



The Sonar Reader

Read easily, fluently and with good understanding both for pleasure and to find information

Word Reading

Word reading

Skilled word reading involves speedy decoding and recognition of words. A strong grasp of phonics (and understanding of the relationship between phonemes and graphemes) is essential.

More detail can be found in English Appendix 1 of The National Curriculum 2014.

Comprehension

Throughout KS1 and KS2, positive attitudes to reading should be fostered. Pupils need to be helped to understand what they have read. Comprehension skills are best developed through rich discussions with the teacher, other adults and each other about a range of stories, poems and non-fiction texts.

Listening to and reading from a wide range of literature is one of the best ways to increase children's vocabulary as they often encounter words they don't hear in everyday speech. Non-statutory guidance alludes to the importance of role-play and drama throughout both key stages as a way to build comprehension.

Comprehension

Teacher Assessment Framework

Please refer to the STA Teacher Assessment Framework for further guidance on end of key stage assessment criteria.



Year 1 & Year 2

- Apply phonic knowledge to decode
- Respond with correct sound to graphemes for all 40 + phonemes
- Blend sounds in unfamiliar words containing GPCs already taught
- Read common exception words
- Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings
- Read other words of more than one syllable
- Read words with contractions and understand role of apostrophe
- Read aloud accurately books that are consistent with taught phonic knowledge and re-read to build fluency (Y1 and Y2)

- Continue to apply phonic knowledge to decode most words quickly and accurately when they have been frequently encountered
- Read accurately by blending the sounds in words that contain the graphemes for all 40+ phonemes
- Read accurately words of two or more syllables that contain graphemes taught so far
- Sound out unfamiliar words accurately, automatically and without undue hesitation
- Read words containing common suffixes
- Read further common exception words

Year 3 & Year 4

- Apply growing knowledge of root words, prefixes and suffixes (etymology and morphology) to read aloud and understand new words
- Read further exception words
- Note unusual correspondence between spelling and sound and where these occur in the word

These objectives are the same for Y4. By now, the emphasis should be on comprehension rather than word reading.

Year 5 & Year 6

- Apply growing knowledge of root words, prefixes and suffixes (etymology and morphology) to read aloud and understand new words

These objectives are the same for Y6. By this stage, there should be almost no need for teaching word reading skills.



Year 1

- Listen to a wide range of challenging stories, poems and non-fiction
- Discuss these and make links to own experiences drawing on what they know
- Become familiar with and retell key stories, fairy stories and traditional tales
- Join in with predictable phrases
- Recite some poems/rhymes by heart
- Discuss meanings of new words/vocab provided
- Self-check to make sure text makes sense and correct inaccurate reading
- Discuss significance of titles/events
- Make predictions based on what has been read so far
- Make inferences on the basis of what is being said and done
- Take turns to explain clearly their understanding of what is read to them
- Retrieve and record information from non-fiction
- Take turns in high-quality discussions about what they have heard/read

Year 2

- Discuss sequence of events in books
- Discuss and express views about a wide range of texts at a level beyond that at which they can read independently
- Become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
- Discuss and clarify meaning of new words/phrases
- Discuss favourite words and phrases
- Continue to learn/present poems by heart
- Self-check to make sure text makes sense and corrects
- Predict what might happen on the basis of what has been read so far
- Make inferences on the basis of what is being said and done
- Ask and answer questions
- Retrieve and record information from non-fiction books that are presented in different ways
- Participate in discussions about texts, explaining their understanding
- Draw on what they already know or on background information and vocabulary provided by the teacher
- Take turns in high-quality discussions about what they have heard/read

Year 3

- Listen to a range of challenging stories, poems, plays, non-fiction and reference books, myths, legends and fairy stories
- Retell some stories orally
- Read books that are structured in different ways
- Use the first 2 or 3 letters of a word to check its spelling in a dictionary
- Identify themes and conventions
- Perform poems/playscripts for audience (starting to use appropriate intonation, tone, volume and action)
- Recognise different forms of poetry
- Begin to discuss words and phrases that capture the reader's interest
- Identify how language, structure and presentation contribute to meaning
- Check that the text makes sense to them and ask questions to improve understanding of text
- Predict what might happen from details stated and implied
- Infer characters' feelings, thoughts and motives and justify using evidence
- Identify main ideas across paragraphs and summarise these
- Retrieve and record information from non-fiction

These objectives are similar for Y4 because the knowledge and skills pupils need in order to comprehend are very similar. The complexity of written and oral responses increases the level of challenge.



Year 4

- Listen to a wide range of challenging stories, poems, plays, nonfiction and reference books, myths, legends and fairy stories
- Confidently retell some stories orally
- Read books that are structured in different ways for a range of purposes
- Use dictionaries to check meanings
- Identify themes and conventions and summarise these accurately and concisely
- Perform poems/playscripts for audience (using appropriate intonation, tone, volume and action)
- Recognise and name different forms of poetry
- Discuss words and phrases that capture the reader's interest
- Identify how language, structure and presentation contribute to meaning
- Ask relevant questions to improve understanding of text
- Infer characters' feelings, thoughts and motives and justify using evidence
- Identify main ideas across paragraphs and summarise these
- Independently retrieve and record information from non-fiction
- Makes reasoned predictions of what might happen clearly derived from details both stated and implied.

Year 5

- Read/discuss an increasingly wide range of challenging stories, poems, plays, non-fiction and reference books, myths, legends and fairy stories
- Read books that are structured in different ways for a range of purposes
- Increase familiarity with wide range of traditional stories, modern fiction, fiction from literary heritage and books from other cultures
- Recommend books to peers, giving reasons for their choices
- Identify and discuss themes and conventions. Comments identify similarities and differences between texts
- Make comparisons within and across books, commenting on similarities and differences between texts
- Learn a wider range of poetry by heart
- Perform poems/playscripts for audience (using appropriate intonation, tone, volume to convey meaning)
- Checking that the book makes sense to them, discuss and explore meanings of words in context
- Ask questions to improve understanding of text
- Infer characters' feelings, thoughts and motives and justify using evidence
- Predict what might happen from details stated and implied
- Summarise main ideas identifying key details
- Identify how language, structure and presentation contribute to meaning
- Evaluate authors' use of figurative language
- Distinguish between fact and opinion
- Retrieve, record and present information from non-fiction books
- Discuss books, building on others ideas and begin to challenge others' opinions
- Explain their understanding through discussions, formal presentations and debates

Year 6

- Continue to read/discuss an increasingly wide range of challenging texts
- Read a wide variety of books that are structured in different ways for a range of purposes
- Increase familiarity with wide range of traditional stories, modern fiction, fiction from literary heritage and books from other cultures
- Recommend books to peers, explaining their reasoning through explicit explanation developed by close reference to the text
- Identify and discuss themes/conventions in and across a wide range of writing with identification of viewpoint developed through close reference to the text
- Perform poems/playscripts for audience (using appropriate intonation, tone, volume to convey meaning)
- Checking that the book makes sense to them, discuss and explore meanings of words in context
- Ask relevant and pertinent questions to improve understanding of text
- Infer characters' feelings, thoughts and motives and justify using evidence
- Predict what might happen from details stated and implied
- Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
- Identify how language, structure and presentation contribute to meaning
- Evaluate authors' use of figurative language and consider effect on the reader
- Distinguish between fact and opinion
- Retrieve, record and present information effectively from non-fiction books
- Discuss books and courteously challenge others' opinions, providing reasoned justifications for their views
- Explain their understanding through detailed discussions, formal presentations and debates