...' self-corrects 'tail' to 'trail'.*

Draw inferences based on what is being said and done: e.g. *Great Aunt Al offers to pay for Maria to have riding lessons so she must be a generous person. She might even pay for a pony!*

Predict what might happen with responses linked closely to the story characters, plot and language read so far: e.g. *I think Saiya is going to get all mucky because she gets too close to the animals and nobody will want to sit next to her on the bus going back to school.*

Word Reading

Read fluently, decoding is secure: e.g. *Pupil can, without undue hesitation, read text at Phase 6 L&S or bookband level white or equivalent.*

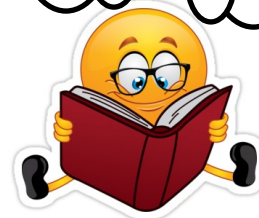
Automatically and accurately blend alternative sounds for graphemes: e.g. *know alternative phonemes for /er/: ir as in girl, ur as in turn*

Accurately identify syllables within a word containing alternative sounds for graphemes. They can usually combine them to read a word: e.g. *unicorn, gingerbread, handkerchief.*

Read almost all common exception words noting unusual correspondences: e.g. *mind, pretty, prove, would, whole*

Read most familiar words without undue hesitation and 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



Familiarity

Identify and discuss themes and conventions in a wide range of age-appropriate books e.g. *triumph of good over evil* or *the use of magical devices in fairy stories and folk tales*. In non-fiction, pupil can identify presentational devices e.g. *numbering and headings*.

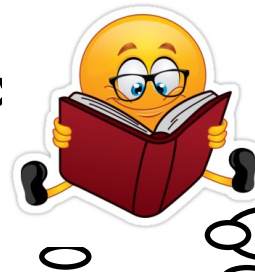
Word Reading

Read applying their knowledge of root words, prefixes and suffixes as listed in English Appendix 1, both to read aloud and to understand the meaning of new words.

read further exception words with unusual correspondences between spelling and sound .

Understanding and Inference

Draw inferences from their independent reading of age-appropriate texts, often correct but not always fully supported by reference to the text.



Non-Fiction

Identify questions to be answered beforehand and use the specific features of age appropriate non-fiction texts on paper and on screen to answer them. Usually records information in a form that can be easily retrieved

Prediction

Read 'between the lines' when independently reading an age appropriate text and draw on their experience of similar texts to predict what might happen next, usually identifying clues the writer has planted for the reader.

Range

Listen attentively and participate in discussion about a wider range of longer and more challenging fiction, poetry, plays, non-fiction and reference books expressing views and preferences.

Familiarity

Independently identify and discuss some themes and conventions in age-appropriate text: e.g. *bullying, use of headings and sub-headings in non-fiction*.

Word Reading

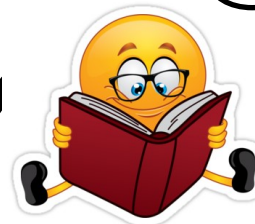
Use knowledge of a range of root words, prefixes and suffixes to identify the meaning of unfamiliar words and read them aloud.

Understanding

When reading an age-appropriate book independently, identify the main ideas in paragraphs and can usually summarise, including most of the main ideas in one or two sentences using key vocabulary from the text.

Non-Fiction

Identify questions to be answered beforehand and use the specific features of age-appropriate nonfiction texts on paper and on screen to answer them. Usually records information in a form that can be easily retrieved.



Prediction

Read 'between the lines' when independently reading an age-appropriate text and draw on their experience of similar texts to predict what might happen next, usually identifying clues the writer has planted for the reader

Range

Listen attentively and participate in discussion about a wider range of longer and more challenging fiction, poetry, plays, non-fiction and reference books expressing views and preferences, justifying them by reference to the text.

Familiarity

Recognise and discuss themes and conventions in age-appropriate texts.

Word Reading

Read aloud and understand the meaning of new words met, applying growing knowledge of morphology and etymology as listed in English Appendix 1 across a wide range of texts. Pupil can decode most new words outside spoken vocabulary, making a good approximation of the word's pronunciation.

Understanding and Inference

When reading an age-appropriate book independently, identify the main ideas in paragraphs and can usually summarise, including most of the main ideas in a series of sentences using their own words and key vocabulary from the text.

draw inferences from their independent reading of age-appropriate texts and explain thinking, returning to text to support opinions.

Non-Fiction

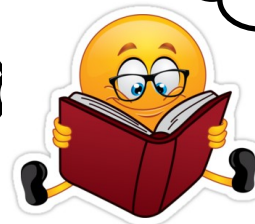
Identify questions to be answered beforehand and use the specific features of age appropriate non-fiction texts on paper and on screen to answer them. Usually records information in a form that can be easily retrieved. Usually presents information in ways that are coherent and useful to themselves and others.

Prediction

Read 'between the lines' when independently reading an age-appropriate text and draw on their experience of similar texts to predict what might happen next, usually identifying clues the writer has planted for the reader.

Range

Participate in discussion about a widening range of longer and more challenging fiction, poetry, plays, non-fiction and reference books that they have read for themselves, expressing views and preferences, justifying them by reference to the text, drawing on, comparing and contrasting examples.



Familiarity

Independently recognise and discuss the themes and conventions used in a wide range of age-appropriate texts: e.g. *isolation*, *flashback in narrative*.

Word Reading

Use their knowledge of a wider range of root words, prefixes and suffixes to understand and pronounce new words with minimal impact.

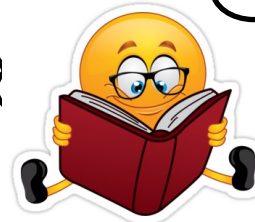
Understanding and Inference

When reading an age-appropriate book independently, identify the main ideas in paragraphs and can usually produce a succinct summary, paraphrasing the main ideas.

Draw inferences from their independent reading of age-appropriate texts and explains thinking, routinely returning to text to support opinions.

Non-Fiction

Identify questions to be answered beforehand and use the specific features of age appropriate non-fiction texts on paper and on screen to answer them. Usually records information in a form that can be easily retrieved. Usually presents information in ways that are coherent and useful to themselves and others.



Prediction

Read 'between the lines' when independently reading an ageappropriate text and draw on their experience of similar texts to predict what might happen next, usually identifying clues the writer has planted for the reader

Range

Participate in discussion about a widening range of longer and more challenging fiction, poetry, plays non-fiction and reference books, including some whole books, that they have read for themselves, expressing views and preferences about authors, poets and genres, justifying them by reference to the text, drawing on, comparing and contrasting examples.