

Key Reading Concepts	
Communication	To understand that as a reader we are being communicated to by an author. Communication (from Latin <i>communicare</i> , meaning "to share") is the act of sharing ideas, feelings and meanings from one individual or group to another through the use of mutually understood signs, symbols, and behaviours that can result in understanding. People who communicate effectively can: <ul style="list-style-type: none"> • offer and receive ideas, information, thoughts, and feelings in a range of ways • make effective choices about the language to use to suit their audience and purpose • use language fluently and skilfully to present information, express their ideas, and respond to others.
Purpose	A reader is affected by a person's reason for writing such as to inform, entertain, recount, report, instruct, explain, discuss or persuade and they are using specific techniques in order to do so.
Audience	In reading, we are the audience . Knowing who the author is and the purpose for writing helps us understand the choices they have made about what information to include, as well as the tone and language in conveying it so that it has more impact on the reader aligned to its intended purpose.
Reading Sub-Concepts	
Decoding	A strategy used to identify an unknown word developed through the teaching of systematic synthetic phonics
Fluency	Is the ability to read aloud with expression to demonstrate an understanding of the author's message
Reading for Pleasure & Purpose	The reader making meaning from texts for themselves. <i>'The process of comprehending texts is an interaction between the author and the reader that occurs in a social and cultural context and is driven by the purpose of the reader, their motivation and their interest'</i> Kevlynn Annandale et al <i>Reading Map of Development</i>
Reading Strategies	An active, integrated problem solving process of making sense of texts. Readers need to use a variety to become proficient : Seven key ones are set out within the progressions statements and Appendix F : Skimming, scanning, Inference, Prediction, Clarifying, Questioning, Summarising, A wider image of the reading process is set out below.
Language for Effect	Different genres use different language/word features that are intended to impact on a reader. (The language features are set out in more detail within the writing progression statements).
Themes and Conventions	These are the structures and features of texts that are linked to genres and the purpose of writing. They can also include spelling, punctuation, grammar and layout to support the reader's understanding and clarity. The key genres are shown separately below (taken from and developed further in the writing progression statements) as they need to be explicitly taught to children to help them understand how an author is affecting them through techniques.
- Genres & Distinctive Language features*	
<i>*See Appendices A to E Writing Progression for specific language features/devices to be learned in reading by the end of Year 6</i>	
Fiction	Fiction generally is a narrative (story) form, consisting of people, events, or places that are imaginary—in other words, not based strictly on history or fact. <i>Latin (fictiō) "a shaping" "a feigning"</i>
Non-Fiction	Writing that is about real events and facts, rather than stories that have been invented
Instruction	<i>tells how to do or make something, usually in a sequential way</i>
Recount	<i>Retells events in time order (chronological)</i>
Report	<i>describes the characteristics of things, animals, places or people not in time order (non-Chronological)</i>
Explanation	<i>tells how or why a process happens (or how something works) and often looks at causes and effects</i>
Persuasion	<i>argues the case for a point of view with clear points and elaboration</i>
Discussion	<i>presents a balanced argument eg the case for and against a particular view as in a debate</i>
Poetry	the art of rhythmical composition, written or spoken for pleasure, by beautiful, imaginative, or elevated thoughts.
Plays	A play is a work of drama , usually consisting mostly of dialogue between characters and intended for theatrical performance rather than just reading.

EYFS	
Early Learning Goal 40-60months	Observations might include:
They use phonic knowledge to decode regular words and read them aloud accurately.	<ul style="list-style-type: none"> • Continues a rhyming string. • Hears and says the initial sound in words. • Can segment the sounds in simple words and blend them together and knows which letters represent some of them • Links sounds to letters, naming and sounding the letters of the alphabet.
They also read some common irregular words.	
Early Learning Goal Children read and understand simple sentences.	<ul style="list-style-type: none"> • Begins to read words and simple sentences. • Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.
They demonstrate understanding when talking with others about what they have read.	<ul style="list-style-type: none"> • Enjoys an increasing range of books. • Knows that information can be retrieved from books and computers.
Exceeding	<ul style="list-style-type: none"> • Read phonically regular words of more than 1 syllable as well as many irregular but high frequency words. • Use phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary. • They can describe the main events in the simple stories they have read.

Speaking Links to Reading *Note Taken from Speaking ELG	
They develop their own narratives and explanations by connecting ideas or events.	<ul style="list-style-type: none"> • Begins to break the flow of speech into words. • Hears and says the initial sound in words. • Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. • Uses language to imagine and recreate roles and experiences in play situations. • Links statements and sticks to a main theme or intention. • Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.
Understanding Links to Reading *Note Taken from Understanding ELG	
Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.	<ul style="list-style-type: none"> • Responds to instructions involving a two-part sequence. Understands humour, e.g. nonsense rhymes, jokes. • Able to follow a story without pictures or props. • Listens and responds to ideas expressed by others in conversation or discussion.

YEAR 1 Word Reading		Comprehension			
Decoding	By year end	Reading for Pleasure & Purpose	Reading Strategies: Inference, Prediction, Clarifying, Questioning, Summarising	Language for Effect	Themes and Convention
<p>Apply phonic knowledge and skills to decode words:</p> <ul style="list-style-type: none"> Blend accurately and speedily using known graphemes Re-read with fluency and confidence Read accurately Recognise when a word does not make sense Read common exception words accurately. 	<p>Phonically decodable texts - phase 5 or set 3</p> <p>Book bands: use turquoise+ and beyond as a general guide but any assessment needs to take into account the wider reading skills and a range of evidence of the child.</p> <p>Assessing and applying skills to age appropriate texts.</p>	<p>Participate actively in listening and sharing a wide range of books.</p> <p>Choose to read.</p> <p>Through shared and guided reading experiences, listen to and discuss a wide range of stories, poems and non-fiction at a level beyond that at which they can read independently.</p>	<p>Infer - In texts read to them and simple texts read themselves, make inferences on the basis of what is being said and done e.g. How a character feels, why a character does something.</p> <p>Predict - With support can link own experiences to what they read. Make predictions about reading:</p> <ul style="list-style-type: none"> from a title and front cover of a book. on the basis of what has been read so far. <p>Clarify - Discuss word meanings, making links to known vocabulary.</p>	<p>Recognise and join in with predictable phrases.</p>	<p>Retell familiar stories and rhymes and talk about their key features.</p>
<p>GDS</p> <ul style="list-style-type: none"> When reading, check that a text makes sense to them as they read and self-correct 	<p>Applying skills to above age appropriate, relevant texts.</p>	<ul style="list-style-type: none"> Choose and read familiar books with attention, discussing preferences and giving reasons. 	<ul style="list-style-type: none"> Make inferences on the basis of what has been said and done and discuss reasons for, or causes of, incidents in stories. Use the terms 'fiction' and 'non-fiction' and share texts with an understanding that the reader does not need to go from start to finish but selects according to what is needed. Make links between the books that they have read. 		

YEAR 2 Word Reading	Comprehension			
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Decoding	By year end	Reading for Pleasure & Purpose	Reading Strategies: Inference, Prediction, Clarifying, Questioning, Summarising	Language for Effect	Themes and Convention
<p>Read age-appropriate books: -sounding out unfamiliar words - beginning to self-correct</p> <p>EXS: Read accurately, automatically and without undue hesitation including:</p> <ul style="list-style-type: none"> • Words of 2 or more syllables • Words containing common suffixes • Most common exception words. <p>EXS: Read most words quickly and accurately without blending out loud, e.g. over 90 words per Minute.</p> <p>Begin to read silently with understanding.</p>	<p>AR level 1.9+</p> <p>Book bands:</p> <p>gold+</p> <p>Reading age 7.0 +</p>	<p>Read independently, demonstrating increasing stamina.</p> <p>Show developing preferences through book choice.</p> <p>Actively engage in discussions about texts, explain their understanding and asking and answering questions, beginning to refer to the text to support them.</p>	<p>Infer - EXS: Make some inferences from texts that they read themselves, on the basis of:</p> <ul style="list-style-type: none"> - what's being said and done - cause and effect. <p>drawing on what they already know or on background information or vocabulary (provided by the teacher).</p> <p>Predict what might happen on the basis of what has been read so far.</p> <p>Clarify - Discuss and clarify the meaning of words to understand texts further.</p> <p>EXS: In familiar books, check that it makes sense, correcting inaccurate reading.</p> <p>Question - Ask questions about the text EXS: Answer questions about texts.</p> <p>Begin to use skimming and scanning skills to find key words.</p>	<p>Identify simple literary language in stories and poetry.</p> <p>Discuss favourite words and phrases and their impact on the meaning.</p>	<p>Identify key aspects of texts, e.g. fiction: characters, setting, plot, Non-fiction: titles/headings, contents, index, Glossary.</p> <p>With support, justify personal response to texts.</p>
			<p>Summarise - Identify and explain the sequence of events in texts.</p> <p>EXS: Explain what has happened so far in what they have read.</p>		

<p>GDS</p>	<p>Can make inferences based on what is being said or done.</p> <p>Make plausible predictions as to what might happen on the basis of what they have read so far.</p> <p>Can make links between the book they are reading and other books they have read.</p> <p>Is beginning to refer to the text to support their predictions and inferences (suggested guidance for Year 2 GD curriculum).</p>	<p>To identify parameters, use of language features within non-fiction texts (suggested guidance for Year 2 GD curriculum).</p>	
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Relevant information to support judgement

<p>COMMON EXCEPTI ON WORDS</p>	<p>a, are, ask, be, by, come, do, friend, full, go, has, he, here, his, house, I, is, love, me, my, no, of, once, one, our, pull, push, put, said, says, school, she, so, some, the, there, they, to, today, was, we, were, where, you, your...</p> <p>...and/or others, according to the programme used (Y1)</p>	<p>after, again, any, bath, beautiful, because, behind, both, break, busy, child, children, Christmas, class, climb, clothes, cold, could, door, even, every, everybody, eye, fast, father, find, floor, gold, grass, great, half, hold, hour, improve, kind, last, many, mind, money, most, move, Mr, Mrs, old, only, parents, pass, past, path, people, plant, poor, pretty, prove, should, steak, sugar, sure, told, water, who, whole, wild, would.....and/or others according to programme used (Y2)</p>
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YEAR 3 Word Reading		Comprehension			
Decoding	By year end	Reading for Pleasure & Purpose	Reading Strategies: Inference, Prediction, Clarifying, Questioning, Summarising	Language for Effect	Themes and Convention
<p>Decode most new words outside of spoken vocabulary.</p> <p>Read longer words with support.</p> <p>Use the context of a sentence to read unfamiliar words.</p> <p>Self -correct consistently</p> <p>Read simple chapter books independently and silently.</p> <p>Read a range of common exception words from yr3/4.</p>	<p>Year 3 AR level 2.9+</p> <p>Book band Sapphire+</p> <p>Reading Age: 8+</p> <p>Collins Big Cat - Copper / Topaz Band.</p> <p>Oxford Level - Brown / Grey - stages 11-14.</p>	<p>Read for a range of purposes independently.</p> <p>Read a range of books including those of an age appropriate level accurately without overt sounding out.</p> <p>Choose appropriate texts with support.</p> <p>Demonstrate engagement with reading:</p> <ul style="list-style-type: none"> - reading for sustained periods of time - complete books - engaging actively in book discussion - respond to reading in a written form 	<p>Infer - draw inferences such as characters' feelings, thoughts and motives from their actions, and justify with evidence from the text or life experience.</p> <p>Predict - what might happen from details stated and implied based on:</p> <ul style="list-style-type: none"> - content - simple themes/ text types. <p>Justify predictions with evidence.</p> <p>Clarify - use dictionaries to check the meanings of words they have read. Use their knowledge of root words, suffixes and prefixes to understand the meaning of new words.</p> <p>Understand what they read by checking that the text makes sense and by explaining their understanding of what they have read.</p> <p>Question - ask and answer questions to improve understanding of a text.</p> <p>Use skimming and scanning skills to find key words.</p> <p>Refer back to the text to find evidence when answering questions.</p> <p>Summarise - identify main ideas drawn from more than one paragraph and summarise these.</p> <p>Retrieve and record information from non-fiction Re-tell the main points of a story in sequence.</p>	<p>Identify language, structural and presentational features of texts and discuss how they contribute to the meaning.</p> <p>Discuss words and phrases that engage the reader.</p> <p>Give extended explanations of the impact of language choices on meaning.</p>	<p>Begin to make connections between texts.</p> <p>Begin to identify simple common themes in texts e.g. good vs evil, use of magical devices.</p> <p>Begin to identify conventions of different types of writing.</p> <p>Comment on the use of conventions in different types of writing.</p>

<p>GDS</p> <ul style="list-style-type: none">• Beginning to apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) to read aloud and to understand the meaning of new words pupils meet.• Beginning to read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.		<p>Actively seek out different reading experiences and text types.</p>	<p>Make inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence.</p>	<p>Discuss words and phrases that capture the reader's interest. Identify how language, structure and presentation contribute to meaning.</p>	<p>Identify themes and conventions in a range of books.</p>
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YEAR 4 Word Reading		Comprehension			
Decoding	By year end	Reading for Pleasure & Purpose	Reading Strategies: Inference, Prediction, Clarifying, Questioning, Summarising	Language for Effect	Themes and Convention
<p>Decode most new words outside of spoken vocabulary.</p> <p>Read longer words with support.</p> <p>Use the context of a sentence to read unfamiliar words.</p> <p>Self -correct consistently</p>	<p>Year 4 AR level 3.9+</p> <p>Reading Age: 9+</p>	<p>Read for a range of purposes, including for information, independently.</p> <p>Choose appropriate texts with support.</p> <p>Demonstrate engagement with reading:</p> <ul style="list-style-type: none"> - reading for sustained periods of time - complete books - engaging actively in book discussion - respond to reading in a written form 	<p>Infer - draw inferences such as characters' feelings, thoughts and motives from their actions, and justify with evidence from the text or life experience.</p> <p>Predict - what might happen from details stated and implied based on:</p> <ul style="list-style-type: none"> - content - simple themes/ text types <p>Justify predictions with evidence</p> <p>Clarify - use dictionaries to check the meanings of words they have read.</p> <ul style="list-style-type: none"> • Use their knowledge of root words, suffixes and prefixes to understand the meaning of new words using the context of the sentence and be able to make a plausible attempt at pronunciation. • Understand what they read by checking that the text makes sense and by explaining their understanding of what they have read. 	<p>Identify language, structural and presentational features of fiction and non-fiction texts and discuss how they contribute to the meaning.</p> <p>Discuss words and phrases that engage the reader.</p> <p>Give extended explanations of the impact of language choices on meaning of fiction and non-fiction texts.</p>	<p>Begin to make connections between texts.</p> <p>Begin to identify simple common themes in texts e.g. good vs evil, use of magical devices.</p> <p>Begin to identify conventions of different types of writing.</p> <p>Comment on the use of conventions in different types of writing.</p>
<p>Read simple chapter books independently and silently.</p> <ul style="list-style-type: none"> • Read a range of common exception words from yr3/4 list fluently when encountered in books. 		<p>Read a range of books of an age appropriate level accurately without overt sounding out.</p> <ul style="list-style-type: none"> - Collins Big Cat - Ruby / Emerald Band. - Oxford Level - Grey / Dark Blue - stages 14-16. - <p>Listen to, read and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p>	<p>Question - ask and answer questions to improve understanding of a text.</p> <ul style="list-style-type: none"> • Refer back to the text to find evidence when answering questions. • Practise scanning and skimming a text effectively, tracking for information 		

			<p>Summarise - identify main ideas drawn from more than one paragraph and summarise these.</p> <p>Retrieve and record information from non-fiction</p> <ul style="list-style-type: none"> • Re-tell the main points of a story in sequence. 		
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<p>GDS: Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) to read aloud and to understand the meaning of new words pupils meet.</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p>		<p>Prepare poems and playscripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.</p>	<p>Discuss understanding in further depth, checking the text makes sense and explaining the meaning of words in context. Encourage pupils to ask questions to improve their understanding of a text.</p> <p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, dialogue and justifying inferences with evidence. Think about how the reader responds to characters and why. Recognise how the setting of a poem or story may affect the way a text is read and understood.</p> <p>Scanning and skimming a text effectively, tracking for information.</p>	<p>Develop reading responses so that children can express their thoughts and feelings, referring to the text to support their views.</p> <p>Discuss the words and phrases that capture the reader's interest and imagination. Begin to explain why a simile has been used.</p>	<p>Identify myths and conventions in a wide range of books</p>
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YEAR 5 Word Reading			Comprehension		
Decoding	By year end	Reading for Pleasure & Purpose	Reading Strategies: Inference, Prediction, Clarifying, Questioning, Summarising	Language for Effect	Themes and Convention

<p>Read age- appropriate books with confidence and fluency, including whole novels</p>	<p>Year 5 AR 4.9+</p>	<p>Begin to read a broader range of texts including classic fiction and books from other cultures and tradition those from literary heritage and more challenging texts.</p>	<p>Infer - Make inferences drawn from across and between texts and justify with evidence. Use PEE (Point, Evidence, and Explanation) to support inferences.</p>	<p>Discuss how the structural and presentational choices impact on meaning, theme and purpose.</p>	<p>Identify the themes and conventions of a range of texts.</p>
<p>Use a range of reading strategies to work out any unfamiliar word.</p>	<p>RA 10+</p>	<p>Recommend books they have read to their peers, giving reasons for their choices.</p>	<p>Predict - Predict what might happen from details stated and implied based on:</p> <ul style="list-style-type: none"> - themes - conventions - knowledge about the author - Genres 	<p>Discuss and evaluate texts, commenting on writers' use of words, phrases and language features including figurative language.</p>	<p>Discuss/comment on themes and conventions in different genres and forms.</p>
<p>Read aloud and to perform, showing understanding through intonation, tone and volume so that meaning is clear to an audience.</p>		<p>Demonstrate continuing engagement with reading:</p> <ul style="list-style-type: none"> • reading for sustained periods of time • complete a wider range of more challenging and lengthier books • engage actively in book discussions with and without adult support. <p>Respond to reading in a written form, beginning to develop a critical stance.</p>	<p>Clarify - Give the meaning of words in context. Explore and explain the meaning of words in context. Distinguish between fact and opinion. Clarify concepts and ideas at sentence, paragraph and whole text level.</p>		<p>Make comparisons and contrasts within and across texts.</p>
			<p>Question - Ask and answer questions to improve understanding of themes and authorial intent.</p> <p>To use retrieval skills to locate a range of information including from multi-media sources.</p>		<p>Discuss viewpoints (both of the author and fictional characters), within a text and across more than one text.</p>
			<p>Summarise - Identify and summarise main ideas from across a text.</p> <p>Identify key details that support main ideas using quotation for illustration</p> <p>Retrieve, record and present key information from non-fiction.</p> <ul style="list-style-type: none"> • Distinguish between statements of fact and fiction. • With non-fiction, appraise a text quickly, retrieve information and evaluate its value. 		
			<p>Develop the skills of skimming and scanning and efficient reading so that research becomes more effective.</p>		<p>Provide reasoned justifications for opinions about a book.</p>

<p>GDS</p>		<p>Read a broader range of texts including classic fiction and books from other cultures and tradition those from literary heritage and more challenging texts.</p>	<p>Explore and explain the meaning of words in context.</p> <p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence.</p> <p>Begin to lead different reading activities and shared reading discussions, asking questions to improve their understanding.</p> <p>Identify key details that support the main ideas in a text, using quotes to illustrate.</p> <p>Discuss viewpoints (of the author and fictional characters) within a text and across more than one text.)</p>	
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YEAR 6 Word Reading		Comprehension			
Decoding	By year end	Reading for Pleasure & Purpose	Reading Strategies: Inference, Prediction, Clarifying, Questioning, Summarising	Language for Effect	Themes and Convention
<p>Read age-appropriate books with confidence and fluency, including whole novels</p> <p>Use a range of reading strategies to work out any unfamiliar word.</p> <p>Read aloud and to perform, showing understanding through intonation, tone and volume so that meaning is clear to an audience.</p>	<p>Year 6</p> <p>AR 5.9 +</p> <p>RA 11+</p>	<p>Read a broader range of texts including those from literary heritage and more challenging texts.</p> <p>Recommend books they have read to their peers, giving reasons for their choices.</p> <p>Demonstrate continuing engagement with reading:</p> <ul style="list-style-type: none"> reading for sustained periods of time complete a wider range of more challenging and lengthier books engage actively in book discussions with and without adult support. <p>Respond to reading in a written form, beginning to develop a critical stance.</p>	<p>Infer - Make inferences drawn from across and between texts and justify with evidence. Use PEE (Point, Evidence, and Explanation) to support inferences.</p>	<p>Discuss how the structural and presentational choices impact on meaning, theme and purpose.</p> <p>Discuss and evaluate texts, commenting on writers' use of words, phrases and language features including figurative language.</p>	<p>Identify the themes and conventions of a range of texts.</p> <p>Discuss/comment on themes and conventions in different genres and forms.</p> <p>Make comparisons and contrasts within and across texts.</p> <p>Discuss viewpoints (both of the author and fictional characters), within a text and across more than one text.</p> <p>Provide reasoned justifications for opinions about a book.</p>
			<p>Predict - Predict what might happen from details stated and implied based on:</p> <ul style="list-style-type: none"> themes conventions knowledge about the author genres. 		
			<p>Clarify - Give the meaning of words in context. Explore and explain the meaning of words in context. Distinguish between fact and opinion.</p> <p>Clarify concepts and ideas at sentence, paragraph and whole text level.</p>		
			<p>Question - Ask and answer questions to improve understanding of themes and authorial intent.</p> <p>Secure the skills of skimming and scanning and efficient reading so that research is fast and effective.</p>		
			<p>Summarise - Identify and summarise main ideas from across a text.</p> <p>Identify key details that support main ideas using quotation for illustration</p> <p>Retrieve, record and present key information from non-fiction.</p>		

<p>GDS: Explore the meaning of new words in context, checking for sense.</p>		<p>Prepare poems and plays to read aloud and perform, to show understanding through intonation, tone and volume so that the meaning is clear to an audience.</p>	<p>Encourage children to select and present pertinent and relevant quotations and references using the headings: <i>Point, Evidence and Explanation</i>.</p> <p>Explore and discuss how to 'read between the lines' for hidden meanings in texts, backing up my quotations and/or use evidence. Draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence.</p> <p>To take into account viewpoints and differing perspectives in a text</p> <p>Discuss and develop an understanding and show how a writer creates or describes different layers of meaning.</p> <p>Lead different reading activities and shared reading discussions, asking questions to improve their understanding. Build on their own and other's ideas, challenging viewpoints.</p>	<p>Give specific comments about a writer's intentions as well as their style.</p> <p>Explain the effect the text has on a reader explaining the writer's purpose and effects of a text such as paragraphing techniques.</p> <p>Identify what a writer is trying to achieve by choosing certain words and sentences including figurative language devices.</p> <p>Discuss, and sometimes evaluate why, a writer has chosen to shape/order a text in a particular way, including flashbacks and foreshadowing.</p>	
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