

**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)
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| **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.
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| **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.
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| **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.
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| **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.
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