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| **Subject Content and Endpoints –Reading** |
| Early Years |
| Subject Content | End Point |
| * All pupils in the EYFS are taught Reading as an integral part of the adult-led and play-based learning covered during the academic year. All Reading objectives within the EYFS are underpinned by the following three Prime Areas outlined in the ‘Statutory Framework for the Early Years Foundation Stage’
* Communication and language
* Physical development
* Personal, social and emotional development

There are four specific areas through which the three prime areas are strengthened and applied: • Literacy • Mathematics • Understanding the world • Expressive arts and design The Specific area Literacy includes Reading which has two dimensions: language comprehension and word reading. In Comprehension pupils will be taught to:* Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary
* Anticipate - where appropriate- key events in stories
* Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems during role-play Foundation Stage:

In Word Reading pupils will be taught to:* Say a sound for each letter in the alphabet and at least 10 digraphs
* Read words consistent with their phonic knowledge by sound-blending
* Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words
 | * By the end of Foundation 2, pupils will have started to develop a life-long love of reading and started to develop language and reading comprehension skills enabling them to enjoy rhymes, poems and stories together. They will have learnt word reading skills involving both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. This will prepare children to readily access the KS1 Curriculum.
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| Key Stage 1 |
| Subject Content | End Point |
| In Word reading pupils will be taught to:* Apply phonic knowledge and skills to decode words
* Re-read and increasing amount of books to build up fluency and confidence
* Read accurately most words of two or more syllables
* Read most words containing common suffixes
* Read most common exception words

In Comprehension pupils will be taught to:* Listen to, discuss and express views about a wide range of poetry
* Discuss sequence of events and how items of information are related
* Retell a wide range of stories
* Understand many non-fiction books that are structured in different way
* Recognise simple recurring literary language in stories and poems
* Discuss word meanings and link these to words already known
* Discuss favourite words and phrases
* Build up a repertoire of poems to learn by heart and recite some.
* Show good understanding of books and draw on what they already know
* Check text makes sense to them and correct inaccurate reading
 | * By the end of Key Stage 1 pupils will be taught the knowledge, understanding and skills needed to support them through the process of reading. Pupils will be taught how to phonically decode words until automatic decoding has become embedded and reading is fluent. In age appropriate books pupils will read most words accurately without overt sounding and blending and sufficiently fluently to allow them to focus on their understanding. Pupils will sound out most unfamiliar words accurately, without undue hesitation.
* Pupils will demonstrate pleasure in reading, motivation to read, vocabulary and understanding. They will understand both the books they can already read, as well as those they listen to. In books they are reading independently they will make inferences; make plausible predictions on the basis of what has been read so far and make links between the book they are reading and the books they have read.
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| Key Stage 2 |
| Subject Content | End Point |
| In Word reading pupils will be taught to:* Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet

In Comprehension pupils will be taught to maintain positive attitudes to reading and understand what they read by:* Reading and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or text books
* Reading books that are structured in different ways and read 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
* Identifying and discussing themes and conventions in and across a wide range of writing e.g. use of first person when writing diaries or autobiographies
* Making comparisons within and across books e.g. plot, genre and theme
* 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

Understanding 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 and identifying key details that support the main ideas
* Identifying how language, structure and presentation contribute to meaning
* Discussing and evaluating how authors use language, including figurative language, considering the impact on the reader
* Distinguishing between statements of fact and opinion
* Retrieving, recording and presenting information from non-fiction
* Participating 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
* Explaining and discussing their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using formal notes where necessary
* Providing justifications for their views
 | * By the end of Key Stage 2, pupils’ reading should be sufficiently fluent and effortless for them to manage the general demands of the curriculum in year 7, across all subjects and not just in English. Pupils should understand nuances in vocabulary choice and age appropriate, academic vocabulary. Pupils should now be able to read independently, but the reading aloud to them of whole books and authors they may not have chosen continues to build their love of reading and are very similar at different ages.
* Pupils have the knowledge and skills needed in order to comprehend and can apply them to complex texts. Pupils recognise themes in what they read, such as loss or heroism. They can compare characters, consider different accounts of the same event and discuss viewpoints (both of authors and of fictional characters), within a text and across more than one text. Pupils understand technical and other terms needed for discussing what they hear and read, such as metaphor, simile, analogy, imagery, style and effect.
* In using reference books, pupils know what information they need to look for before they begin and understand the task. They can use contents pages and indexes to locate information. The skills of information retrieval that they have been taught are applied, for example, in reading history, geography and science textbooks, and in contexts where pupils are genuinely motivated to find out information, for example, reading information leaflets before a gallery or museum visit or reading a theatre programme or review. Pupils can give detailed explanations and make strong contributions to discussions, justifying their opinions.
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