



Warden House Primary School Whole School Reading Overview

Year	Word reading	Comprehension
EYFS	<ul style="list-style-type: none"> • Children read and understand simple sentences. • They use phonic knowledge to decode words and read these words aloud. • They read some common irregular words. • They demonstrate understanding of what has been read. 	
1	<ul style="list-style-type: none"> • 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 	<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 • 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



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	<ul style="list-style-type: none">● read words with contractions, e.g. 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	<p>Understand both the books they can already read accurately and fluently and those they listen to by:</p> <ul style="list-style-type: none">● 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
2	<ul style="list-style-type: none">● 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	<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● 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



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3	<ul style="list-style-type: none"> ● 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 	<ul style="list-style-type: none"> ● 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 <p>Understand both the books that they can already read accurately and fluently and those that they listen to by:</p> <ul style="list-style-type: none"> ● 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
	<ul style="list-style-type: none"> ● To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words). ● To apply their growing knowledge of root words and prefixes, including ● in-, im-, il-, ir-, dis-, mis-, 	<p>Develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> ● 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



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- 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.

- 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 (e.g. 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 how language, structure, and presentation contribute to meaning
- retrieve and record information from non-fiction



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		<ul style="list-style-type: none">• 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
4	<ul style="list-style-type: none">• To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill.• To apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.	<p>Develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none">• 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 (e.g. triumph of good over evil) and features (e.g. greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings).• To identify how language, structure and presentation contribute to meaning.• Discuss vocabulary used to capture readers' interest and imagination• using dictionaries to check the meaning of words that they have read• preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action



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		<p>Understand what they read, in books they can read independently, by:</p> <ul style="list-style-type: none"> • checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • 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. • 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
5	<ul style="list-style-type: none"> • 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 and -ible/ibly, to read aloud fluently 	<p>Maintain positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> • 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



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- 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
- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- distinguish between statements of fact and opinion
- retrieve, record and present information from non-fiction



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- 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.

Maintain positive attitudes to reading and 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 or heroism).
- 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.
- To listen to guidance and feedback on the quality of their explanations and contributions to discussions and to make improvements when participating in discussions.
- To draw out key information and to summarise the main ideas in a text.
- To distinguish independently between statements of fact and opinion, providing reasoned justifications for their views.

Understand what they read by:

- To compare characters, settings and themes within a text and across more than one 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, imagery, style and effect.



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- To confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect
- To retrieve, record and present information from non-fiction texts.
- To use non-fiction materials for purposeful information retrieval (e.g. in reading history, geography and science textbooks) and in contexts where pupils are genuinely motivated to find out information (e.g. reading information leaflets before a gallery or museum visit or reading a theatre programme or review).
- To use the text confidently to answer questions