

# Brimscombe C of E Primary School



## Reading Overview

	Text experience	Word recognition/Vocabulary	Comprehension	Speaking & Listening	Fluency
<b>Year Y5/6</b>	<p>Pupils read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>Pupils become familiar 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</p>	<p>Pupil learn to infer the meanings of unfamiliar words,</p> <p>Pupils understand nuances in vocabulary choice and age-appropriate, academic vocabulary</p> <p>Pupils evaluate how authors use language, including figurative language, considering the impact on the reader</p> <p>Pupils distinguish between statements of fact and opinion and give reasons</p>	<p>Pupils identify and discuss themes and conventions in and across a wide range of writing</p> <p>Pupils recommend books that they have read to their peers, giving reasons for their choices</p> <p>They make comparisons within and across books</p> <p>Pupils can check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</p> <p>Pupils ask questions to improve their understanding</p> <p>Pupils draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>Pupils learn to predict what might happen from details stated and implied</p> <p>Pupils can summarise the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas</p> <p>Pupils identify how language, structure and presentation contribute to meaning</p> <p>Pupils can distinguish between statements of fact and opinion</p>	<p>Pupils summarise and present a familiar story in their own words</p> <p>Pupils perform poems and plays that show an understanding through intonation, tone and volume so that the meaning is clear to an audience</p> <p>Pupils 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</p> <p>Pupils 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</p> <p>Pupils provide reasoned justifications for their views</p>	<p>Pupils read aloud a wider range of poetry and books written at an age-appropriate interest level with accuracy and at a reasonable speaking pace.</p> <p>Pupils read silently, with good understanding</p> <p>Pupils read most words effortlessly and to work out how to pronounce unfamiliar written words with increasing automaticity.</p>

<p><b>Year 3/4</b></p>	<p>Pupils read books that are structured in different ways and reading for a range of purposes</p> <p>Pupils read a wide range of fiction and non fiction</p> <p>Pupils read books that support foundation subjects</p>	<p>Pupils decode most new words outside their spoken vocabulary, making a good approximation to the word's pronunciation.</p> <p>Pupils demonstrate understanding of figurative language, distinguish shades of meaning among related words and</p> <p>Pupils read and use age-appropriate, academic vocabulary.</p>	<p>Pupils use dictionaries to check the meaning of words that they have read</p> <p>They identify themes and conventions in a wide range of books</p> <p>Pupils are encouraged to ask questions to improve their understanding of a text</p> <p>They draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>Pupils become more confident predicting what might happen from details stated and implied</p> <p>Pupils are taught to identify the main ideas drawn from more than 1 paragraph and summarising these</p> <p>Pupils identify how language, structure, and presentation contribute to meaning</p> <p>Pupils are taught to retrieve and record information from non-fiction</p>	<p>Pupils are taught to listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>Pupils prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p> <p>Pupils discuss words and phrases that capture the reader's interest and imagination</p> <p>Pupils learn how to confidently justify their views about what they have read:</p> <p>Pupils 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</p>	<p>Pupils read books accurately and at a speed that is sufficient for them to focus on understanding what they read rather than on decoding individual words</p> <p>Pupils learn to read silently</p>
<p><b>Year 1/2</b></p>	<p>Pupils listen to and discuss a wide range of stories, poems, plays and information books;</p> <p>Pupils are introduced to non-fiction books that are structured in different ways</p> <p>Pupils become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</p> <p>Pupils are read books that support the learning of foundation subjects</p>	<p>Pupils apply phonic knowledge and skills as the route to decode words</p> <p>Pupils respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</p> <p>They are taught to read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</p> <p>Pupils read common exception words, noting unusual</p>	<p>Pupils listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</p> <p>They learn to appreciate rhymes and poems, and to recite some by heart</p> <p>Pupils check that the text makes sense to them as they read, and correcting inaccurate reading</p>	<p>Pupils discuss the sequence of events in books and how items of information are related</p> <p>They can retell a range of stories, fairy stories and traditional tales and familiar stories that have been read to and discussed</p> <p>Pupils discuss links to what they read or hear to their own experiences</p>	<p>Pupils read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words</p> <p>Pupils will increase their fluency by being able to read these words easily and automatically.</p> <p>They are taught to read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words</p>

		<p>correspondences between spelling and sound.</p> <p>Pupils are taught to read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings</p> <p>Pupils increasingly read accurately words of two or more syllables that contain the same graphemes as above</p> <p>They read and understand words containing common suffixes</p>	<p>They discuss the significance of the title and events</p> <p>Pupils make inferences on the basis of what is being said and done</p> <p>They predict what might happen on the basis of what has been read so far</p> <p>Pupils read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</p> <p>Pupils learn to read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</p> <p>read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings</p>	<p>Pupils learn to appreciate rhymes and poems, and to recite some by heart</p> <p>Pupils discuss word meanings, linking new meanings to those already known</p> <p>Pupils participate in discussion about what is read to them, taking turns and listening to what others say</p> <p>They learn to explain clearly their understanding of what is read to them</p> <p>They can explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</p>	<p>accurately, automatically and without undue hesitation</p> <p>Pupils build up their fluency and confidence in word reading, recognising simple recurring literary language in stories and poetry</p> <p>Pupils check that the text makes sense to them as they read, and correct inaccurate reading</p>
<p><b>EYFS</b></p>	<p>Frequent reading engages pupils actively in stories, non-fiction, rhymes and poems</p> <p>Pupils have extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive.</p> <p>Pupils enjoy rhymes, poems and songs together</p>	<p>Pupils learn a sound for each letter in the alphabet and at least 10 digraphs</p> <p>Read words consistent with their phonic knowledge by sound-blending</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>	<p>Pupils anticipate – where appropriate – key events in stories;</p>	<p>Pupils participate in quality conversations with adults and peers throughout the day</p> <p>The environment is language rich</p> <p>Pupils comment on what children are interested in or doing, echoing back what they say with new vocabulary added</p> <p>Practitioners build children's spoken language effectively by retelling stories and narratives using their own words and recently introduced vocabulary;</p> <p>Pupils use and understand recently introduced vocabulary during discussions about stories,</p>	

				non-fiction, rhymes and poems and during role-play	
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