



Subject Overview

Subject: English (Reading) (KS2)

Year 3

Word reading	Comprehension
<p>Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words.</p> <ul style="list-style-type: none"> • To use their phonic knowledge to decode quickly and accurately. • To apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- to begin to read aloud. • To apply their growing knowledge of root words and suffixes/word endings, including –ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and –cian to begin to read aloud. 	<p>Develop positive attitudes to reading, and an understanding of what they read by:</p> <ul style="list-style-type: none"> • To recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. • To increase their familiarity with a wide range of books, including fairy tales, myths and legends, and retelling some of these orally. • To prepare and perform poems and play scripts that show some awareness of the audience when reading aloud. • To begin to use appropriate intonation and volume when reading aloud.
<p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p>	<p>Understand what they read, in books they can read independently, by:</p> <ul style="list-style-type: none"> • To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. • To discuss authors' choice of words and phrases for effect. • To use appropriate terminology when discussing texts (plot, setting and character). • To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives. • To justify predictions using evidence from the text.
	<p>Retrieve and record information from non-fiction.</p> <ul style="list-style-type: none"> • To retrieve and record information from non-fiction texts.
	<p>Participate in discussions about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</p>

Year 4

Word reading

Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words.

- To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill.

Comprehension

Develop positive attitudes to reading, and an understanding of what they read by:

- To discuss and compare texts from a wide variety of genres and writers.
- To read for a range of purposes.
- To identify themes and conventions in a wide range of books.
- To refer to authorial style, overall themes (eg triumph of good over evil) and features.
- To identify how language, structure and presentation contribute to meaning.
- To discuss vocabulary used to capture readers' interest and imagination.
- To recognise and discuss forms of poetry.
- To prepare and perform poems and play scripts with appropriate techniques (intonation, tone, volume and action) to show awareness of the audience when reading aloud.
- To use dictionaries to check the meaning of words that they have read.

Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

- To read all Year 3 and 4 exception words, discussing the unusual correspondences between spelling and these occurring in the word.

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

- To draw inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text.
- To justify predictions from details stated and implied.
- To check that the text makes sense to them, discussing their understanding, and explaining the meaning of words on context.
- To identify main ideas drawn from more than one paragraph and summarise these.

Retrieve and record information from non-fiction.

- To use organisational devices available within a non-fiction text to retrieve, record and discuss information.

Participate in discussions about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

Year 5

Word reading

Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words that they meet.

- To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.
- To apply their growing knowledge of root words, prefixes and suffixes/word endings, including –sion, -tion, -cial, -tial, -ant, -ance, -ancy, -ent, -ence, -ency, -able, -ably, -ible, and –ibly to read aloud fluently.

- To read most Year 5 and 6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.

Comprehension

Maintain positive attitudes to reading, and an understanding of what they read by:

- To read a wide range of genres, identifying the characteristics of text types and differences between text types.
- To participate in discussions about books that are read to them and those they can read for themselves, building on themselves, building on their own and others' ideas and challenging views courteously.
- To identify main ideas drawn from more than one paragraph and to summarise these.
- To recommend texts to peers based on personal choice.
- To continually show an awareness of audience when reading out loud using intonation, tone, volume and action.

Understand what they read by:

- To ask questions to improve their understanding.
- To draw inferences from characters' feelings, thoughts and motives.
- To make predictions based on details stated and implied, justifying them in detail with evidence from the text.
- To discuss vocabulary used by the author to create effect including figurative language.
- To distinguish between statements of fact and opinion.

Retrieve, record and present information from non-fiction:

- To use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction books.

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.

Provide reasoned justifications for their views.

Year 6

Word reading

Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words that they meet.

- To read fluently with full knowledge of all Y5/Y6 exception words, root words, prefixes, suffixes/word endings and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.

Comprehension

Maintain positive attitudes to reading, and an understanding of what they read by:

- To read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions.
- To recognise more complex themes in what they read (such as loss and heroism).
- To compare characters, settings and themes within a text and across more than one text.
- To consider different accounts of the same event and to discuss viewpoints (Both of authors and of fictional characters).
- To confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect.

Understand what they read by:

- To check that the book makes sense to them, discussing their understanding, and exploring the meaning of words in context.
- To discuss how characters change and develop through texts by drawing inferences based on indirect clues.
- To draw out key information and to summarise the main ideas in a text.
- To analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology, such as metaphor, simile, analogy, imagery, style and effect.

- To retrieve, record and present information from non-fiction texts.
- To use non-fiction materials for purposeful information retrieval (eg. reading history, geography and science textbooks) and in contexts where pupils are genuinely motivated to find out information (eg. reading information leaflets before a visit).
- To distinguish independently between statements of fact and opinion, providing reasoned justifications for their views.

	<ul style="list-style-type: none">• To listen to guidance and feedback on the quality of their explanation and contribution to discussions and to make improvements when participating in discussions.
	<ul style="list-style-type: none">• To 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.