

**English Reading End points Aspect: Reading Accurately (Fluency & Understanding)**

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|  | **Autumn** | **Spring** | **Summer** |
| **Reception**  **Reading Accurately, with Fluency and with Understanding** | * Follow print in a book using finger to track words from left to right.   Talk about events within a book they have read and make predictions as to what might happen next. | * Talk about a story they know and recall the characters and main events.   Begin to read with fluency and pace, recognising **many** High Frequency Words and confidently blending unfamiliar words containing Phase 3 digraphs. | * Recognise own errors when reading and begin to self-correct for sense. * Read with some fluency and pace, recognising **most** High Frequency Words and Tricky Words on sight.   Recall a story and its key events to others, answering questions confidently to show understanding. |
| **Year 1**  **Reading Accurately, with Fluency and with Understanding** | * Use picture clues to support understanding. * Use picture cues to deepen understanding. * Identify the characters in a story. * Recognise a character’s feelings. * Say why a character has a feeling. | * Use prior knowledge to understand texts. * Identify unfamiliar words and ask about meaning. * Use the context to make informed guesses about the meaning of unfamiliar words. * Make predictions based on the events in the story. * Give an opinion about a character. * Know that stories can have similar characters. | * Discuss the meaning of unfamiliar words with others. * Know that stories can have similar patterns of events. * Make links to other stories. * Make links with characters in other stories. * Answer retrieval questions about a book. * Use information from the story to support my opinion. * Understand that a writer can leave gaps for the reader to fill. * Answer questions which fill the gaps in a story. (Inference) |
| **Year 2**  **Reading Accurately, with Fluency and with Understanding** | * Know that the purpose of reading is to make meaning. * Know that there is a range of decoding strategies. * Check that text I read makes sense. * Re-read when I have lost the meaning. | * Self-correct when I have lost the meaning. * Use prior knowledge and reading experiences to understand text. * Use the context to understand texts. * Ask questions to clarify understanding. * Find the answers to retrieval questions about stories, poems or non-fiction texts. * Recognise that a writer can have a message for the reader. * Make predictions about possible events. | * Know what the inference -‘reading between the lines’-means. * Find inferences about characters’ feelings and thoughts. * Explain inferences about characters’ feelings and thoughts. * Give reasons for characters’ actions or behaviour. * Recognise key ideas in a text. * Explain a writer’s message. * Make predictions about how characters might behave. |

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| **Year 3**  **Reading Accurately, with Fluency and with Understanding** | * Check understanding in any book or text that I read. * Ask questions to ensure understanding of a text. * Know that there will be unfamiliar words in a text. * Know that texts have a main idea. * Identify the main idea of a text. * Know that the organisation and layout of a book helps me to understand it. * Know how to find key words or information in a non-fiction text. | * Ask questions to deepen understanding of a text. * Use the context of unfamiliar words to explain their meaning. * Give a personal response to a text. * Use evidence from the text to support my response. * Use clues from the text to predict what might happen next. * Know that the main idea in a narrative may also have a message for the reader. * Know that the message in a book is called the theme. * Recognise that books may have similar themes. * Understand that the organisation and layout may be different according to the purpose of the book. * Record key words or information found in a non-fiction text. | * Check the meaning of any unfamiliar words through questioning, discussion or use of dictionaries. * Explain my personal response. * Listen to others’ personal responses to a text. * Adapt own response in the light of others’ responses. * Know that characters’ actions can tell the reader about their thoughts, feelings and motives. * Infer characters' feelings, thoughts and motives from their actions. * Give reasons for predicting what might happen next. * Identify the organisation and layout in books. * Explain how the organisation and layout helps me to understand it. |
| **Year 4**  **Reading with understanding** | * Frequently empathise with a character. * Identify the main idea/s of a text. * Know that the main idea of a text can be summarised in a sentence. * Know that many books have themes. * Discuss the possible theme/s in books. * Identify a theme in a book. * Know that the organisation and layout of books vary according to the purpose of the book. | * Understand that a reader needs to interact with a text to understand it fully. * Check understanding in any book or text read. * Actively seek the meaning of any words or language not understood. * Ask questions to ensure understanding of a text. * Check the meaning of any unfamiliar words through questioning, discussion or use of dictionaries. * Understand that a writer wants the reader to respond in a certain way. * Explain how the writer made sure of the reader’s response, using evidence from the text. * Compare with others’ personal responses to a text. * Understand why a character acted, responded or felt in a certain way. * Make predictions based on the text and from knowledge from other books. * Identify the main idea in paragraphs in a text. * Summarise the main idea of a text in a sentence. * Find evidence which shows what the theme is in a book. * Explain why the evidence shows what the theme is. * Use the organisation and layout of a book to find specific information. * Record key words or information found | * Ask questions to deepen understanding of a text –between and beyond the lines. * Find where the writer has written to make the reader respond in a certain way. * Adapt my own response in the light of others’ responses. * Understand why a writer wanted the character to respond in a certain way. * Infer meaning using evidence from events, description and dialogue. * Make connections with books with similar themes. * Skim to find specific information on a page or in a paragraph. * Scan a page or paragraph to find key words or information. |
| **Year 5**  **Retrieving Information from Text** | * Identify key information from my text. * Summarise key information in sentences. * Find key information from different parts of the text. * Understand the difference between fact and opinion. * Find examples of fact and opinion in texts and explain why one is fact and the other opinion. | * Use skimming and scanning to find the information I need. * Make notes on the information I need. * Organise my notes and present information. * Summarise key information from different parts of the text. * Present an oral overview or summary of a text. * Understand that a narrative can be told from different points of view –narrator, character. * Identify the point of view in a narrative. * Understand that the writer may have a viewpoint. | * Explore how events are viewed from another perspective. * Explain the writer’s viewpoint with evidence from the text. * Identify the writer’s viewpoint, for example, how different characters are presented. |
| **Year 6**  **Explaining and Discussing own Understanding** | * Identify key information from a text. * Summarise key information in sentences. * Find key information from different parts of the text. * Summarise key information from different parts of the text. * Present an oral overview or summary of a text. * Understand the difference between fact and opinion. * Find examples of fact and opinion in texts. * Explain why one example is fact and another is opinion. * Use point, evidence and explanation (PEE) or answer it, prove it, explain it (APE) to respond to questions about texts. | * Understand that a narrative can be told from different points of view –narrator, character. * Identify the point of view in a narrative. * Explore how events are viewed from another perspective. * Identify the techniques used to create feelings, atmosphere, mood or messages. * Comment on how the writer’s intent affects the reader. | * Know that points of view can also be implied. * Identify implied points of view. * Explain implied points of view, using evidence. * Understand that the writer may have a viewpoint. * Identify the writer’s viewpoint, for example, how different characters are presented. * Explain the writer’s viewpoint with evidence from the text. * Explain the effect of the writer’s viewpoint on the reader. * Explain how the techniques used create feelings, atmosphere, mood or messages. |