**Carr Mill Primary school Reading KSP**

**KS1 Content domains**

**1a Vocabulary: Draw on knowledge of vocabulary to understand texts**

**1b Retrieve: Identify / explain key aspects of fiction and non-fction texts, such as characters, events, titles and information**

**1c Sequence: Identify and explain the sequence of events in texts**

**1d Inference: Make inferences from the text**

**1e Predict: Predict what might happen on the basis of what has been read so far**

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| **English Reading Years 1 and 2** |
|  | **POS 1**  | **POS 2**  |
| **Word Reading** | **Read and match all graphemes to their 44 phonemes (set 1/2)** | **Apply phonic knowledge to decode words until automatic decoding has become embedded and fluent (approx. 70 wpm)** |
| **Read common exception words (including with unusual correspondences between spelling and sound when this occurs)** |
| **Read words with contractions, e.g. I’m, I’ll, we’ll, and understand that the apostrophe represents the omitted letter(s)** | **Read most words quickly and accurately, without overt sounding and blending** |
| **Read words of more than one syllable that contain taught GPCs** | **Read accurately most words of 2 or more syllables** |
| **Read phonically decodable texts with confidence and accuracy** |
| **Read words containing taught GPCs and ‘s, es, ing, ed, er , est’ endings** | **Read words containing common suffixes** |
| **Read accurately by blending sounds in unfamiliar words containing CPC that have been taught**  | **Read accurately by blending sounds in words that contain all the graphemes taught so far- recognising alternative sounds (Set 3)** |
| **Comprehension** | **Explain my understanding of what has been read to me by answering and asking questions 1a** |
| **Make inferences on the basis of what is being said and done 1d** |
| **Recognise and join in with repeated/ predictable words/ phrases in poems, stories and rhymes** |
| **Predict what might happen based on what has been read so far 1e** |
| **Talk about new words by linking their meaning to words I already know 1a** |
| **Link what I read or hear being read to me to my own experiences** |
| **Discuss the significance of the title and the events 1c**  | **Discuss the sequence of events in books and how items of information are related 1c** |
| **Check that what I read makes sense and correct myself as I read** |
| **Draw on what I already know and vocabulary from the teacher to help me understand 1a** |
| **Oral Retell and performance** | **Learn some poems and rhymes by heart using intonation to make meaning clear.** |
| **Retell key stories orally using language used in stories** |
| **Discuss what is read by taking turns and listening to what others say** |

**KS2 Content domains**

**2a Words in context: Give / explain the meaning of words in context**

**2b Retrieval: Retrieve and record information / identify key details from fiction and non-fiction**

**2c Summarise: Summarise main ideas from more than one paragraph**

**2d Inference: Make inferences from the text / explain and justify inferences with evidence from the text**

**2e Predict: Predict what might happen from details stated and implied**

**2f Meaning: identify / explain how information / narrative content is related and contributes to meaning as a whole**

**2g Authorial use of language: identify / explain how meaning is enhanced through choice of words and phrases**

**2h Compare: make comparisons within the text**

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| **English Reading Years 3 and 4** |
| **Word Reading** | **I can read aloud and apply my knowledge of root words, to use prefixes and suffixes to understand the meaning of unfamiliar words.** |
| **I can read a wide range of exception words and understand what makes them unusual (eg: varied grapheme -ough for uff sound.)** |
| **I can use a dictionary to check the meaning of words that I have read**  |
| **Comprehension** | **I can draw inferences from events and characters’ actions/ feelings/ thoughts/ motives and speech and justify them with evidence from the text (PJ) 2d** |
| **Identify themes and conventions (the things in the books that make it that genre (E.g horror) in a wide range of books 2f** |
| **Recognise some different forms of poetry and discuss the differences (free verse, narrative, structured/ rhyming)** |
| **Check that the text makes sense to them, discussing their understanding and explain the meanings of words in context 2a** |
| **Retrieve and record information from a wide range of texts- fiction/non fiction/ poetry by beginning to use skimming and scanning techniques 2b** |
| **Make predictions on the basis of what is stated and implied in a text 2e**  |
| **Identify the main ideas from more than one paragraph and summarise these 2c** |
| **Discuss words and phrases and say why they help to capture the readers imagination and interest 2g** |
| **Identify how language, structure and presentation contributes to meaning 2f** |
| **Recognise how structure and presentation of non- fiction helps the reader understand 2f** |
| **Make comparisons between stories of a wide range of fiction, non fiction, poetry and plays- comparing characters within them 2h** |
| **Oral Retell and performance** | **Orally retell some/ parts of known stories, including fairy stories, myths/ legends and traditional tales.** |
| **Read aloud and perform poems and play scripts, showing understanding through intonation, tone, volume and action** |
| **Ask questions to improve their understanding of the text** |
| **Participate in discussions about books that are read to me and those that I read for myself** |

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| **English Reading Years 5 and 6** |
| **Word Reading** | **Apply and combine knowledge of root words, phonemes, word derivations, prefixes and suffixes correctly to read aloud and to pronounce words correctly** |
| **Attempt the pronunciation of unfamiliar words drawing on prior knowledge of similar looking words** |
| **Read age-appropriate texts with confidence and fluency (including whole novels)** |
| **Comprehension** | **Draw inferences and justify these with evidence from the text. (Characters feelings/ motives/ thoughts from their actions) 2d** |
| **Check that a book makes sense- discussing their understanding and exploring the meaning of words in context 2a** |
| **Identify and explain how writers’ use grammatical features, language, structure and presentation for effect, for example, the use of short sentences to build tension 2g** |
| **Use skimming and scanning to identify key points or find specific information 2b** |
| **Explain what I have read and show my understanding through an oral overview/ presentation/ debate or summary of a text- maintaining focus** |
| **Predict what might happen using evidence and details stated in the text 2e** |
| **Retrieve, record and present information from non- fiction 2b** |
| **Tell the difference between statements of facts or opinions** |
| **Respond to books that are structured in different ways and read them for different purposes** |
| **Identify and discuss themes in a range of writing and across longer texts 2f** |
| **Make comparisons within and across books. 2h** |
| **Recommend books that I have read giving clear reasons for my choices** |
| **Explain and discuss my understanding of what I have read 2d** |
| **Summarise the main ideas from more than 1 paragraph and from different parts of a text- identifying key details to support the main ideas (using quotes) 2c** |
| **Identify and comment on an author’s choice of language- including figurative language, giving examples and explanation on the impact to the reader 2g** |
| **Oral Retell and performance** | **Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and actions.**  |
| **Learn a range of poetry by heart, for example, narrative verse and sonnets.** |
| **Read aloud with intonation that takes account of punctuation and shows an understanding of the text** |
| **Participate in discussions about books and build on/ challenge other views politely** |