

Community

Respect

Perseverance



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C of E Primary School and Nursery
Let Your Light Shine!

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Word Reading	<p>Pupils can:</p> <ul style="list-style-type: none"> * Read phonically regular words of more than one syllable. * Read many irregular but high-frequency words. * Use phonic knowledge to understand unfamiliar vocabulary. 	<p>Pupils can:</p> <ul style="list-style-type: none"> * Apply phonic knowledge and skills to decode most words. * Read accurately by blending sounds in unfamiliar words. * Read common exception words. * Read words of more than one syllable containing GPCs. * Read word contractions (I'll, I'm we'll etc.) * Read books aloud that allow them to apply their developing phonic knowledge. * Re-read books in order to build fluency and confidence. * Read real and pseudo words. * Read words with the suffixes -y -ed, -er, -ing and understand how these affect meaning. 	<p>Pupils can:</p> <ul style="list-style-type: none"> * Continue to apply phonic knowledge and skills to decode unfamiliar words. * Read accurately, blending sounds that contain known graphemes. * Recognise alternative sounds for graphemes. * Read words containing common suffixes. * Read words with the suffixes – est, –er, -ness, -ful, -less and –ly, and understand how these affect meaning. * Read most words quickly and fluently with little sounding out or blending. (90 words per minute) * Read and reread books aloud that are matched to their current phonics knowledge. * Sound out unfamiliar words accurately and automatically with little hesitation. * Notice when a sentence doesn't make sense and then reread it. 	<p>Pupils can:</p> <ul style="list-style-type: none"> * Apply an increasing knowledge of root words, suffixes and prefixes. * Read further exception words. * Develop a wider range of vocabulary. * Use learnt strategies to work out unfamiliar words. 	<p>Pupils can:</p> <ul style="list-style-type: none"> * Use knowledge of root words, suffixes and prefixes to understand new words. (un-, dis-, mis-, in-, sub-, reim-) * Read further exception words, noticing unusual correspondences between spelling and sound. * Continue to use strategies to work out unfamiliar words. * Develop a wider range of vocabulary. 	<p>Pupils can:</p> <ul style="list-style-type: none"> * Apply an increasing knowledge of root words, suffixes and prefixes, using these to understand new words. (super-, anti-, auto -, inter-) * Continue to develop a wide bank of vocabulary. 	<p>Pupils can:</p> <ul style="list-style-type: none"> * Apply an increasing knowledge of root words, suffixes and prefixes, using these to understand new words. (-ation, -our, -ous) * Continue to develop a wide bank of vocabulary.
Comprehension	<p>Pupils can:</p> <ul style="list-style-type: none"> * Describe the main events in the simple stories they have read. 	<p>Pupils can:</p> <ul style="list-style-type: none"> * Link what they have read to their own experiences * Discuss word meanings and make links with familiar vocabulary. 	<p>Pupils can:</p> <ul style="list-style-type: none"> * Retrieve literal information from a text. * Discuss the sequence of events in stories and think about how information is related. 	<p>Pupils can:</p> <ul style="list-style-type: none"> * Read books that are structured in different ways and read for purpose. 	<p>Pupils can:</p> <ul style="list-style-type: none"> * Continue to read for purpose. * Make links within texts based on information that has been implied. 	<p>Pupils can:</p> <ul style="list-style-type: none"> * Increase their familiarity with a wide range of books, including: myths, legends and traditional stories, modern fiction, 	<p>Pupils can:</p> <ul style="list-style-type: none"> * Continue to Increase their familiarity with a wide range of books. * Make comparisons within and across different texts.

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		<ul style="list-style-type: none"> * Make predictions based on what has happened so far. * Clearly explain what has been read to them. * Participate in discussions about stories, taking turns and listening. * Explain the difference between fiction and nonfiction texts. 	<ul style="list-style-type: none"> * Become familiar with nonfiction books that are structured in different ways. * Discuss and clarify unfamiliar words and make links with known vocabulary. * Draw on experiences to make link between texts. * Check that a text makes sense as they are reading self-correcting when necessary. * Ask and answer questions about a text. * Make predictions based on what has been read so far. 	<ul style="list-style-type: none"> * Ask or use a dictionary to find the meaning of unfamiliar vocabulary. * When reading aloud show understanding through intonation, tone, volume and action. * Recognise some different types of poetry. * Identify and summarise the main ideas drawn from 1 or more paragraphs. * Predict what might happen from details that have been stated or implied. * Retrieve and record information from nonfiction texts. * Participate in discussion about texts, sharing and listening to others' ideas. 	<ul style="list-style-type: none"> * Justify decisions they make about a text by extracting evidence and discussing. * Explain the meaning of words in context. * Discuss how vocabulary choices impact the reader. * Make predictions about texts based on information that has been implied, as well as drawing from personal experiences and knowledge of traditional tales. * Retrieve, record and present information found in information texts. 	<ul style="list-style-type: none"> fiction from our literary heritage, and books from other cultures and traditions. * Make comparisons within a text. * Identify and summarise the main ideas drawn from 1 or more paragraphs, identifying key ideas to support the main ideas. * Distinguish between statements of fact and opinion * Provide reasoned justifications for their views. 	<ul style="list-style-type: none"> * Draw inferences such as: inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. * Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader * Explain and discuss their understanding of what they have read in ways such as formal presentation and debates. * Compare characters, settings and themes.
Reading for Pleasure	<p>Pupils should be given opportunities to:</p> <ul style="list-style-type: none"> * Recognise and join in with predictable phrase. * Become familiar with some key stories and traditional tales. * Appreciate rhymes and poems. 	<p>Pupils should be given opportunities to:</p> <ul style="list-style-type: none"> * Be familiar with key stories and traditional tales * Appreciate rhymes and poems and learn some by heart. * Listen to a variety of stories, poems and non-fiction at a level beyond which they are able to access independently. 	<p>Pupils should be given opportunities to:</p> <ul style="list-style-type: none"> * Retell a variety of traditional and fairy stories. * Build up a repertoire of poems learnt by heart. * Discuss their favourite words and phrases. * Listen to a variety of stories, classic and contemporary poems and non-fiction at a level beyond which they are able to access independently. * Share their favourite stories with others. 	<p>Pupils should be given opportunities to:</p> <ul style="list-style-type: none"> * Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. * Discuss words and phrases that capture the reader's imagination. * 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. * Decide when a text does not engage them and change it for something new. 	<p>Pupils should be given opportunities to:</p> <ul style="list-style-type: none"> * Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. * Discuss words and phrases that capture the reader's imagination. * 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. * Share and write reviews on books they have enjoyed. 	<p>Pupils should be given opportunities to:</p> <ul style="list-style-type: none"> * Recommend books they have enjoyed to their peers and younger children. 	<p>Pupils should be given opportunities to:</p> <ul style="list-style-type: none"> * Recommend books they have enjoyed to their peers and younger children.

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