



# Oxford Primary School

Kindness Courage Curiosity

## Reading Skills Document

EYFS

### Word Reading

Phonics & decoding	To read familiar words quickly without needing to sound them out. To secure phonic decoding until reading is fluent. To read accurately by blending, including alternative sounds for graphemes. To read multi syllable words containing these graphemes To read common suffixes. To read exception words, noting unusual correspondences. To read most words quickly & accurately without overt sounding and blending.
Common Exception Words	To read some common irregular words.
Fluency	To show interest in illustrations and print in books and print in the environment. To recognise familiar words and signs such as own name and advertising logos. To look and handle books independently (holds books the correct way up and turns pages). To ascribe meanings to marks that they see in different places. To begin to break the flow of speech into words. To begin to read words and simple sentences. To read and understand simple sentences.

### Reading Comprehension

Understanding & correcting inaccuracies.	To know that print carries meaning and, in English, is read from left to right and top to bottom. To understand humour, e.g. nonsense rhymes, jokes.
Developing a positive attitude to reading and connecting with the text.	To listen to stories with increasing attention and recall. To enjoy an increasing range of books. To listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. To demonstrate understanding when talking with others about what they have read.
Poetry & performance	To learn nursery rhymes. To listen to and join in with stories and poems, one-to-one and also in small groups. To join in with repeated refrains in rhymes and stories. To use intonation, rhythm and phrasing to make the meaning clear to others. To develop preference for forms of expression. To play cooperatively as part of a group to develop and act out a narrative. To express themselves effectively, showing awareness of listeners' needs.
Vocabulary	To build up vocabulary that reflects the breadth of their experiences. To extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. To use vocabulary and forms of speech that are increasingly influenced by their experiences of books.
Retrieval	To describe main story settings, events and principal characters.
Inference	To begin to understand 'why' and 'how' questions. To answer 'how' and 'why' questions about their experiences and in response to stories or events.
Prediction	To anticipate key events and phrases in rhymes and stories. To suggest how a story might end.
Sequence	To begin to be aware of the way stories are structured-beginning, middle & end.

	To follow a story without pictures or props.
Explain	To know that information can be relayed in the form of print. To know that information can be retrieved from books and computers



## Oxford Primary School

### Reading Skills Document

Year 1

#### Word Reading

Phonics & decoding	To apply phonic knowledge to decode, and read words including long phonemes. To speedily read all 40+ letters/groups for 40+ phonemes and to be aware of different sounds for graphemes To read accurately by blending taught GPC (grapheme phoneme correspondence) To read common suffixes (-s, -es, -ing, -ed, etc.) To read multisyllable words containing taught GPCs To read contractions and understanding use of apostrophe To read aloud phonically-decodable text
Common Exception Words	To read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words
Fluency	To accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words. To reread texts to build up fluency and confidence in word reading

#### Reading Comprehension

Understanding & correcting inaccuracies.	To check that a text makes sense to them as they read and to self- correct. To draw on what they already know or on background information and vocabulary provided by the teacher. To explain clearly their understanding of what is read to me. To Identify the main events or key points in the text.
Developing a positive attitude to reading and connecting with the text.	To become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics To recognise and join in with predictable phrases participate in discussion about what is read to them, taking turns and listening to what others say
Poetry & performance	To appreciate rhymes and poems, and to recite some by heart.
Vocabulary	To discuss word meanings, linking new meanings to those already known. Know subject specific vocabulary linked to the Year 1 learning journey.
Retrieval	Retrieve information from pictures about plot, setting and character. Retrieve information from the text about plot, setting and character.
Inference	To discuss the significance and express opinion of the title and events making inferences on the basis of what is being said and done. To develop inference through the use of pictures. Link story to own experiences with support.
Prediction	To predict what might happen on the basis of what has been read so far. To predict characters actions and feelings from what has been read so far.
Sequence	To retell familiar stories orally. To sequence the events of a story they are familiar with.
Explain	To discuss features and layout in a non-fiction text. Recognise the difference between fiction and non-fiction. To know why they have enjoyed or not enjoyed a book-giving examples.



# Oxford Primary School

## Reading Skills Document

Year 2


### Word Reading

Phonics & decoding	To read familiar words quickly without needing to sound them out. To secure phonic decoding until reading is fluent. To read accurately by blending, including alternative sounds for graphemes. To read multi syllable words containing these graphemes To read common suffixes-ing ed er est To read exception words, noting unusual correspondences. To read most words quickly & accurately without overt sounding and blending
Common Exception Words	To read Y1 and Y2 common exception words and High Frequency Words, noting unusual correspondences between spelling and sound and where these occur in the word. To read contractions, suffixes and impact on root words.
Fluency	To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation. To reread these books to build up fluency and confidence in word reading. To read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts.

### Reading Comprehension

Understanding & correcting inaccuracies.	To show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher. To check that the text makes sense to them as they read and to correct inaccurate reading. To draw on what they already know or on background information and vocabulary provided by the teacher. To Check that the text makes sense to them as they read, correcting inaccurate reading through an image.
Developing a positive attitude to reading and connecting with the text.	Link what is read to their personal experiences. To connect and become familiar with texts becoming and retelling a wider range of stories, fairy stories and traditional tales To recognise simple recurring literary language in stories and poetry To participate in discussion about books, poems & other works that are read to them & those that they can read for themselves, taking turns and listening to what others say.
Poetry & performance	To continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.
Vocabulary	To discuss and clarify the meanings of words, linking new meanings to known vocabulary To discuss their favourite words and phrases linked to Year 2 Learning Journey.
Retrieval	Locate information from a multi-paragraphed text in response to a question. Answer what, where, why, how, when questions about the text.
Inference	To make simple inferences about thoughts and feelings of characters based on their actions, what they say and interactions with others. To discuss reasons for events, by using clues in the story. To understand why an author has written a text.
Prediction	To predict what might happen on the basis of what has been read so far To make predictions based on reading other books by the author and their own experiences.
Sequence	Know the key information in a story, poem or non fiction text. To know the sequence of events in books that have been read.

	Apply knowledge of the sequence of events to reorder events that are out of sequence.
Explain	Know the features of a non-fiction text. Know what the features of a traditional tale are. Analyse what is the same and different between stories that they have read. Evaluate what they have liked about a story or something they have read.

 <h2 style="text-align: center;">Oxford Primary School Reading Skills Document</h2>	
Year 3	
Word Reading	
Phonics & decoding	<p>To use phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words).</p> <p>To apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- to begin to read aloud.</p> <p>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. (ref: Appendix 1 English Programme of Study)</p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239784/English_Appendix_1_-_Spelling.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239784/English_Appendix_1_-_Spelling.pdf</a></p>
Common Exception Words	To read an increasing number of exception words-including the year 3 & 4 common words.
Fluency	At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.
Reading Comprehension	
Understanding & correcting inaccuracies.	<p>To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p> <p>To ask questions to improve their understanding of a text.</p> <p>To identify main ideas drawn from more than one paragraph and summarise these.</p>
Developing a positive attitude to reading and connecting with the text.	<p>To increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally.</p> <p>To identify language features of some different text types.</p> <p>To listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>To read books that are structured in different ways and reading for a range of purposes.</p>
Poetry & performance	<p>To prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.</p> <p>To know and name some different forms of poetry.</p>
Vocabulary	<p>To use dictionaries to check the meaning of words that they have read.</p> <p>Know and use subject specific vocabulary linked to Year 3 learning journey.</p> <p>To identify language features of different text types. E.g language of recount different to language of instructions.</p> <p>To understand the impact and effect of different words and phrases to create different images.</p>
Retrieval	To locate retrieve and record information from a text, using skimming and scanning.

	To use text marking to support retrieval of information or ideas from texts (highlighting or making notes in the margin).
Inference	To locate information from the text to draw conclusions about a character's feelings, relationships, motives, actions. To sometimes empathise with different characters' point of view in order to explain what characters are thinking/feeling and the way they act. To analyse features of the text to form opinions about setting, plot or character.
Prediction	To justify predictions using evidence from the text. To create a personal opinion about what might happen to a character with reference to the text.
Sequence/ Summarise	Use a high-lighter to identify the important aspects of the text. Evaluate the main parts of a multi-paragraph text into simple sentences or key words.
Explain	To know the differences between different fiction and non-fiction genres. To analyse stand out words, phrases and language that have been used to capture the reader's interest and imagination. To analyse how the structure helps interest the reader or adds to the meaning. To discuss the merits of different presentational devices in helping clarity of meaning. To analyse common features of an author that they are familiar with.



## Oxford Primary School Reading Skills Document

Year 4

### Word Reading

Phonics & decoding	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-, 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. To discuss meaning of unknown word from the way they are used in context.
Common Exception Words	To read most Year4/5 high frequency words.
Fluency	To read aloud with pace, fluency and expression taking punctuation and author's intent into account. At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.

### Reading Comprehension

Understanding & correcting inaccuracies.	To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. To ask questions to improve their understanding of a text. To identify main ideas drawn from more than one paragraph and summarising these.
Developing a positive attitude to reading and	To increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally. To identify themes and conventions in a wide range of books.

connecting with the text.	To listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. To read books that are structured in different ways and read for a range of purposes. To 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.
Poetry & performance	To prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action Recognising some different forms of poetry.
Vocabulary	To use dictionaries to check the meaning of words that they have read. To explore meaning of ambitious vocabulary read in context. Know and use subject specific vocabulary linked to Year 4 learning journey. Analyse stand out words and phrases in the text and evaluate why the author has chose them.
Retrieval	To retrieve and highlight important information from a fiction text in response to comprehension questions. To locate information quickly and effectively from a range of sources by using techniques such as text marking and using indexes/contents pages.
Inference	To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives. To refer to the text to support opinions and elaborate (sum up what has been found/discussed/thought about; make a point/state my thoughts and ideas; find evidence in and/or around the text to support my views; clarify my thinking by elaborating on and justifying my views, using additional evidence and linking to wider knowledge or experiences.
Prediction	To justify predictions using evidence from the text.
Sequence Summarise	To identify main ideas drawn from more than one paragraph and summarise these into simple sentences or key words. Evaluate the links between the structure of different stories in terms of pace, build up, sequence, complication and resolution.
Explain	To analyse stand out words, phrases and language that have been used to capture the reader's interest and imagination. To analyse how the structure helps interest the reader or adds to the meaning. Evaluate the links between the structure of different stories in terms of setting, time period, character, plot, author intent.




## Otford Primary School Reading Skills Document

Year 5

### Word Reading

Phonics & decoding	To apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet.
Common Exception Words	To read all Year4/5 Common Exception Words.
Fluency	Develop average reading speed 125-180 words per minute.
<b>Reading Comprehension</b>	
Understanding & correcting inaccuracies.	To check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. To ask questions to improve their understanding. *provide reasoned justifications for their view.
Developing a positive	To continue to read and discuss an increasingly wide range of fiction, poetry, plays, nonfiction and reference books or textbooks and sources.

attitude to reading and connecting with the text.	To read books that are structured in different ways and reading for a range of purposes. To make comparisons within and across books. 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. To identify and discuss themes and conventions in and across a wide range of texts and identify the intentions of the author.
Poetry & performance	To learn 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.
Vocabulary	Discuss the difference between literal and figurative language and the effect of imagery. To recognise language that is a feature of a particular genre. Know and use subject specific vocabulary linked to Year 5 learning journey.
Retrieval	To retrieve and highlight important information from a fiction text in response to comprehension questions. Retrieve, record and present information from nonfiction text.
Inference	To draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. To understand the thoughts and feelings of characters by referring to their actions. To justify own opinion.
Prediction	To predict what might happen from details stated and implied. To explore texts to support and justify predictions.
Sequence Summarise	To summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas. Use key words to summarise key parts of the text or information.
Explain	Know the difference between statements of fact and opinion. To explain and discuss understanding of what has been read, including through formal presentations and debates. To take part in discussions, listening to others' ideas and build on them to support the development of ideas.

	<h2 style="margin: 0;">Otford Primary School</h2> <h3 style="margin: 0;">Reading Skills Document</h3>	
Year 6		
Word Reading		
Phonics & decoding	To read accurately all words (including those containing suffixes and prefixes) and can predict the meaning, using my knowledge of the history of words and the relationship between them.	
Common Exception Words	To read Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.	
Fluency	Develop average reading speed 125-195 words per minute.	
Reading Comprehension		
Understanding & correcting inaccuracies.	To check that the book makes sense, discussing understanding and exploring the meaning of words in context. To ask questions to improve their understanding. To discuss the purpose, audience and organisation of different fiction/ non-fiction texts evaluating their success.	
Developing a positive	To continue to read, discuss compare and contrast an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks	

attitude to reading and connecting with the text.	<p>reading books that are structured in different ways and reading for a range of purposes.</p> <p>To make comparisons within and across books.</p> <p>To increase 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.</p> <p>To identify and discuss themes and conventions and styles of different writers and justify my opinion.</p> <p>To collect and organise key ideas from a range of sources and present to others</p>
Poetry & performance	To learn 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
Vocabulary	<p>To explore how the way in which a text is organised, language features and choice of specific vocabulary supports the writers' themes and purpose, providing examples.</p> <p>Know and use subject specific vocabulary linked to Year 5 learning journey.</p>
Retrieval	To retrieve and highlight important information from a longer text in response to comprehension questions.
Inference	<p>To draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>To discuss how character's change and develop through texts by drawing inferences based on indirect clues.</p>
Prediction	<p>To predict what might happen from details stated and implied.</p> <p>To explore texts to support and justify predictions.</p>
Sequence	<p>To summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas.</p> <p>Use key words to summarise key parts of the text or information.</p>
Explain	<p>Identify stand out figurative language in the text-evaluate why the author chose this language.</p> <p>Identify formal, informal and figurative language in the text-discuss and evaluate the impact the words and phrases have on the reader-are they effective?</p>