



# Reading Overview

## Year 1-6

## DECODING &amp; WORD RECOGNITION

Children should be taught to:

- respond speedily with the correct sound to grapheme for all 40+ phonemes, including alternative sounds.
- recognise and blend taught graphemes more quickly through practice, in order to read unfamiliar words.
- read common exception words noting unusual correspondences between spelling and sound e.g. eyes, again, looked etc. (See Know it.)
- read words with taught endings s, es, ing, ed, er and est.
- read more polysyllabic words e.g. people, because, thirteen.
- read words with contractions e.g. I'm, I'll, we'll etc.
- use their knowledge of root words to read other words containing suffixes e.g. looking, called etc.

- read some polysyllabic words, including compound words.
- bend and segment longer words with adjacent consonants e.g. swim, clap, jump.
- read simple captions, sentences and questions.
- blend taught sounds to make words.

## GRAMMAR, STRUCTURE &amp; LAYOUT

## GRAMMATICAL FEATURES

- Listen frequently to stories, poems and non-fiction to understand how written language can be structured, and to increase their awareness of grammatical structures.

## COMPREHENSION

Children should have opportunities to become fluent at word reading, in order to greatly assist comprehension.

They should also have opportunities to:

- become familiar with key stories, fairy stories and traditional tales.
- retell familiar stories and consider particular characteristics.
- check the text makes sense as they read and correct inaccurate reading.
- draw upon what they already know, background information and new vocabulary provided by the teacher, to develop understanding.

*Please refer to 'Reading Progression' document for sample questions for each year group.*

## RETRIEVAL

- Find simple information from a basic text or image to answer questions such as, Where? When? Who?
- Sequence parts of a story in the correct order.
- Match events with times to show order of events.
- Use numbers to order and sequence simple events.
- Find and copy a word from the text to explain or describe something.

## SUMMARISING

- Explain clearly their understanding of what is read to them e.g. the main things that have happened so far in a story.
- Discuss the significance of the title or events.

## INFERENCE

- Make inferences on the basis of what is said and done e.g. explaining the possible thoughts, feelings or actions of characters.
- Predict what might happen on the basis of what has been read so far.

## VOCABULARY

Children should be given opportunities to broaden their vocabulary through:

- hearing, sharing and discussing a range of high quality texts, at a level beyond that at which they can read independently.
- having the meaning of unfamiliar words they come across through reading, explained to them.
- discussing word meanings, linking new meanings to those already known.
- learning how language sounds in order to increase their vocabulary.
- discussing the effects of different words on the reader.

## EXPLORE, TEACH, PRACTISE

Children should be taught to expand their knowledge of words through:

- suggesting the meaning of unknown words using picture/context clues.
- exploring links with known words and words with similar meanings.
- seeing new words in isolation and then in context to cement understanding.
- physicalising new words by showing it, being it or doing it, in order to develop understanding.
- generating word lists linked to stories, topics, synonyms etc
- exploring ways to remember new word meanings.
- learning the meaning of simple root words in order to derive new words. e.g. happy - unhappy.

## DECODING &amp; WORD RECOGNITION

Children should be taught to read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation through:

- Continuing to apply phonic knowledge and skills as the root to decoding words until automatic decoding of words is embedded and reading is fluent.
- Reading accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.
- Reading accurately words of two or more syllables that contain taught graphemes.
- Reading words containing common suffixes.
- Reading further common exception words noting unusual correspondences between spelling and sound e.g. should, people, busy (see Know It).
- Reading known words quickly and accurately.
- Re-reading books to build up their fluency and confidence in word reading.

- Read words with taught endings 's', 'es', 'ing', 'ed', 'er' and 'est'.
- Read more polysyllabic words e.g. people, because.
- Use their knowledge of root words to read other words containing suffixes.

## GRAMMAR, STRUCTURE &amp; LAYOUT

## GRAMMATICAL FEATURES

- Increase vocabulary and grammatical awareness to identify the differences between spoken and written language.
- Listen frequently to stories, poems and non-fiction to understand how written language can be structured.

## COMPREHENSION

Children should have opportunities to become fluent at word reading, in order to greatly assist comprehension.

They should also have opportunities to:

- Discuss the sequence of events in books and how items of information are related.
- Draw upon what they already know or on background information or vocabulary provided by the teacher.
- Check that the text makes sense to them as they read and correct inaccurate reading. Re-word to match.
- Engage with drama or role-play activities in order to deepen understanding.
- Answer and ask questions.
- Draw upon what they already know, background information and new vocabulary provided by the teacher, to develop understanding.

Please refer to 'Reading Progression' document for sample questions for each year group.

## RETRIEVAL

- Develop skimming skills to find important information quickly to answer questions such as, Where? When? Who? What?
- Sequence parts of a story or order of events in information texts using numbers, lines etc.
- Retrieve information presented in a range of different ways e.g. longer sections of text, bulleted list, captions, diagrams and cycles.
- Find and copy a word from the text to explain or describe something.

## SUMMARISING

- Discuss main events across a whole story or part of it.
- Discuss key parts of factual processes linked to learning in other subjects.

## INFERENCE

- Make inferences on the basis of what is being said and done.
- Predict what might happen on the basis of what has been read so far.
- Learn about cause and effect e.g. what has prompted a character to behave in a certain way.

## VOCABULARY

Children should be given opportunities to broaden their vocabulary through:

- Recognising simple recurring literary language in stories and poetry.
- Discussing and clarifying the meaning of words, linking new meanings to known vocabulary.
- Listening to explanations of new word meanings.
- Using morphology such as prefixes to work out unknown words.
- Discussing the effects of different words on the reader.

## EXPLORE, TEACH, PRACTISE

Children should be taught to expand their knowledge of words through:

- Beginning to use dictionaries and thesauruses to explore and compare definitions and identify synonyms.
- Suggesting the meaning of unknown words using picture/context clues.
- Exploring links with known words and words with similar meanings.
- Seeing new words in isolation and then in context to cement understanding.
- Physicalising new words by showing it, being it or doing it, in order to develop understanding.
- Generating word lists linked to stories, topics, synonyms etc.
- Learning the meaning of simple root words in order to derive new words, e.g. excite-ment.
- Exploring ways to remember new word meanings.

## DECODING & WORD RECOGNITION

Children should be taught to:

- 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 to read aloud;
- apply phonic knowledge and skills as the route to decode words;
- Respond with the correct sound to graphemes for all 40+ phonemes, including, alternative sounds for graphemes;
- Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.

## GRAMMAR, STRUCTURE & LAYOUT

Children should be taught to deepen their understanding of texts they read independently through:

- identifying how language, structure and presentation contribute to meaning;
- reading books that are structured in different ways;
- increase vocabulary and grammatical awareness to identify the differences between spoken and written language.

## GRAMMATICAL FEATURES

- recognise plurals and collective nouns;
- recognise pronouns and how they are used;
- identify and discuss how adjectives and verbs bring reading to life;
- recognise adverbs and how they are used in their reading;
- identify powerful verbs within reading.

## COMPREHENSION

Children should be taught to deepen their understanding of texts they read independently through:

- checking that the text makes sense to them and discussing their understanding;
  - asking questions to improve their understanding of the text;
  - identifying themes and conventions in a wide range of books.
- Please refer to 'Reading Progression' document for sample questions for each year group.*

## RETRIEVAL

- Use skimming and scanning skills to look through the text and locate key words/dates/facts/information/sections.
- Order events across longer texts within both narrative and non-narrative.
- Match statements from reading to true or false answers.

## SUMMARISING

- Summarising the main events or significant ideas from individual paragraphs both orally and in note-form.
- Discuss key parts of factual processes linked to learning in other subjects.

## INFERENCE

- Make more detailed predictions about what might happen from details stated and implied.
- Explain characters' possible feelings, thoughts and motives from their actions.
- Use evidence from the text to prove or explain their answers.
- Answer simple questions about what has happened (cause) and why it has happened (effect).

Children should be given opportunity to apply inference skills through:

- Giving reasons, explaining how they know, why they think, or what it shows and predicting future events.

## VOCABULARY

Children should be taught to deepen their understanding of texts they read independently through:

- explaining the meaning of words in context;
- expanding their vocabulary through applying growing knowledge of root words, prefixes and suffixes to understand the meaning of new words that they meet;
- discussing words and phrases that capture the reader's interest and imagination.

## EXPLORE, TEACH, PRACTISE

Children should be taught to expand their knowledge of words through:

- exploring links with known words through identifying prefixes, suffixes, synonyms, antonyms and root word meanings;
- looking at words associated with others;
- generating word lists linked to stories, topics, synonyms etc.;
- being explicitly taught the meaning and correct pronunciation of new words.

For example,

- \* seeing how it is used in context
- \* finding clues within the word to define word meaning.
- \* finding clues within the context to infer the word meaning
- \* making connections with word class
- \* discussing examples seen or heard before
- \* using dictionary skills in order to check the meaning.

## DECODING &amp; WORD RECOGNITION

Children should be taught to:

- be fluent at word reading, in order to further develop their comprehension skills and knowledge of vocabulary;
- 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 to read aloud.

## GRAMMAR, STRUCTURE &amp; LAYOUT

Children should be taught to deepen their understanding of texts they read independently through:

- identifying how language, structure and presentation contribute to meaning;
- reading books that are structured in different ways.

## GRAMMATICAL FEATURES

- Explain how tense relates to text and structure.
- Identify, through reading, how grammar can be adapted to match context, audience and purpose and begin to discuss the effect this has on the text as a whole and on the reader.

For example, varying verb tense:

- \* use of progressive tense to build tension in a suspense story
- \* use of perfect tense to achieve a more formal tone
- \* use of present tense in non-narrative to ensure the text remains relevant.
- Recognise plurals and collective nouns, as well as pronouns and their purpose.

## COMPREHENSION

Children should be taught to deepen their understanding of texts they read independently through:

- checking that the text makes sense to them and discussing their understanding;
- asking questions to improve their understanding of the text;
- identifying themes and conventions in a wide range of books.

Please refer to 'Reading Progression' document for sample questions for each year group.

## RETRIEVAL

- Consolidate and secure skimming and scanning skills to look through the text and locate key words/dates/facts/information/sections.
- Sequence increasing amount of text e.g. across several pages or a chapter.
- Recognise fact from opinion.

## SUMMARISING

- Summarising the main events or significant ideas from individual paragraphs both orally and in note-form.
- Discuss key parts of factual processes linked to learning in other subjects.

## INFERENCE

- Answer questions related to cause and effect.
- Make increasing use of evidence in the text
- Make more detailed prediction about what might happen from details stated and implied.
- Explain characters possible feelings, thoughts and motives from their actions.

Children should be given opportunity to apply inference skills through:

- giving reasons, explaining how they know, why they think, or what it shows and predicting future events.

## VOCABULARY

Children should be taught to deepen their understanding of texts they read independently through:

- identify and discuss how an author's use of language affects a reader;
- identifying different types of language within a text e.g. subject-specific vocabulary, archaic language, vernacular language etc.;
- explaining the meaning of words in context;
- expanding their vocabulary through applying growing knowledge of root words, prefixes and suffixes to understand the meaning of new words that they meet;
- discussing words and phrases that capture the reader's interest and imagination.

## EXPLORE, TEACH, PRACTISE

Children should be taught to expand their knowledge of words through:

- exploring links with known words through identifying prefixes, suffixes, synonyms, antonyms and root word meanings;
- looking at words associated with others;
- generating word lists linked to stories, topics, synonyms, etc.;
- being explicitly taught the meaning and correct pronunciation of new words.

For example,

- \* seeing how it is used in context
- \* finding clues within the word to define word meaning.
- \* finding clues within the context to infer the word meaning
- \* making connections with word class
- \* discussing examples seen or heard before
- \* using dictionary skills in order to check the meaning.

## DECODING &amp; WORD RECOGNITION

Children should be taught to:

- apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and understand the meaning of new words that they meet;
- be fluent at word reading, in order to further develop their comprehension skills and knowledge of vocabulary.

## GRAMMAR, STRUCTURE &amp; LAYOUT

Children should be taught to deepen their understanding of texts they read independently through:

- identifying how language, structure and presentation contribute to meaning;
- reading books that are structured in different ways.

## GRAMMATICAL FEATURES

- Identify, through reading, how grammar can be adapted to match context, audience and purpose and begin to discuss the effect this has on the text as a whole and on the reader.

For example, varying verb tense:

- \* use of progressive tense to build tension in a suspense story;
- \* use of perfect tense to achieve a more formal tone;
- \* use of present tense in non-narrative to ensure the text remains relevant.

or verb choices:

- \* use of modals to suggest possibility or probability;
- \* use of imperatives for emphasis.

- Explain how tense relates to text and structure.

## COMPREHENSION

Children should be taught to deepen their understanding of texts they read independently through:

- making comparisons within and across books for example, being shown how to compare characters, settings, themes and other aspects of what they have read;
  - checking that the text makes sense to them and discussing their understanding;
  - asking questions to improve their understanding of the text;
  - identifying themes and conventions in a wide range of writing.
- Please refer to 'Reading Progression' document for sample questions for each year group.

Children should be taught how to frame their written responses to a range of comprehension question including finding evidence from different points in the text to include in their answer. The use of PEE (Point; Explain; Evidence) is one example of this.

## RETRIEVAL

- Distinguish between statements of fact and opinion.
- Consolidate and secure skimming and scanning skills to look through longer pieces of text and locate key words/dates/facts/information/sections.
- Sequence increasing amounts of text e.g. across several pages or a chapter.

## SUMMARISING

- Summarising the main events or significant ideas from more than one paragraph both orally and in note-form.

## INFERENCE

- Justify inferences with evidence including their own views.
- Answer questions related to cause and effect.
- Make more detailed prediction about what might happen from details stated and implied.
- Explain characters possible feelings, thoughts and motives from their actions.

## VOCABULARY

Children should be taught to deepen their understanding of texts they read independently through:

- discussing and evaluating how authors use language, including figurative language, considering the impact on the reader;
- identifying different types of language within a text e.g. subject-specific, archaic, vernacular, emotive, persuasive etc., discussing its use and impact on the text as a whole, as well as the reader;
- explaining the meaning of words in context;
- expanding their vocabulary through applying growing knowledge of root words, prefixes and suffixes to understand the meaning of new words that they meet.

## EXPLORE, TEACH, PRACTISE

Children should be taught to expand their vocabulary through:

- exploring the finer meanings of words through looking at words associated with others (not synonyms) to show different connotations depending on context;
- exploring links with known words through identifying prefixes, suffixes, synonyms, antonyms and root word meanings;
- generating word lists linked to stories, topics, synonyms etc.;
- being explicitly taught the meaning and correct pronunciation of new words.

For example,

- \* seeing how it is used in context
- \* finding clues within the word to define word meaning.
- \* finding clues within the context to infer the word meaning
- \* discussing examples seen or heard before
- \* making connections with word class.
- \* using dictionary skills in order to check the meaning.

## DECODING &amp; WORD RECOGNITION

Children should be taught to:

- apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and understand the meaning of new words that they meet;
- be fluent at word reading, in order to further develop their comprehension skills and knowledge of vocabulary.

## GRAMMAR, STRUCTURE &amp; LAYOUT

Children should be taught to deepen their understanding of texts they read independently through:

- identifying how language, structure and presentation contribute to meaning;
- reading books that are structured in different ways.

## GRAMMATICAL FEATURES

- Identify, through reading, how grammar can be adapted to match context, audience and purpose and begin to discuss the effect this has on the text as a whole and on the reader.

For example, varying verb tense:

- \* use of progressive tense to build tension in a suspense story;
- \* use of perfect tense to achieve a more formal tone;
- \* use of present tense in non-narrative to ensure the text remains relevant.

or verb choices:

- \* use of modals to suggest possibility or probability;
- \* use of imperatives for emphasis.

or sentence structures:

- \* Shorter fragments of sentences for emphasis;
- \* Use of rhetorical questions to engage reader;
- \* Repetitive use of same sentence structure for emphasis;
- \* use of passive voice to shift emphasis/achieve formality.

## COMPREHENSION

Children should be taught to deepen their understanding of texts they read independently through:

- making accurate and appropriate comparisons within and across books for example, being shown how to compare characters, settings, themes and other aspects of what they have read;
- checking that the text makes sense to them and discussing their understanding;
- asking questions to improve their understanding of the text;
- identifying themes and conventions in a wide range of writing.

*Please refer to 'Reading Progression' document for sample questions for each year group.*

Children should be taught how to frame their written responses to a range of comprehension question including finding evidence from different points in the text to include in their answer. The use of PEE (Point; Explain; Evidence) is one example of this.

## RETRIEVAL

- Secure skimming and scanning skills to look through longer pieces of text and locate key words/dates/facts/information/sections.
- Sequence increasing amounts of text e.g. across several pages or a chapter.
- Distinguish between statements of fact and opinion.
- Answer questions related to cause and effect.

## SUMMARISING

- Summarising the main events or significant ideas from more than one paragraph both orally and in note-form.

## INFERENCE

- Make developed inferences e.g. characters' thoughts and motives, or identify an inferred atmosphere; explain and justify with textual evidence to support reasoning; make predictions which are securely rooted in the text.
- Make more detailed prediction about what might happen from details stated and implied.

## VOCABULARY

Children should be taught to deepen their understanding of texts they read independently through:

- identifying, discussing and evaluating the effect of language, including figurative, e.g. impact of a word or phrase on the reader; the suitability of a chosen simile; use of personification;
- expanding their vocabulary through applying growing knowledge of root words, prefixes and suffixes to understand the meaning of new words that they meet;
- identifying different types of language within a text e.g. subject-specific, archaic, vernacular, emotive, persuasive etc. Discussing its use and impact on the text as a whole as well as the reader.

## EXPLORE, TEACH, PRACTISE

Children should be taught to expand their vocabulary through:

- exploring links with known words through identifying prefixes, suffixes, synonyms, antonyms and root word meanings;
- exploring the finer meanings of words through looking at words associated with others (not synonyms) to show different connotations depending on context;
- being explicitly taught the meaning and correct pronunciation of new words.

For example,

- \* seeing how it is used in context
- \* finding clues within the word to define word meaning.
- \* finding clues within the context to infer the word meaning
- \* discussing examples seen or heard before
- \* making connections with word class.
- \* using dictionary skills in order to check the meaning.