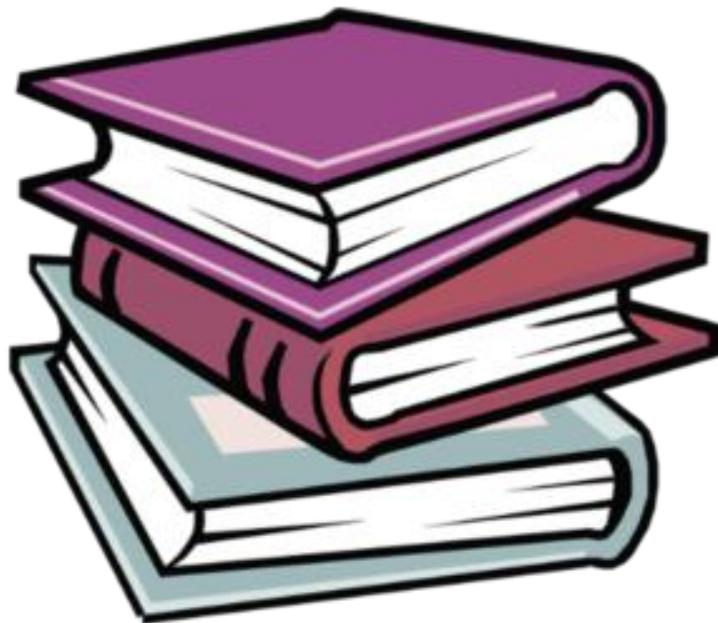# Readers

at

Bankwood

Y1 Readers

Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including alternative sounds for graphemes.
Blending sounds in unfamiliar words and words of more than one syllable containing taught GPCs. *E.g. window, fairy, table, rocket*
Reading common exception words (words that are spelt in an unusual or uncommon way – exceptions to spelling rules). *E.g. the, said, was, are*
Read words containing –s, -es, -ing, -ed, -er and –est ending.
Reading compound words. *E.g. football, sunset*
Read words with contractions and understand that the apostrophe represents omitted letter(s). *E.g. I'll, we'll*
Read aloud with pace and expression. *E.g. pausing at a full stop, raise voice for a question.*
Recognise capital letters, full stops, question marks, exclamation marks and ellipses.
Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently. *E.g. Discuss some of the features of a non-fiction text. Participate in drama activities such as hot seating.*
Becoming familiar with key stories, fairy stories and traditional tales, including retelling them.
Recognising and joining in with predictable phrases. *E.g. Then I'll huff and I'll puff…*
Recite some rhymes and poems by heart.
Discussing word meanings, linking new meanings to those already known. *E.g. big to enormous*
Checking that the text makes sense to them as they read and correcting inaccurate reading.
Discussing the significance of the title and events.
Making simple inferences based on what is being said and done or through illustrations. *E.g. How is she feeling? How do you know?*
Predict what might happen based on what has been read so far.
Participating in discussions about what is read to them, including what they like or dislike about a text.
Explain their understanding of what is read to them.

Y2 Readers

Blending the sounds in words that contain graphemes taught so far, especially recognising alternative sounds for graphemes.
Read accurately words of two or more syllables containing graphemes that have been taught.
Read words containing common suffixes. *E.g. –ment, -ness, -ful, -less, -ly*
Read further common exception words, noting unusual correspondences between spelling and sound, and where these occur in the word. *E.g. because, beautiful, sugar*
Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.
Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.
Can discuss the sequence of events in books and how they are related to each other. *E.g. Link the problem with its resolution.*
Becoming increasingly familiar and can retell a wider range of stories, poems and traditional tales, using intonation, volume and expression.
Can talk about and comment on plot, setting and characters in familiar and unfamiliar stories.
Can discuss favourite words and phrases. *E.g. Can compare language: Settings – in the deep dark forest…, Character moods – angrily, he stomped out…, Timing of events – just at that moment…*
Can self-select a book, giving reasons for their choices.
Discuss meaning of new words, speculating about possible definitions and link to its current context to check to see if the meaning makes sense. *E.g. Strategies might involve using a thesaurus or dictionary, re-reading the sentence, reading on, using the context.*
Recognising recurring literacy language in stories and poems. *E.g. Once upon a time…*
Checking the text makes sense to them and self-correcting where necessary. *E.g. When reading 'palace' for 'place'.*

Y3 Readers

Read exception words, noting the unusual correspondence between spelling and sound and pronounce unfamiliar words by drawing on prior knowledge.
Apply growing knowledge of root words, prefixes and suffixes to read aloud and understand the meaning of unfamiliar words. *E.g. active/inactive. E.g. Sub = under, use to define subheading/submerge.*
Identifying a range of prefixes and how these change the meaning of nouns. *E.g. super, anti, auto*
Recognise inverted commas and how they are used to give more meaning when reading a text. *E.g. character's emotions and varies voice when reading aloud.*
Identifying pronouns, adverbs, collective nouns and plurals when reading. *E.g. Adverbs: James soon started eating quickly for fear of being late. Pronoun: she, his, his, this… Plurals: mice/mouse, sheep… Collective nouns: army, gang, flock…*
Make book recommendations and give reasons for their choice.
Discuss the different structure and compare facts in non-fiction books.
Understand that narrative books are structured in different ways. *E.g. Quest stories start with a dilemma.*
Can identify myths and legends and discuss key features.
Use dictionaries to check the meaning of words they have read.
Identify themes and conventions in a wide range of books, including those from other cultures and traditions. *E.g. Good over evil, wise and foolish, villains and heroes, bullying.*
Prepare poems and plays to read aloud, showing understanding through intonation, tone, volume and action.
Comment on the way characters relate to one another.
Can identify the main idea of a text and know which words are essential in a sentence to retain meaning.
Draw inferences, such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. *E.g. How did Little Red Riding Hood feel about her Grandma?*

Y4 Readers

Apply knowledge of root words, to use prefixes and suffixes to read aloud and understand meaning of unfamiliar words *(e.g. limit – limitation) E.g. Use knowledge of inter- means between or among to define intercity/interrelated.*
Understand the impact of inverted commas and punctuation cues when reading aloud and change voice accordingly for characters.
Recognise apostrophe for possession. *E.g. The girl's name, the girls' names, children's sweets, James' bag…*
Selecting books for specific purposes.
Give personal points of view on a text. *E.g. Justify opinions, read extensively favourite authors/genres, discuss structures of non-fiction books…*
Use dictionaries to check the meaning of unfamiliar words.
Identify some text type organisational features. *E.g. narrative, explanation, persuasion)*
Identifying differences between language used in fiction and non-fiction, formal and informal texts.
Identify and explain how the structure contributes to meaning. *E.g. diary written in the first person, greetings in a letter.*
Identify and explain why writers have used particular words or phrases and the impact this has on the reader. *E.g. Varied sentence structure, adverb starters, adjectives, alliteration, simile, metaphor, idioms, and word play.*
Identify figurative and expressive language used to create images and atmosphere. *E.g. simile, metaphor, personification, repetition for emphasis, alliteration.*
Skim and scan to locate information in order to answer a question.
Answer inferential questions by stating a point, backing it up with evidence from the text and explain thinking. *E.g. Why did Little Red Riding Hood set off straight away to her Grandma's house?*
Make and justify predictions from what is implied in a text. *E.g. I predict that the bullies will not leave Tom alone and will return to demand more money because it says in the text, "with a smile which didn't reach her eyes, Sonia hissed, "See you soon Tommy…"*

Y5 Readers

Read most unfamiliar words with increasing automaticity.
Re-read and read ahead to check for meaning. Cross check deduced meaning of words with context.
Identify root words in reading and apply their understanding of how prefixes and suffixes affect meaning. *E.g. Suffixes: -ate (donate), -ise (criticise), -ify (notify). Prefixes: dis- (disown), re- (recycle), de- (demist).*
Vary voice for direct or indirect speech.
Recognise clauses within sentences.
Read and discuss an extensive range of books, including myths, legends and traditional stories and books from other cultures and traditions, know their features and evaluate how effective they are. *E.g. JK Rowling – Harry Potter series, Richard Adams – Watership Down, CS Lewis – The Voyage of the Dawn Trader.*
Make comparisons between two texts, including different version of texts and talk about their differences and similarities.
Identify and comment on the structure and organisation on a range of texts. *E.g. In reports, how experts may be included to influence the reader: In parodies, how writers exaggerate the style, making it appear ridiculous: In narratives, how flashback paragraphs reveal insight into a characters' motives.*
Draw inferences and justify with evidence from the text.
Identify examples of figurative language and consider the impact on the reader. *E.g. Simile, metaphor, personification, onomatopoeia, hyperbole, analogy.*
Summarise main points of an argument or discussion and use this to justify their own response to an issue.
Understand that people use bias in persuasive writing.
Recognise the difference between fact and opinion.
Appreciate how two people may have a different point of view on the same event, explain their own personal point of view, and give reasons.
Use text marking to identify key information in a text and use these to make notes. *E.g. Highlighting, annotating, bullet points.*
Carry out research selecting own books for the specific purpose and collecting information from more than one source.
Explain how and why a writer has used clauses to add information to a sentence.
Present an oral overview or summary of a text.

Y6 Readers

Read, perform, discuss, evaluate, compare and recommend a wide range of books including myths, legends, traditional stories, plays and poetry. *E.g. Anthony Horowitz – Stormbreaker, Phillip Pullman – Clockwork, Daniel Defoe – Robinson Crusoe.*
Participate in discussions about books, challenging views and providing reasoned justification for their views, taking into account the difference between facts and opinions *E.g. I agree with you that... but have you considered...?*.
Retrieve, record and present information from non-fiction. *E.g. Skim and scan quickly. Use sub-headings, tables, charts and diagrams to retrieve information.*
Check that the book makes sense to them, working out the meaning of words in context, applying knowledge of morphology and etymology.
Predict what might happen from details stated and implied. *E.g. I predict that the bullies will not leave Tom alone and will return to demand more money because it says in the text, "With a smile that didn't reach her eyes, Sonia hissed, "See you soon, Tommy..."*
Draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence. *E.g. Hissing makes me think of a snake. Snakes are dangerous, you cannot tell what they are thinking and they hiss before they strike.*
Summarise main ideas, identifying key details and using quotations for illustrations. *E.g. Use of highlighting, annotating, bullet points to summarise a paragraph. Summarise in a range of formats.*
Evaluate how authors use language (including figurative language), structure and presentation to convey meaning and consider the impact on the reader.