



## Holt Primary School

### Reading / Comprehension Whole School

	YR	Y1	Y2	Y3	Y4	Y5	Y6
1a - reading phonetically	Can say a sound for each letter in the alphabet and at least 10 digraphs.	Can blend sounds in unfamiliar words using GPCs they have been taught.	Can read accurately most words of two or more syllables.	Can use their phonic knowledge to decode, while needing help with longer words.	Can use their phonic knowledge to decode quickly and accurately.	Can read most words fluently, decoding unfamiliar words increasingly skilfully.	Can read fluently with full knowledge of all Y5/6 exception words, root words, prefixes, suffixes, decoding unfamiliar words with increasing skill, recognising meaning through context.
		Can respond speedily, giving the correct sound to graphemes for all 40+ phonemes.					
	Can read words consistent with their phonic knowledge by sound-blending.	Can read words containing taught GPCs.					
1b - reading by building onto root words		Can read words containing suffixes -s -es -ing -ed -est.	Can read most words containing common suffixes.	Can begin to apply their knowledge of root words and prefixes in- im- il- ir- dis- mis-	Can apply their growing knowledge of root words and prefixes in- im- il- ir- dis- mis-	Can apply their growing knowledge of roots, prefixes and the suffixes: -sion -	

				un- re- sub- inter- super- anti- and auto-.	un- re- sub- inter- super- anti- and auto-.	tion -cial -tial - ant -ance -ancy -ent -ence -ency -able -ably -ible -ibly	
				Can begin to apply their knowledge of root words and suffixes -ation - ly -ous -ture - sure -sion -tion -ssion and -cian.	Can apply their growing knowledge of root words and suffixes -ation - ly -ous -ture - sure -sion -tion -ssion and -cian.		
1c - reading exception words	Can read some common exception words.	Can read common exception words.  Can read words with contractions.	Can read most common exception words.	Can read some Y3/4 exception words.	Can read most Y3/4 exception words, noting unusual corresponde nces between spelling and sound.	Can read all Y3/4 and some Y5/6 exception words.	
2a - decoding silently	Can read aloud simple sentences and books that are consistent with their phonic knowledge.	Can read texts that are consistent with their phonic knowledge accurately without using other strategies to work out words.	In age- appropriate books, can read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on				

			decoding individual words.				
2b - decoding unfamiliar words		Can demonstrate pleasure in reading and a motivation to read.	In age-appropriate books, can sound out most unfamiliar words accurately, without undue hesitation.	Can use appropriate intonation and volume when reading aloud.	Can read with an awareness of audience.	Can show an awareness of audience with intonation, tone, volume and action.	Can read adapting intonation, tone and volume to suit the purpose and audience.
		Can join in discussions about a text, take turns and listen to others.					
3a - understanding while reading	Can use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.	Can re-read texts to build up fluency and confidence in word reading.	In a book that they can already read fluently, can check it makes sense to them, correcting any inaccurate reading.	Can check the text makes sense to them, discussing text and explaining meaning of words in context.	Can read books that are structured for a range of purposes, and discuss them.	Can read a wide range of genres, identifying characteristics of text type.	Can read a wide range of genres, identifying themes and conventions between text types.
		Can check that a text makes sense to them as they read and self-correct.					
		Can listen to and discuss a wide range of texts beyond where they can read					

		independently.					
3b - making predictions and inferences	Can anticipate – where appropriate – key events in stories.	Can predict what might happen on the basis of what has been read so far.	In a book that they can already read fluently, can answer questions and make some inferences.	Can answer questions appropriately, including simple inferences about characters' feelings.	Can show understanding in independent reading by predicting what might happen from details stated and implied.	Can make predictions using evidence.	Can make predictions from details stated and implied.
		Can make simple inferences.			Can show understanding in independent reading by drawing simple inferences, referring to evidence.	Can draw inference from feelings, thoughts and motives.	Can draw inferences from actions, using evidence.
						Can distinguish between statements of opinion and fact.	
3c - relating texts to previous experience	Can demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced	Can discuss the significance of titles and events.	In a book that they can already read fluently, can explain what has happened so far in what they have read.	Can discuss authors' choices of words and phrases for effect.	Can retrieve information from non-fiction using indexes, contents pages and glossaries.	Can discuss vocabulary used for effect.	Can explain how figurative language, structure and presentation can contribute to meaning.
						Can evaluate authors' use of language, explaining its impact.	Can participate in discussion about books read to them and

	vocabulary.						independently.
		Can link what they have read to their own experiences.		Can retrieve information from non-fiction.		Can use knowledge of texts to retrieve and discuss information from different text types.	Can record and present information in notes and formal presentations.
						Can identify main ideas in text and summarise them.	Can ask questions about a text.