

Tedder School Reading Overview

		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Text (Poetry; Fiction; Non Fiction)		- Listen to and read traditional tales - Poems and nursery rhymes (recite by heart) - Stories – including those beyond level that can be read independently. - Non fiction	- Become increasingly familiar with traditional tales. - Build repertoire of poems by heart. - Wide range of stories, including those beyond level that can be read independently. - Non –fiction structured in different ways.	- Wide range of books, including fairy tales, myths and legends and retelling some aurally. - Different forms of poetry. - Non-fiction books and reference books/text books.		- Myths, legends, traditional stories, modern fiction, fiction from literary heritage and books from other cultures and traditions. - Plays - Different forms of poetry - Reference books - Non-fiction	
Word Reading	Phonics and Decoding; common exception words	- Apply phonics knowledge to decode words - Blend sounds for unfamiliar words - Respond to graphemes for all phonemes. - Read words using taught GPCs - Read words containing –s, -es, -ing, -ed, -est - Read word with contractions. - Read Y1 common exception words.	- Apply phonics knowledge to decode words until automatic decoding and reading is fluent. - Blend sounds in words containing graphemes taught so far, esp. alternative sounds for graphemes. - Reads words with 2+ syllables. - Read most words with common suffixes. - Read Y1 and Year 2 common exception words.	- Use phonics knowledge to decode quickly and accurately. - Apply knowledge of root words and prefixes and suffixes to read aloud. - Begin to read Y3/4 common exception words.	- Read most words fluently and attempt to decode unfamiliar words with increasing speed and skill. - Apply knowledge of root words, prefixes and suffixes/word endings to read aloud fluently. - Read all the Y3/4 common exception words.	- Read most words fluently and attempt to decode unfamiliar words with increasing speed and skill, recognising meaning through contextual clues. - Apply growing knowledge of root words, prefixes and suffixes/word endings to read fluently.	- Read fluently with full knowledge of all Y5/6 common exception words, root words, prefixes, suffice/ word endings. - Decode any unfamiliar words with increasing speed and skills, recognising meaning through contextual cues,
	Fluency	- Accurately read texts that are consistent with developing phonics knowledge. - Re-read texts to build fluency and confidence in word reading.	- Read aloud books, sounding out unfamiliar words accurately, automatically and without hesitation. - Re-read books to build fluency and confidence. - Read 90 words per minute in age-appropriate texts - Begin to take account of punctuation when reading.	- Begin to read aloud, showing understanding through intonation, tone and volume. - Take account of punctuation when reading aloud.	- Mostly, read aloud, showing understanding through intonation, tone and volume. - Take account of a variety punctuation when reading aloud.	- Mostly, read aloud, showing understanding through intonation, tone and volume so that meaning is clear to an audience. - Take account of a growing variety punctuation when reading aloud.	- Confidently, read aloud, showing understanding through intonation, tone and volume so that meaning is clear to an audience. - Confidently, take account of the full range of KS2 punctuation when reading aloud.
				Read aloud with growing pace and fluency			
Comprehension	Retrieve	Discuss and answer question about what has been read to them e.g. characters, events, information.	Ask and answer questions about what they have read e.g. characters, events, titles and information.	Begin to retrieve and record information from fiction and non-fiction	Confidently retrieve and record information from fiction and non-fiction	Confidently retrieve, record and information from fiction non-fiction and begin to present information	Confidently retrieve, record and present information from fiction non-fiction
	Words in Context Explain Authorial Choice and Effect on Reader	Discuss word meaning and link new meanings to those already known.	- Discuss and clarify meanings of words, linking new meanings to known vocabulary. - Discuss favourite words and phrases.	- Begin to use dictionaries to check the meaning of words they have read. - To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. - Discuss author’s choice of words and phrases for effect.	- Use dictionaries to check the meaning of words they have read. - To discuss vocabulary used to capture readers’ interest and imagination. - Confidently discuss author’s choice of words and phrases for effect.	- Discuss understanding and explain the meaning of words in context. - To discuss vocabulary used by the author to create effect including figurative language. - To evaluate the author’s language and explain how it has created an impact on the reader.	- Confidently, discuss understanding and explain the meaning of words in context. - To analyse and evaluate the use of language, including figurative language and how it is used for effect using terminology such as metaphor, simile, analogy, imagery, style and effect.

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							To evaluate in detail the author's language and explain how it has created an impact on the reader.
	Inference	Begin to make simple inferences	To make inferences based on what is said and done.	To ask and answer simple inference questions based on feelings, thoughts and motives.	- To draw inferences based on feelings, thoughts and motives that justify actions. - Begin to support views with evidence from the text.	- Draw detailed inferences based on feelings, thoughts and motives that justify actions. - Support views with evidence from the text.	- Discuss how characters change and develop through texts by drawing inferences based on indirect clues. - Make inferences based on points of view of author/character. - Support views with detailed evidence from the text.
	Prediction	Predict what might happen based on what has been read so far.	Predict what might happen based on what has been read so far in a text.	Justify predictions using evidence from the text.	Justify predictions from details stated and implied.	Make predictions based on details stated and implied, justifying them in detail with evidence from the text.	Confidently, make informed predictions based on details stated and implied, justifying them in detail with evidence from the text.
	Sequence/Summarise	Begin to discuss the sequence of familiar stories e.g. beginning, middle and end.	Discuss the sequence of events in books and how items of information are related.	Identify main ideas from one paragraph and summarise these.	Identify main ideas drawn from more than one paragraph and summarise these.	Identify main ideas from across a text and summarise these.	Draw out key information and summarise main ideas in a text.
	Commenting on Reading and Comparison	- Discuss what has been read and link to their own experiences. - Join in discussions about a text, taking turns and listening to others.	- Participate in discussion about their reading and texts read to them. - Explain understanding and express their views. - To make links between texts that they are reading and other texts they have read.	- To use appropriate terminology when discussing texts (e.g. plot, character and setting) - Begin to discuss and compare texts from a wide variety of genres.	- Discuss and compare texts from a wide variety of genres. - Identify themes and conventions in a wide range of books (e.g. theme of good over evil; conventions of layout and presentation) - Compare language structure and presentation in different texts.	- Participate in discussions about reading, building on own and other's ideas and challenging views courteously. - Recommend texts to peers based on personal choice. - Read wide range of texts and identify differences and similarities between text types e.g. first person in diaries and autobiographies. - Distinguish between facts and opinions.	- Read for pleasure and discuss, compare and evaluate in depth across a wide range of genres. - Recognise complex themes in what they have read e.g. loss, heroism. - Explain and discuss understanding of what they have read through formal presentations or debates. - Compare characters, settings and themes within a text and across more than one text. - Distinguish between facts and opinions.