

Reading – Reading Comprehension Positive Attitudes to Reading

Year Group	Key Skills
Nursery (please also refer to the Little Wandle Phonics Scheme)	<p>Understand the five key concepts about print:</p> <ul style="list-style-type: none"> • print has meaning • print can have different purposes • we read English text from left to right and from top to bottom • the names of the different parts of a book • page sequencing <p>Engage in extended conversations about stories, learning new vocabulary.</p>
Reception (please also refer to the Little Wandle Phonics Scheme)	<p>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p>
Y1 (please also refer to the Little Wandle Phonics Scheme)	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> • listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently • sharing and discussing non-fiction books and how they can be used to find things out • identifying with, and exploring characters through role play • being encouraged to link what they read or hear with their own experiences • becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics • discussing the sequence of events in texts • recognising elements that have been encountered in other texts e.g talking animals, grandparents, cottage in the woods, family home, magical objects, friends/friendship • discussing word meanings, linking new meanings to those already known • sustaining engagement with a book • recognising and joining in with predictable phrases e.g. How goes the work?: Run, run as fast as you can. You can't catch me, I'm the Gingerbread Man! • reciting some rhymes and poems learnt by heart • learning to appreciate rhymes and poems
Y2 (please also refer to the Little Wandle Phonics Scheme)	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> • 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 • exploring non-fiction books that are structured in different ways, and how they can be used to find things out • starting to empathise with characters, based on their descriptions and actions • starting to identify with, and explore characters, using a range of drama techniques e.g. through role play, improvisation, using voice, gesture or movement, hot seating, freeze framing; role on the wall; conscience alley • linking what they read or hear with their own experiences • becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales • starting to discuss the sequence of events in texts and how items of information are related • identifying elements that have been encountered in other texts e.g talking animals, grandparents, cottage in the woods, family home, magical objects, friends/friendship • beginning to discuss and clarify the meanings of words, linking new meanings to known vocabulary • discussing their favourite words and phrases • sustaining interest in longer narratives • recognising simple recurring literary language in stories and poetry e.g. All the better to see/hear/eat you with; Once upon a time.. • starting to build a repertoire of poems learnt by heart • appreciating poems, reciting some, with appropriate intonation to make the meaning clear
Y3	<p>Develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> • beginning to listen to, read and discuss a wide range of fiction, poetry, plays, non fiction and reference books or text books • reading books that are structured in different ways and reading for a range of purposes • empathising with characters, based on their descriptions and actions • identifying with, and exploring characters, using a range of drama techniques e.g. through role play, improvisation, using voice, gesture or movement, hot seating, freeze framing; role on the wall; conscience alley • linking what they read or hear with their own experiences and beginning to link with others' experiences • increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • discussing the sequence of events in texts and how items of information are related • identifying common themes e.g. friendship, school life, sibling rivalry and conventions e.g. use of magic objects, good overcoming evil, a bad character learning a lesson and overcoming their behaviour in a wide range of texts • making comparisons within a book e.g. characters, settings • with support, discussing and clarifying the meanings of words, linking new meanings to known vocabulary • with support, using dictionaries to check the meanings of words that they have read • identifying words and phrases which are unknown e.g. scrambled; potion; glanced; mangy old parrot • discussing words and phrases that capture the reader's interest and imagination • sustaining interest in longer narratives • reading silently with good understanding • asking for help with unfamiliar pronunciations and meanings • beginning to recommend books that they have enjoyed to their peers • beginning to respond to literary language by phrasing appropriately when reading aloud e.g puffed himself up like a turkey; rang with the sound of hobnailed boots; shouts rent the air • beginning to internalise rhythms/ stresses signalled by grammatical structures e.g. questions, conjunctions • building upon a repertoire of poems learnt by heart • with support, preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action • beginning to recognise some different forms of poetry
Y4	<p>Develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> • listening to, 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 reading for a range of purposes and are age appropriate • empathising with different characters within a book considering actions and interactions with other characters • continue to identify with, and explore characters , using a range of drama techniques e.g. through role play, improvisation, using voice, gesture or movement, hot seating, freeze framing; role on the wall; conscience alley • continue linking what they read or hear with their own and others' experiences and beginning to use these to make sense of more complex texts • continue increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • discussing the sequence of events in texts and how items of information are related, and beginning to consider non-linear texts, e.g. 'demanding plot unfolds sequentially with a number of additional subplots fleshing out the story.' 'Shift from Wiltshire to South African veld presents some challenge, as does the shift to World War'

	<ul style="list-style-type: none"> • identify themes e.g. friendship and separation, animal welfare, conquering fears, and conventions in a wide range of texts including narrative and poetry e.g. overcoming a common enemy, magical objects • beginning to recognise that a text may have multiple themes • making comparisons within a book e.g. characters, settings, themes • with support, discussing and clarifying the meanings of words, linking new meanings to known vocabulary • using dictionaries to check the meanings of words that they have read • identifying words and phrases which are unknown e.g. windblown; veranda; nightwatchman; piercing dark eyes • discussing words and phrases that capture the reader's interest and imagination • reading silently with good understanding and asking for help with unfamiliar pronunciations and meanings • beginning to recommend a range of books that they have enjoyed to their peers, sometimes giving reasons for their choices • responding to literary language by phrasing appropriately when reading aloud e.g. sidled back into the picture; kite swirled crazily away; dragged interminably • continuing to internalise rhythms/ stresses signalled by grammatical structures e.g. questions, conjunctions, fronted adverbials • building upon a repertoire of poems learnt by heart • preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action • recognising some different forms of poetry
Y5	<p>Maintain positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> • continuing to listen 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 and are age appropriate • empathising with different characters within a book considering actions, and interactions with other characters and beginning to look at characters' motivations and complexities. • continue to identify with, and explore characters , using a range of drama techniques e.g. through role play, improvisation, using voice, gesture or movement, hot seating, freeze framing; role on the wall; conscience alley • linking what they read or hear with known experiences in order to make sense of complex text • 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 • discussing the sequence of events in both linear and non linear texts and how the different elements relate to one another within the text e.g. 'Story unfolds sequentially and rapidly with lots of detail and multiple events.' 'Chapters change with the movement of the plot but are interspersed with the dream sequences.' • identifying and discussing themes understanding family dynamics, courage over adversity, justice, perseverance, and conventions in a wide range of texts including narrative and non-fiction, poetry e.g. help coming in the form of an animal; the wise mentor • develop their recognition that a text may have multiple themes • begin making comparisons within and across books e.g. characters, settings, themes, layout, structure • discussing and clarifying the meanings of words, linking new meanings to known vocabulary • continuing to use dictionaries to check the meanings of words that they have read • identifying words and phrases which are unknown e.g. blurred; territory; carrion; neutral ground • continuing to discuss words and phrases that capture the reader's interest and imagination • reading silently with good understanding, working out how to pronounce unfamiliar words • recommending books that they have read to their peers, giving reasons for their choices • internalising the rhythms/stresses of literary language e.g. caked with grime; faint, faraway roar; scent-laden winds and grammatical structures e.g. questions, a range of conjunctions, fronted adverbials • learning a wider range of poetry by heart • starting to prepare 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 • recognising different forms of poetry
Y6	<p>Maintain positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> • continuing to listen 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 and are age appropriate • empathising with a number of different characters within a book considering actions, motivations, complexities and interactions with other characters • continue to identify with, and explore characters , using a range of drama techniques e.g. through role play, improvisation, using voice, gesture or movement, hot seating, freeze framing; role on the wall; conscience alley • continue linking what they read or hear with known experiences in order to make sense of complex text • continue to increase 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 • discussing the sequence of events in both linear and non linear texts and how they the different elements relate to one another within the text e.g. 'A linear narrative with some flashbacks to the past, interspersed with occasional visits to 'another world'. 'Book moves between passages dominated by third person narration and stretches where characters and dialogue move the plot forward.' • Identifying and discussing themes e.g. resilience, differing responses to hardship or danger, belonging, relationships between people and wildlife, and conventions in a wide range of texts in a wide range of narrative, non-fiction and poetry e.g. symbolic objects; movement between dimensions • recognise where a text may have multiple themes • making comparisons within and across books e.g. characters, settings, themes, layout, structure • independently discussing and clarifying the meanings of words, linking new meanings to known vocabulary • continuing to use dictionaries to check the meanings of words that they have read • identifying words and phrases which are unknown e.g. abruptly, requisitioner; tendrils; hind feet dragging • independently discussing words and phrases that capture the reader's interest and imagination • confidently reading silently with good understanding, working out how to pronounce unfamiliar words • independently recommending books that they have read to their peers, giving reasons for their choices • internalising the rhythms/stresses of literary language e.g. snow-covered branches; dance and drift; spread like a heath fire and grammatical structures e.g. questions, a range of conjunctions, fronted adverbials • learning a wide 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 • independently recognising different forms of poetry