



	Word Reading Applies phonic knowledge to decode word	Comprehension Reading age-appropriate texts
EYFS	The systematic teaching of phonics has a high priority throughout Foundation Stage and Key Stage 1. We use a synthetic phonics programme called 'Read Write Inc'. Children learn the relationship between sounds and the written spelling patterns, or graphemes, which represent them. Once children can blend sounds together to read words, they practise reading books that match the phonics and the 'tricky words' they know. Teachers regularly read to the children so the children get to know and love all sorts of stories, poetry and information books. This helps to extend children's vocabulary and comprehension, as well as supporting their writing.	
Year 1 Autumn	<ul style="list-style-type: none"> reads simple sentences responds with the correct sounds to known graphemes blends sounds aloud when attempting to read new words re-reads books to develop confidence uses picture clues to help when reading simple texts 	<ul style="list-style-type: none"> listens to poems, stories and non-fiction making links to own experiences demonstrates understanding when talking with others about what they have read retells key stories, fairy stories and traditional tales through role play answers questions about stories read identifies features of books, e.g. title etc. recognises predictable phrases <p>listens to simple rhymes and poems and joins in with others when reciting them</p>
Year 1 Spring	<ul style="list-style-type: none"> reads simple sentences with some fluency responds speedily with the correct sound to known graphemes applies phonic knowledge to decode words blends sounds in unfamiliar words containing known GPC, when reading reads known CEW begins to read words containing known GPS and <i>-s, -es, -ing, -ed, -er</i> and <i>-est</i> endings reads words of more than one syllable that contain known GPCs on occasions begins to read words with contractions re-reads books to develop confidence and fluency <p>uses pictures to read and understand the text</p>	<ul style="list-style-type: none"> listens to and discusses poems, stories and non-fiction, making links to own experiences and offering opinions about them talks about books, using own knowledge and information provided by the teacher retells key stories, fairy stories and traditional tales orally in simple sentences joins in with predictable phrases begins to make simple inferences (from pictures, objects, stories) talks about the meaning of unfamiliar words learns to appreciate simple rhymes and recites these by heart begins to distinguish between fact and fiction notices when reading does not make sense <p>shows an understanding of what has been read, drawing on own knowledge or information provided by the teacher</p>
Year 1 Summer	<ul style="list-style-type: none"> reads aloud books that are consistent with developing phonic knowledge responds speedily with the correct sound to graphemes for all 40+ phonemes including, where appropriate, alternative sounds for graphemes reads accurately by blending sounds in unfamiliar words containing GPCs that have been taught 	<ul style="list-style-type: none"> listens to and discusses a wide range of poems, stories and non-fiction at a level beyond which can be read independently links what they hear or read to their own experiences retells stories they have read, heard and discussed using appropriate vocabulary



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	<ul style="list-style-type: none"> • reads CEW with some fluency and begins to notice unusual correspondences between spelling and sound and where these occur in a word • reads words containing known GPS and –s,-es, -ing, -ed, -er and –est endings • reads words of more than one syllable that contain known GPCs • reads words with contractions • begins to take account of punctuation when reading • begins to use context clues to help reading for meaning <p>re-reads books to develop confidence, fluency and expression</p>	<ul style="list-style-type: none"> • talks about what is read to them, taking turns and listening to others. Expresses opinions based on these • explains understanding of what they have read • talks about particular characteristics of different types of stories • talks about the significance of the title and events • makes inferences on the basis of what is read • makes simple predictions • learns and appreciate rhymes and poems and can recite some by heart • discusses word meanings, making links to known words • retells, using significant events and main points in sequence <p>reads checking texts make sense and correcting inaccurate reading</p>
	<p>Word Reading Applies phonic knowledge to decode word</p>	<p>Comprehension Reading age-appropriate texts</p>
Year 2 Autumn	<ul style="list-style-type: none"> • reads aloud books closely matched to phonic knowledge, building unfamiliar words with increased accuracy and without undue hesitation • reads all known graphemes • reads unfamiliar words containing known GPCs accurately and without needing to sound out • reads accurately words that have been encountered frequently • reads known CEW fluently • segments words into syllables to aid decoding • uses punctuation to aid reading with expression <p>notices when reading does not make sense and attempts to self-correct</p>	<ul style="list-style-type: none"> • listens to and talks about a wide range of contemporary and classic poetry, stories and non-fiction • retells a range of story in sequence • answers questions about books read and shared • finds and retrieves literal information • begins to ask simple questions about books read and shared • recognises simple recurring language in poems and stories • makes plausible predictions • distinguishes between fact and fiction <p>shows some awareness of text features</p>
Year 2 Spring	<ul style="list-style-type: none"> • reads aloud books closely matched to phonic knowledge, accurately building unfamiliar words without prompting • reads familiar words without overt sounding and blending • reads words of 2 or more syllables • reads CEW fluently taking note of unusual correspondences between spelling and sounds and where these occur in words • uses punctuation to read with increased expression <p>notices when reading does not make sense and self-corrects</p>	<ul style="list-style-type: none"> • asks and answers questions about books read and shared • makes simple inferences using evidence from the text • talks about new vocabulary and offers suggestions about the meaning based on the context • discusses favourite words and phrases • explains how items of information are related and discusses sequence of events • makes plausible predictions, using evidence from the text • begins to skim and scan



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		talks about how to choose a book to read
Year 2 Summer	<ul style="list-style-type: none"> • applies phonic knowledge and skills consistently to decode age-appropriate texts accurately and without undue hesitation • sounds out unfamiliar words accurately, without undue hesitation • automatic decoding, using phonics, is embedded and reading is fluent • recognises and effortlessly decodes alternative sounds for graphemes • reads accurately words of two or more syllables, containing known graphemes • recognises and effortlessly decodes most CEW • reads most words quickly and accurately, without overt sounding and blending, when they have been encountered frequently • reads words containing common suffixes • reads age-appropriate texts with fluency and confidence • notices when reading does not make sense and takes appropriate action • begins to use expression and intonation to engage a listener, when reading aloud <p>self-corrects and re-reads to make ensure fluency and meaning</p>	<ul style="list-style-type: none"> • regards reading as a pleasurable activity • identifies sequences of events in texts and offers simple explanations of how items of information relate to one another • demonstrates familiarity with, and can retell, a wide range of stories, fairy stories and traditional tales • recognises and understands the different structures of non-fiction books that have been introduced • shares favourite words and phrases, and clarifies the meaning of new words through discussion, and by making links to known vocabulary • learns and recites a repertoire of poems by heart, using appropriate intonation to help make the meaning clear • demonstrates understanding of what is read independently, or listened to, by drawing on own knowledge, and information and vocabulary provided • constructs meaning whilst reading independently, self-correcting where the sense of the text is lost • makes inferences on what has been read • asks and answers questions appropriately, including those based on inference of what is said and done • makes predictions on the basis of what has been read so far • participates in discussions, offering opinions and explanations for these about books, poems and other materials <p>exercises choice in selecting books</p>
	<p style="text-align: center;">Word Reading Applies phonic knowledge to decode words.</p>	<p style="text-align: center;">Comprehension Reading age-appropriate texts Participates in discussions about books</p>
Year 3 Autumn	<ul style="list-style-type: none"> • uses a range of strategies when reading aloud when prompted • reads age-appropriate texts at a speed which allows focus on understanding as opposed to decoding individual words • experiments with different pronunciations when reading unfamiliar, longer words • makes good approximations of a word's pronunciation 	<ul style="list-style-type: none"> • listens to, and discusses, a wide range of fiction poetry, plays, non-fiction, textbooks and reference books • reads independently and can talk about what has been read • makes inferences from texts and can explain these • identifies the main points of a text • makes predictions based on evidence from the text and can explain these



**St Joseph's Catholic Primary School
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		recognises that books are structured in different ways for different audiences and purposes
Year 3 Spring	<ul style="list-style-type: none"> • begins to use a range of strategies when reading independently • self-corrects using the appropriate strategies • discusses meaning of new words based on understanding of root words, prefixes and suffixes <p>begins to read ahead looking for clues to determine meaning</p>	<ul style="list-style-type: none"> • begins to read silently for short periods of time • reads books that are structured in different ways • begins to ask questions to improve understanding of the text • recognises the author makes choices regarding the vocabulary used • discusses words and phrases that capture the reader's interest and imagination • recognises that authors make choices regarding the layout of text / information • explains how the structure of a text has impact on the reader • begins to recognise different forms of poetry • selects books based on awareness of reading preferences
Year 3 Summer	<ul style="list-style-type: none"> • reads a range of texts with fluency, understanding and expression • talks about different strategies that can be used to help make sense of reading • begins to select the most effective strategy • self-corrects without prompting when necessary 	<ul style="list-style-type: none"> • reads silently for longer periods of time • reads for a range of purposes • checks reading makes sense • talks about their understanding and tries to explain the meaning of words in context • reads and discusses a variety of text types • talks about personal likes and dislikes of books read and, when prompted, can support these views and opinions with reasons • asks questions to improve understanding of the text • infers reasons for action and events • identifies words and phrases used to create mood and tension • offers reasons for authors' choice of vocabulary • begins to summarise what has been read • picks out key points when sequencing fiction • offers explanation for layout or organisational features used within a text • makes comparisons between stories and between non-fiction texts comparing like with like • identifies some different forms of poetry • prepares poetry to be read aloud
	Word Reading	Comprehension Reading age-appropriate texts Participates in discussions about books



St Joseph's Catholic Primary School Subject Yearly Overview – Reading

<p>Year 4 Autumn</p>	<ul style="list-style-type: none"> reads a range of texts with fluency, understanding and expression, independently selecting an appropriate strategy 	<ul style="list-style-type: none"> talks about books read, offering opinions and synopsis – at times with prompts retrieves and records information from non-fiction texts begins to draw inferences re. characters' thoughts, feelings and motives from their actions summarises main points of stories / information within a paragraph recognises the purpose, form and audience of a text identifies and comments on author viewpoints begins to read a range of different forms of poetry begins to prepare readings to be presented to audiences
<p>Year 4 Spring</p>	<ul style="list-style-type: none"> reads a range of texts with fluency, understanding and expression selecting the most effective strategy reads further CEW words 	<ul style="list-style-type: none"> talks about books read, offering opinions and synopsis begins to recognise occurring themes or conventions linked to text types expands and explains answers to questions based on texts read makes reference to texts when answering questions justifies inferences with evidence picks out vocabulary / phrases used for impact and effect identifies main ideas drawn from more than one paragraph and can summarise these predicts what might happen from details stated and implied names some key children's authors reads aloud with increasing confidence chooses books based on knowledge of author, text type and purpose of reading
<p>Year 4 Summer</p>	<ul style="list-style-type: none"> reads most words effortlessly at a speaking pace Uses knowledge of phonics, root words, suffixes and prefixes to determine pronunciation and meaning of unfamiliar words reads further CEW noting unusual correspondences between spelling and sound and where these occur in words reads aloud with appropriate volume 	<ul style="list-style-type: none"> reads a wide range of fiction and no-fiction, including poetry. talks confidently about a wide range of books read, retelling narratives, summarising information and offering opinions talks about themes and conventions when discussing books understands the different reasons for reading – for pleasure / to find information, for example uses the structure of books to navigate around texts selects books based on own reading experiences and preferences talks about known authors reads independently with sustained concentration offers inferences and predictions and explains rationale behind these, making reference to the text as appropriate identifies how language, structure and presentation contributes to meaning recognises different forms of poetry



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		<ul style="list-style-type: none"> prepares poems and play-scripts to be read aloud and performed showing understanding of intonation, tone and volume <p>talks about their own reading and reading choices</p>
	<p>Word Reading Applies phonic knowledge to decodes words</p>	<p>Comprehension Reading wide range of age-appropriate texts</p>
Year 5 Autumn	<ul style="list-style-type: none"> reads at a reasonable speaking pace reads most words effortlessly <p>pronounces unfamiliar words with automaticity</p>	<ul style="list-style-type: none"> reads longer books with sustained interest groups books according to theme or convention recognises when unsure of word meaning / pronunciation and requests help begins to show empathy/understanding with characters' motives and behaviours infers meaning of unfamiliar words from context infers characters' thoughts feelings and motives <p>summarises and presents stories in own words</p>
Year 5 Spring	<p>develops confidence when reading aloud</p>	<ul style="list-style-type: none"> recognises an increasingly wide range of books including myths, legends, modern fiction, fiction from our literary heritage and stories from other cultures talks about favourite authors and types of books, giving reasons for preferences asks questions to enhance understanding of the text retrieves information from a text, using efficient and effective methods recognises author's viewpoint uses inference and predictions to support reading begins to identify descriptive and figurative language that has been used for effect <p>summarises main idea from more than one paragraph</p>
Year 5 Summer	<p>reads aloud with appropriate volume and expression to make meaning clear to the audience</p>	<ul style="list-style-type: none"> reads an increasingly wide range of books selects books based on reading experiences and knowledge of books distinguishes between fact and opinion in non-fiction reading explains the effect and impact of author viewpoint discusses author's use of language for impact and effect using technical terms (figurative language, similes, imagery, analogy, metaphor etc.) begins to make comparisons across and between books begins to show the influence of reading in writing builds up a repertoire of poems that are known by heart <p>prepares poems and plays to read aloud</p>



St Joseph's Catholic Primary School Subject Yearly Overview – Reading

	Word Reading Applies phonic knowledge to decodes words	Comprehension Reading wide range of age-appropriate texts
Year 6 Autumn		<ul style="list-style-type: none">• recognises reoccurring themes and conventions across a range of texts• participates actively in discussion about books• discusses how authors use language, including figurative language and how this impacts on the reader• summarises main idea from more than one paragraph uses elements taken from reading in own writing
Year 6 Spring		<ul style="list-style-type: none">• retrieves information effectively using organisational features• records and presents information from non-fiction texts• identifies how punctuation is used for impact and effect• recognises authorial techniques and styles and can explain how authors use these to create particular moods and effects• distinguishes between statements of fact and opinion; and in non-fiction.• discusses and evaluates author's use of language and its impact on the reader• explains author's organisation of a text• asks questions to enhance understanding of the text.
Year 6 Summer	<ul style="list-style-type: none">• reads confidently, fluently and effortlessly a range of age-appropriate texts including novels, plays, poetry, non-fiction, reference and text books• determines meaning of new words by applying knowledge of root words, suffixes and prefixes <p>demonstrates appropriate intonation, tone and volume when reading aloud text, plays and poetry to make meaning clear to the audience</p>	<ul style="list-style-type: none">• demonstrates a positive attitude to reading by frequently reading for pleasure, both fiction and non-fiction.• reads and demonstrates familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction and fiction from literary heritage, and books from other cultures and traditions).• recommends books to others based on own reading preferences, giving reasons for choice.• knows a wide range of poetry by heart.• explains how language, structure, and presentation, can contribute to the meaning of a text.• identifies themes and conventions demonstrating, through discussion and comment, understanding of their use in and across a wide range of writing.• draws on contextual evidence to make sense of what is read, and participates in discussion to explore words with different meanings.



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Work hard, love tenderly, walk humbly: trusting in God.

St Joseph's Catholic Primary School Subject Yearly Overview – Reading

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| | | <ul style="list-style-type: none">• comments on how language, including figurative language, is used to contribute to meaning.• makes comparisons within and across different texts.• draws inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.• makes predictions based on details stated and implied.• identifies key details that support main ideas, and uses them to summarise content drawn from more than one paragraph.• expresses views formed through independent reading and books that are read to them, explaining and justifying personal opinions, and courteously challenging those of others.• explains and discusses understanding of what has been read, including through formal presentations and debates, |
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