Reading Outcomes for Pupils at Helmshore Primary School

Sources: Early Years Foundation Stage Framework (2021) & Key Learning in Reading (Lancashire English Team)

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Word Reading	- Enjoys rhyming and rhythmic activities. - Shows awareness of rhyme and alliteration. - Recognises rhythm in spoken words. - Listens to and joins in with stories and poems, one-to one and also in small groups. - Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. - Beginning to be aware of the way stories are structured. Suggests how the story might end. - Listens to stories with increasing attention and recall. - Describes main story settings, events and principal characters. - Shows interest in illustrations and print in books and print in the environment. - Recognises familiar words and signs such as own name and advertising logos. - Looks at books independently. - Handles books carefully. - Knows information can be relayed in the form of print. - Holds books the correct way up and turns pages. - Knows that print carries meaning and, in English, is	Previous year group outcomes and: - Read aloud accurately books that are consistent with their developing phonic knowledge. - Apply phonic knowledge and skills as the route to decode words. - Respond speedily with the correct sound to grapheme for the 44 phonemes. - Recognise and use the different ways of pronouncing the same grapheme; e.g. *ow* in *snow* and *cow*. - Read accurately by blending sounds in unfamiliar words. - Read common exception words, noting tricky parts (see below). - Read words containing –s, -es, -ing, -ed, -er, -est endings. - Split two and three syllable words into the separate syllables to support blending for reading. - Read words with contractions e.g. *I'm, I'll, we'll* and	Previous year group outcomes and: - Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. - Re-read books to build up fluency and confidence in word reading. - Read frequently encountered words quickly and accurately without overt sounding and blending. - Read accurately by blending the sounds in words, especially Recognising alternative sounds for graphemes. - Read accurately words of two or more syllables that contain alternative sounds for grapheme e.g. *shoulder, roundabout, grouping*. - Read longer and less familiar texts independently.	Previous year group outcomes and: - Read books at an age appropriate interest level. - Use knowledge of root words to understand meanings of words. - Use prefixes to understand meanings e.g. *un-, dis-, mis-, re-, pre-, im-, in-*. - Use suffixes to understand meanings e.g. *-ly, -ous*. - Read and understand words from the Year 3 list (selected from the statutory Year 3/4 word list) - see below.	Previous year group outcomes and: - Read books at an age appropriate interest level. - Use knowledge of root words to understand meanings of words. - Use prefixes to understand meanings e.g. *in- , ir–, sub–, inter–super–, anti–, auto–*. - Use suffixes to understand meanings e.g. –ation, - tion, –ssion, –cian, -sion. - Read and understand words from the Year 4 list (selected from the statutory Year 3/4 word list - see below.	Previous year group outcomes and: - Read books at an age appropriate interest level. - Use knowledge of root words to understand meanings of words. - Apply knowledge of prefixes to understand meaning of new words, e.g. *dis-, re-, pre-, mis-, over-*. - Use suffixes to understand meanings e.g. *-ant, -ance, - ancy, -ent, ence, - ency, -ible, -able, -ibly, -ably*. - Read and understand words from the Year 5 list (selected from the statutory Year 5/6 word list) - see below.	Previous year group outcomes and: - Read books at an age appropriate interest level. - Work out unfamiliar words by focusing on all letters in the word, *e.g.* not reading *invitation* for *imitation*. - Use knowledge of root words, prefixes and suffixes to investigate how the meanings of words change e.g. *un+happy+ness, dis+repute+able, dis+respect+ful, re+engage+ment*. - Use suffixes to understand meanings e.g. *–cious, -tious, -tial, -cial*. - Read and understand words from the Year 6 list (selected from the statutory Year 5/6 word list) - see below. - Use etymology to help the pronunciation of new words e.g. *chef, chalet, machine, brochure – French in origin*.

	read from left to right and top to bottom. - Continues a rhyming string. - Hears and says the initial sound in words. - Can segment the sounds in simple words and blend them together and knows which letters represent some of them. - Links sounds to letters, naming and sounding the letters of the alphabet. - Begins to read words and simple sentences. - Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. - Enjoys an increasing range of books. - Knows that information can be retrieved from books and computers. ***ELG Reading*** **Say a sound for each letter in the alphabet and at least 10 digraphs.** **Read words consistent with their phonic knowledge by sound-blending.** **Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.**	understand that the apostrophe represents the omitted letter. - Develop fluency, accuracy and confidence by re-reading books. - Read more challenging texts using phonics and common exception word recognition.	- Apply phonic knowledge and skills to read words until automatic decoding has become embedded and reading is fluent. - Work out unfamiliar words by focusing on all letters in the word, e.g. not reading *place* for *palace*. - Read words containing common suffixes e.g. *–ness, -ment, -ful, -less -ly, -ing, -ed, -er, -est, -y.* - Read further common exception words, noting tricky parts (see below).			

Comprehension							

Comprehension	ELG Listening and Understanding	Previous year group outcomes and:	Previous year group outcomes and:	Previous year group outcomes and:	Previous year group outcomes and:	Previous year group outcomes and:	Previous year group outcomes and:
	Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions **Make comments about what they have heard and ask questions to clarify their understanding** **Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.** **ELG Speaking** **Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary** **Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate** **Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.**	**Developing pleasure in reading and motivation to read** - Listen to and discuss a range of texts at a level beyond that at which they can read independently, including stories, non-fiction and poems. - Relate texts to own experiences. - Recognise and join in with language patterns and repetition. - Use patterns and repetition to support oral retelling, e.g. fairy stories, traditional tales and stories by well-known authors. - Orally retell familiar stories in a range of contexts e.g. *small world, role play, storytelling.* - Enjoy and recite rhymes and poems by heart. - Make personal reading choices and explain reasons for choices.	**Developing pleasure in reading and motivation to read** - Listen, discuss and express views about a range of texts at a level beyond that at which they can read independently, including stories, non-fiction, and contemporary and classic poetry. - Orally retell a wider range of stories, fairy tales and traditional tales. - Sequence and discuss the main events in stories and recounts. - Read a range of non-fiction texts which are structured in different ways, including information, explanations, instructions, recounts, reports. - Recognise the use of repetitive language within a text or poem (e.g. *run, run as fast as you can*) and across texts (*e.g. long, long ago in a land far away…*). - Learn and recite a range of poems using appropriate intonation. - Make personal reading choices and	**Developing pleasure in reading and motivation to read** - Listen to and discuss a range of fiction, poetry, plays and non-fiction, e.g. *fables, fairy tales, classic poetry, shape poetry, non-chronological reports, explanations.* - Regularly listen to whole novels read aloud by the teacher. - Read a range of non-fiction texts, e.g. *information, discussion, explanation, biography* and *persuasion*. - Read books and texts for a range of purposes e.g. *enjoyment, research, skills development, reference.* - Recognise some different forms of poetry e.g. *narrative, calligrams, shape poems.* - Sequence and discuss the main events in stories. - Orally retell a range of stories, including less familiar fairy stories, fables and folk tales e.g. *Grimm's Fairy Tales.* - Identify and discuss themes e.g. *good*	**Developing pleasure in reading and motivation to read** - Listen to, read and discuss a range of fiction, poetry, plays and non-fiction in different forms e.g. *fairy tales, folk tales, classic poetry, kennings, advertisements, formal speeches, magazines, electronic texts.* - Regularly listen to whole novels read aloud by the teacher. - Read books and texts, which are structured in different ways, for a range of purposes and respond in a variety of ways. - Learn a range of poems by heart and rehearse for performance. - Prepare poems and play scripts to read aloud, showing understanding through intonation, tone, volume and action. - Orally retell a range of stories, including less familiar fairy stories, myths and legends.	**Maintaining positive attitudes to reading** - Listen to and discuss a range of fiction, poetry and non-fiction which they might not choose to read themselves. - Regularly listen to whole novels read aloud by the teacher from an increasing range of authors. - Explore themes within and across texts e.g. *loss, heroism, friendship.* - Make comparisons within a text e.g. characters' viewpoints of same events. - Recommend books to their peers with reasons for choices. - Read books and texts that are structured in different ways for a range of purposes. - Express preferences about a wider range of books including modern fiction, traditional stories, myths and legends. - Learn a wider range of poems by heart. - Prepare poems and play scripts to read aloud and perform, showing understanding through intonation,	**Maintaining positive attitudes to reading** - Listen to, read and discuss an increasingly wide range of fiction, poetry, plays and non-fiction. - Regularly listen to novels read aloud by the teacher from an increasing range of authors, which they may not choose themselves. - Independently read longer texts with sustained stamina and interest. - Recommend books to their peers with detailed reasons for their opinions. - Express preferences about a wider range of books including modern fiction, traditional stories, fiction from our literary heritage and books from other cultures. - Learn a wider range of poems by heart. - Prepare poems and play scripts to read aloud and perform using dramatic effects.

			explain reasons for choices.	*over evil, weak and strong, wise and foolish, mean and generous, rich and poor.* - Identify and discuss conventions e.g. *numbers three and seven in fairy tales, magical sentence repeated several times.* - Prepare poems and play scripts to read aloud, showing understanding through intonation, tone, volume and action.		tone, volume and action so the meaning is clear to an audience.	
		Understanding books which they can read themselves and those which are read to them - Introduce and discuss key vocabulary, linking meanings of new words to those already known. - Activate prior knowledge e.g. *what do you know about minibeasts?* - Check that texts make sense while reading and self-correct. - Develop and demonstrate their understanding of characters and events through role play and drama, drawing on	**Understanding books which they can read themselves and those which are read to them** - Identify, discuss and collect favourite words and phrases. - Introduce and discuss words within the context of a text, linking new meanings to known vocabulary. - Use morphology to work out the meaning of unfamiliar words e.g. *terror, terrorised.* - Uses tone and intonation when reading aloud. - Activate prior knowledge and raise questions e.g. *What do we know? What do we want to know?*	**Understanding the text** - Identify, discuss and collect favourite words and phrases which capture the reader's interest and imagination. - Explain the meaning of unfamiliar words by using the context. - Use dictionaries to check meanings of words they have read. - Use intonation, tone and volume when reading aloud. - Take note of punctuation when reading aloud. - Discuss their understanding of the text. - Raise questions during the reading	**Understanding the text** - Identify, discuss and collect effective words and phrases which capture the reader's interest and imagination e.g. *metaphors, similes.* - Explain the meaning of key vocabulary within the context of the text. - Use dictionaries to check meanings of words in the texts that they read. - Use punctuation to determine intonation and expression when reading aloud to a range of audiences. - Make predictions based on information stated and implied.	**Understanding texts they read independently and those which are read to them** - Explain the meaning of words within the context of the text. - Use punctuation to determine intonation and expression when reading aloud to a range of audiences. - Check that the book makes sense to them and demonstrate understanding e.g. *through discussion, use of reading journals.* - Demonstrate active reading strategies e.g. *generating questions to refine thinking, noting*	**Understanding texts they read independently and those which are read to them** - Explain the meaning of new vocabulary within the context of the text. - Demonstrate active reading strategies e.g. *challenging peers with questions, justifying opinions, responding to different viewpoints within a group.* - Use a reading journal to record on-going reflections and responses to personal reading. - Explore texts in groups and deepen comprehension through discussion. - Provide reasoned justifications for their views. - Justify opinions and elaborate by referring to the text e.g. using the PEE

		language from the text. - Give opinions and support with reasons e.g. *I like the Little Red Hen because she…* - Explain clearly their understanding of what is read to them. - Demonstrate understanding of texts by answering questions related to who, what, where, when, why, how. - Identify and discuss the main events in stories. - Identify and discuss the main characters in stories. - Recall specific information in fiction and non-fiction texts. - Locate parts of text that give particular information, e.g. *titles, contents page and labelled diagram.* - Discuss the title and how it relates to the events in the whole story e.g. *Peace at Last by Jill Murphy.* - Make basic inferences about what is being said and done. - Make predictions based on what has been read so far.	*What have we learned?* - Check that texts make sense while reading and self-correct. - Demonstrate understanding of fiction and non-fiction texts by asking and answering *who, what, where, when, why, how* questions. - Explain and discuss their understanding, giving opinions and supporting with reasons e.g. *Hansel was clever when he put stones in his pocket because…* - Develop and demonstrate their understanding of characters and events through role play and drama, drawing on language from the text. - Make inferences about characters and events using evidence from the text e.g. *what is the character thinking, saying and feeling?* - Make predictions based on what has been read so far. - Identify how specific information is organised within a non-fiction text e.g. *sub-headings, contents, bullet*	process to deepen understanding e.g. *I wonder why the character.* - Draw inferences around characters thoughts, feelings and actions, and justify with evidence from the text. - Make predictions based on details stated. - Justify responses to the text using the PE prompt (**P**oint + **E**vidence). - Discuss the purpose of paragraphs. - Identify a key idea in a paragraph. - Analyse and evaluate texts looking at language, structure and presentation e.g. *persuasive letter, diary and calligram* etc.	- Demonstrate active reading strategies e.g. generating questions, finding answers, refining thinking, modifying questions, constructing images. - Justify responses to the text using the PE prompt (**P**oint + **E**vidence). - Identify, analyse and discuss themes e.g. *safe and dangerous, just and unjust, origins of the earth, its people and animals.* - Draw inferences around characters' thoughts, feelings, actions and motives, and justify with evidence from the text using point and evidence. - Identify main ideas drawn from more than one paragraph and summarise these *e.g. character is evil because…1/2/3 reasons, Clitheroe Castle is a worthwhile place to visit because 1/2/3 reasons across a text.* - Analyse and evaluate texts looking at language, structure and presentation and how these contribute to meaning. - Recognise and analyse different	*thoughts in a reading journal.* - Infer characters' feelings, thoughts and motives from their actions and justify inferences with evidence. - Predict what might happen from information stated and implied. - Through close reading of the text, re-read and read ahead to locate clues to support understanding. - Scan for key words and text mark to locate key information. - Summarise main ideas drawn from more than one paragraph and identify key details which support this. - Justify opinions and elaborate by referring to the text, e.g. using the PEE prompt - **P**oint + **E**vidence + **E**xplanation. - Analyse the conventions of different types of writing e.g. *use of first person in autobiographies and diaries.* - Identify how language, structure and presentation contribute to meaning e.g. *formal*	prompt – **P**oint+**E**vidence+**E**xplanation. - Infer characters' feelings, thoughts and motives from their actions, justifying inferences with evidence e.g. **P**oint+**E**vidence+**E**xplanation. - Predict what might happen from information stated and implied. - Through close reading, re-read and read ahead to locate clues to support understanding and justify with evidence from the text. - Make comparisons within and across texts e.g. similar events in different books such as being an evacuee in Carrie's War and Goodnight Mr Tom. - Compare characters within and across texts. - Compare texts written in different periods. - Recognise themes within and across texts e.g. *hope, peace, fortune, survival*. - Distinguish between statements of fact or opinion across a range of texts e.g. first-hand account of an event compared with a reported example such as Samuel Pepys' diary and a history textbook. - Skim for gist. - Scan for key information e.g. *identify words and phrases which tell you the character is frustrated,* or *find words/phrases which suggest that a theme park is exciting.*

				points, glossary, diagrams. - Locate information from non-fiction texts using the contents page, index, labelled diagrams and charts.		forms of poetry e.g. *haiku, limericks, kennings.*	*letter, informal diary, persuasive speech.*	- Use a combination of skimming, scanning and close reading across a text to locate specific detail. - Retrieve, record, make notes and present information from non-fiction, including texts used in other subjects. - Analyse the conventions of different types of writing e.g. *use of dialogue to indicate geographical and/or historical settings for a story.* - Identify how language, structure and presentation contribute to meaning e.g. *persuasive leaflet, balanced argument.*
				Retrieving and recording information from non-fiction - Prepare for research by identifying what is already known about the subject and key questions to structure the task. - Evaluate how specific information is organised within a non-fiction text e.g. *text boxes, contents, bullet points, glossary, diagrams.* - Quickly appraise a text to evaluate usefulness. - Navigate texts in print and on screen. - Record information from a range of non-fiction texts.	**Retrieving and recording information from non-fiction** - Prepare for research by identifying what is already known about the subject and key questions to structure the task. - Navigate texts ,e.g. using contents and index pages, in order to locate and retrieve information in print and on screen. - Record information from a range of non-fiction texts. - Scan for dates, numbers and names. - Analyse and evaluate how specific information is organised within a non-fiction text e.g.	**Evaluating the impact of the author's use of language** - Explore, recognise and use the terms metaphor, simile, imagery. - Explain the effect on the reader of the authors' choice of language. - Distinguish between statements of fact or opinion within a text.	**Evaluating the impact of the author's use of language** - Explore, recognise and use the terms personification, analogy, style and effect. - Explain the effect on the reader of the author's choice of language and reasons why the author may have selected these words, phrases and techniques.

					text boxes, sub-headings, contents, bullet points, glossary, diagrams. - Explain how paragraphs are used to order or build up ideas, and how they are linked.		
		Participating in discussion - Listen to what others say. - Take turns.	**Participating in discussion** - Participate in discussion about what is read to them, taking turns and listening to what others say. - Make contributions in whole class and group discussion. - Consider other points of view. - Listen and respond to contributions from others.	**Participating in discussion** - Participate in discussion about what is read to them and books they have read independently. - Develop and agree on rules for effective discussion. - Take turns and listen to what others say. - Make and respond to contributions in a variety of group situations e.g. *whole class, pairs, guided groups, book circles.*	**Participating in discussion** - Participate in discussion about what is read to them and books they have read independently, taking turns and listening to what others say. - Develop, agree on and evaluate rules for effective discussion. - Make and respond to contributions in a variety of group situations e.g. *whole class, independent reading groups, book circles.*	**Participating in discussion and debate** - Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others ideas and challenging views courteously. - Explain and discuss their understanding of what they have read, including through formal presentations and debates. - Prepare formal presentations individually or in groups. - Use notes to support presentation of information. - Respond to questions generated by a presentation. - Participate in debates on an issue related to reading (fiction or non-fiction).	**Participating in discussion and debate** - Participate in discussions about books, building on their own and others' ideas and challenging views courteously. - Explain and discuss their understanding of what they have read, including through formal presentations and debates. - Prepare formal presentations individually or in groups. - Use notes to support presentation of information. - Respond to questions generated by a presentation. - Participate in debates on issues related to reading (fiction/non-fiction).