

# SITHNEY CP SCHOOL – Reading Overview 0 to 3 year olds



Playing & Exploring - Engagement				Active Learning - Motivation			Creating & Thinking Critically - Thinking		
<ul style="list-style-type: none"> <li>Finding out &amp; exploring</li> <li>Playing with what they know</li> <li>Being willing to 'have a go'</li> </ul>				<ul style="list-style-type: none"> <li>Being involved &amp; concentrating</li> <li>Keep on trying</li> <li>Enjoying achieving what they set out to do</li> </ul>			<ul style="list-style-type: none"> <li>Having their own ideas (creative thinking)</li> <li>Making links (building theories)</li> <li>Working with ideas (critical thinking)</li> </ul>		
Focus	Decoding	Range of reading	Familiarity with texts	Poetry & performance	Word meaning	Understanding & Inference	Prediction	Discussing reading	
Birth-3 years	Notices some print such as the first letter of their name, a bus or door number or a familiar logo. Listens to and responds to simple instructions. Use speech sounds 'p,b,m,w'	Listens to simple stories and understands what is happening with the help of pictures.	Enjoys sharing books with an adult. Have favourite books and seeks them out to share.	Enjoys songs and rhymes tuning in and paying attention. Joins in with songs and rhymes, copying sounds in tunes and tempos. Say some of the words in songs and rhymes. Sings songs and says rhymes independently (in play)	Understand simple words in context like 'cup, milk, daddy' Understand frequently used words such as 'all gone, no'. Understand simple instructions.	Repeats words and phrases from familiar stories. Ask questions about the book, makes comments and shares ideas. Listens to simple stories and understands what is happening with the help of pictures. Understand and act on longer sentences like 'make teddy jump' Understand simple questions about who, what and where (but generally not why.)		Enjoys sharing books with an adult. Pay attention and responds to the pictures or the words.	

# SITHNEY CP SCHOOL – Reading Overview 3 to 4 year olds



Playing & Exploring - Engagement				Active Learning - Motivation			Creating & Thinking Critically - Thinking		
<ul style="list-style-type: none"> <li>Finding out &amp; exploring</li> <li>Playing with what they know</li> <li>Being willing to 'have a go'</li> </ul>				<ul style="list-style-type: none"> <li>Being involved &amp; concentrating</li> <li>Keep on trying</li> <li>Enjoying achieving what they set out to do</li> </ul>			<ul style="list-style-type: none"> <li>Having their own ideas (creative thinking)</li> <li>Making links (building theories)</li> <li>Working with ideas (critical thinking)</li> </ul>		
Focus	Decoding	Range of reading	Familiarity with texts	Poetry & performance	Word meaning	Understanding & Inference	Prediction	Discussing reading	
3/4 Year Olds	<ul style="list-style-type: none"> <li>Understand print has meaning, can have different purposes, we read English text from left to right &amp; from top to bottom, the names of</li> </ul>	<ul style="list-style-type: none"> <li>Shows interest in illustrations and words in print and digital books and words in</li> </ul>	<ul style="list-style-type: none"> <li>Joins in with repeated refrains and anticipates key events and phrases in rhymes and</li> </ul>	<ul style="list-style-type: none"> <li>Spot &amp; suggest rhymes</li> <li>Sings to self and makes up simple songs</li> <li>Creates sounds, movements,</li> </ul>	<ul style="list-style-type: none"> <li>Engage in extended conversations about stories, learning new vocabulary</li> <li>Builds up vocabulary that</li> </ul>	<ul style="list-style-type: none"> <li>Beginning to understand why and how questions</li> <li>Uses talk to explain what is happening</li> </ul>	<ul style="list-style-type: none"> <li>Joins in with repeated refrains and anticipates key events and phrases in rhymes and</li> </ul>	<ul style="list-style-type: none"> <li>Listens to others in one-to-one or small groups, when conversation interests them</li> <li>Listens to familiar stories with increasing</li> </ul>	

the different parts of books & page sequencing	the environment	stories	drawings to accompany stories	reflects the breadth of their experiences		stories	attention and recall
<ul style="list-style-type: none"> <li>Count or clap syllables in a word</li> <li>Recognise words with the same initial sound</li> <li>Recognises familiar words and signs such as own name, advertising logos and screen icons</li> </ul>	<ul style="list-style-type: none"> <li>Looks at and enjoys print and digital books independently</li> </ul>	<ul style="list-style-type: none"> <li>Begins to be aware of the way stories are structured, and to tell own stories</li> <li>Be able to talk about familiar stories &amp; tell a long story</li> </ul>	<ul style="list-style-type: none"> <li>Sing a large repertoire of songs</li> </ul>			<ul style="list-style-type: none"> <li>Talks about events and principal characters in stories and suggests how the story might end</li> </ul>	<ul style="list-style-type: none"> <li>Be able to express a point of view &amp; to debate when they disagree</li> </ul>

## SITHNEY CP SCHOOL – Reading Overview Reception



Playing & Exploring - Engagement	Active Learning - Motivation	Creating & Thinking Critically - Thinking
<ul style="list-style-type: none"> <li>Finding out &amp; exploring</li> <li>Playing with what they know</li> <li>Being willing to 'have a go'</li> </ul>	<ul style="list-style-type: none"> <li>Being involved &amp; concentrating</li> <li>Keep on trying</li> <li>Enjoying achieving what they set out to do</li> </ul>	<ul style="list-style-type: none"> <li>Having their own ideas (creative thinking)</li> <li>Making links (building theories)</li> <li>Working with ideas (critical thinking)</li> </ul>

### ELG - Comprehension

**-Demonstrate understanding of what has been read to them by retelling stories & narratives using their own words & recently introduced vocabulary**

**-Anticipate, where appropriate, key events in stories**

**-Use & understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes & poems & during role-play**

### Word Reading

**-Say a sound of each letter in the alphabet & at least 10 digraphs**

**-Read words consistent with their phonic knowledge by sound-blending**

**-Read aloud simple sentences & books that are consistent with their phonic knowledge including some common exception words**

Focus	Decoding	Range of reading	Familiarity with texts	Poetry & performance	Word meaning	Understanding & Inference	Prediction	Discussing reading
Reception	<ul style="list-style-type: none"> <li>Read individual letters by saying the sounds for them</li> <li>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences</li> <li>Read some letter groups that each represent one sound &amp; say sounds for them</li> </ul>	<ul style="list-style-type: none"> <li>Enjoys an increasing range of print &amp; digital books, both fiction and non-fiction</li> <li>Knows that information can be retrieved from books,</li> </ul>	<ul style="list-style-type: none"> <li>Describes main story settings, events &amp; principal characters in increasing detail</li> </ul>	<ul style="list-style-type: none"> <li>Re-enacts and reinvents stories / poems they have heard in their play</li> <li>Beginning to understand humour, e.g. nonsense rhymes</li> <li>Uses combinations of art forms, e.g. moving and singing, making and dramatic play</li> </ul>	<ul style="list-style-type: none"> <li>Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words</li> </ul>	<ul style="list-style-type: none"> <li>Engages with books &amp; other reading materials at an increasingly deeper level, &amp; their knowledge of language structure, subject knowledge &amp; illustrations to interpret the text</li> <li>Uses talk to organise, sequence &amp; clarify thinking, ideas, feelings and events</li> <li>Give explanation of why</li> </ul>	<ul style="list-style-type: none"> <li>Understands a range of complex sentence structures including negatives, plurals and tense markers</li> </ul>	<ul style="list-style-type: none"> <li>Is able to recall &amp; discuss stories or information that has been read to them, or they have read themselves</li> <li>Listens &amp; responds to ideas expressed by others in conversation or discussion</li> <li>Understands</li> </ul>

	<ul style="list-style-type: none"> <li>• Read simple phrases &amp; sentences made up of words with known letter-sound correspondences &amp; a few exception words</li> </ul>	computers & mobile digital devices				events happened in a story		questions such as who; why; when; where and how <ul style="list-style-type: none"> <li>• Links statements &amp; sticks to a main theme or intention</li> </ul>
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# SITHNEY COMMUNITY PRIMARY SCHOOL

## Reading Overview Year 1



### Word Reading

**Pupils should be taught to:**

- Apply phonic knowledge and skills as the route to decode words;
- Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes;
- Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught;
- Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word;
- Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings;
- Read other words of more than one syllable that contain taught GPCs;
- Read words with contractions [for example, I’m, I’ll, we’ll], and understand that the apostrophe represents the omitted letter(s);
- Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words;
- Re-read these books to build up their fluency and confidence in word reading.

### Comprehension

**Develop pleasure in reading, motivation to read, vocabulary and understanding by:**

- Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently;
- Being encouraged to link what they read or hear read to their own experiences;
- Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics;
- Recognising and joining in with predictable phrases;

Learning to appreciate rhymes and poems, and to recite some by heart;  
Discussing word meanings, linking new meanings to those already known

**Understand both the books they can already read accurately and fluently and those they listen to by:**

Drawing on what they already know or on background information and vocabulary provided by the teacher;  
Checking that the text makes sense to them as they read and correcting inaccurate reading;  
Discussing the significance of the title and events;  
Making inferences on the basis of what is being said and done;  
Predicting what might happen on the basis of what has been read so far;  
Participate in discussion about what is read to them, taking turns and listening to what others say;  
Explain clearly their understanding of what is read to them.

**SITHNEY COMMUNITY PRIMARY SCHOOL**

**Reading Overview**

**Year 2**



**Word Reading**

**Pupils should be taught to:**

Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent;  
Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes;  
Read accurately words of two or more syllables that contain the same graphemes as above;  
Read words containing common suffixes;  
Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word;  
Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered;  
Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation;  
Re-read these books to build up their fluency and confidence in word reading.

**Comprehension**

**Develop pleasure in reading, motivation to read, vocabulary and understanding by:**

Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that

at which they can read independently;  
Discussing the sequence of events in books and how items of information are related;  
Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales;  
Being introduced to non-fiction books that are structured in different ways;  
Recognising simple recurring literary language in stories and poetry;  
Discussing and clarifying the meanings of words, linking new meanings to known vocabulary;  
Discussing their favourite words and phrases;  
Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.

**Understand both the books they can already read accurately and fluently and those they listen to by:**

Drawing on what they already know or on background information and vocabulary provided by the teacher;  
Checking that the text makes sense to them as they read and correcting inaccurate reading;  
Making inferences on the basis of what is being said and done;  
Answering and asking questions;  
Predicting what might happen on the basis of what has been read so far.

Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say;

Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves

**SITHNEY COMMUNITY PRIMARY SCHOOL**  
**Reading Overview**  
**Years 3 and 4**



**Word Reading**

**Pupils should be taught to:**

Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet;  
Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

## Comprehension

### **Develop positive attitudes to reading and understanding of what they read by:**

Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks;  
Reading books that are structured in different ways and reading for a range of purposes;  
Using dictionaries to check the meaning of words that they have read;  
Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally;  
Identifying themes and conventions in a wide range of books.  
Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action;  
Discussing words and phrases that capture the reader's interest and imagination;  
Recognising some different forms of poetry [for example, free verse, narrative poetry]

### **Understand what they read, in books they can read independently, by:**

Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context;  
Asking questions to improve their understanding of a text;  
Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence;  
Predicting what might happen from details stated and implied;  
Identifying main ideas drawn from more than one paragraph and summarising these;  
Identifying how language, structure, and presentation contribute to meaning.

Retrieve and record information from non-fiction.

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.

## **SITHNEY COMMUNITY PRIMARY SCHOOL**

### **Reading Overview**

### **Years 5 and 6**



### **Word Reading**

Apply their growing knowledge of root words, suffixes, prefixes, (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet.

## Comprehension

### **Maintain positive attitudes to reading and understanding of what they read by:**

Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks;

Reading books that are structured in different ways and reading for a range of purposes;

Increasing their familiarity 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;

Recommending books that they have read to their peers, giving reasons for their choices

Identifying and discussing themes and conventions in and across a wide range of writing;

Making comparisons within and across books;

Learning a wider range of poetry by heart;

Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.

### **Understand what they read by:**

Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context;

Asking questions to improve their understanding;

drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence;

predicting what might happen from details stated and implied;

summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas;

identifying how language, structure and presentation contribute to meaning;

Distinguish between statements of fact and opinion;

Retrieve, record and present information from non-fiction;

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;

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;

Provide reasoned justifications for their views.