

Reading Intent: At Elmbridge Primary School, reading is everything. It is the gateway for children to access the world around them. Reading purposefully, frequently and for pleasure is crucial in supporting well-being, curiosity and academic success. Pupils can answer their own enquiring minds across a range of subjects; through the skills of decoding, fluency and comprehension. Reading is a safe forum for each child to develop an understanding of the world around them, experiencing the values of compassion, empathy and tolerance whilst learning about and deriving pleasure from their own and other cultures.

	Reading – Phonics and decoding	Reading – Accuracy, fluency and understanding	Reading for pleasure	Maintaining a positive attitude about reading
Year R	<ul style="list-style-type: none"> • They use phonic knowledge to decode regular words and read them aloud accurately • They also read some common irregular words 	<ul style="list-style-type: none"> • Children read and understand simple sentences • They demonstrate understanding when talking with others about what they have read 	Develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> • learning to appreciate rhymes and poems, and to recite some by heart • becoming very familiar with key stories, fairy stories and traditional tales and retelling them 	<ul style="list-style-type: none"> • Mystery Reader • Library Visits • Author visits • Reading certificates • Lending library
Year 1	<ul style="list-style-type: none"> • apply phonic knowledge and skills as the route to decode words • respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes • read accurately by blending sounds in unfamiliar words containing GPCs that have been taught • read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word • read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings • read other words of more than one syllable that contain taught GPCs • read words with contractions [for example, I’m, I’ll, we’ll], and understand that the apostrophe represents the omitted letter(s) • read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words 	Understand both the books they can already read accurately and fluently and those they listen to by: <ul style="list-style-type: none"> • drawing on what they already know or on background information and vocabulary provided by the teacher • checking that the text makes sense to them as they read and correcting inaccurate reading • discussing the significance of the title and events • making inferences on the basis of what is being said and done • predicting what might happen on the basis of what has been read so far • participate in discussion about what is read to them, taking turns and listening to what others say • re-read these books to build up their fluency and confidence in word reading • explain clearly their understanding of what is read to them. • discussing word meanings, linking new meanings to those already known 	Develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> • listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently being encouraged to link what they read or hear read to their own experiences • becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics recognising and joining in with predictable phrases • learning to appreciate rhymes and poems, and to recite some by heart 	<ul style="list-style-type: none"> • Read at home • Mystery Reader • Buddy Readers 6x yearly • Author visits • Reading certificates • Library Visits
Year 2	<ul style="list-style-type: none"> • continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent • read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes • read accurately words of two or more syllables that contain the same graphemes as above • read words containing common suffixes • read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word • read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered 	Understand both the books that they can already read accurately and fluently and those that they listen to by: <ul style="list-style-type: none"> • drawing on what they already know or on background information and vocabulary provided by the teacher • checking that the text makes sense to them as they read and correcting inaccurate reading • making inferences on the basis of what is being said and done ☐ answering and asking questions • predicting what might happen on the basis of what has been read so far • participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say 	Develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> • listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently • discussing the sequence of events in books and how items of information are related • becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales • being introduced to non-fiction books that are structured in different ways 	<ul style="list-style-type: none"> • Mystery Reader • Bedtime Stories • Accelerated Reader quizzes • Reading certificates • Library Visits • Buddy Readers 6xyearly

	<ul style="list-style-type: none"> • read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation • re-read these books to build up their fluency and confidence in word reading. 	<ul style="list-style-type: none"> • explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves. 	<ul style="list-style-type: none"> • recognising simple recurring literary language in stories and poetry discussing and clarifying the meanings of words, linking new meanings to known vocabulary • discussing their favourite words and phrases • continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear 	
<p>Year 3</p>	<ul style="list-style-type: none"> • Know that phonics is one strategy to read unfamiliar words • Know when phonic strategies will help to read a word and when they will not • Know what a root word is • use a root word to help read and understand the meaning of unfamiliar words • read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. • Know what prefixes and suffixes are and understand how they change the meaning of a word • Use and apply root words, prefixes and suffixes to read and understand the meanings of unfamiliar words. • Know that some words may have a similar pronunciation but may be written differently. E.g. field, tie • I know that unfamiliar words can be read by using knowledge of similar words. 	<p>Understand what they read, in books they can read independently by:</p> <ul style="list-style-type: none"> • checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context • asking questions to improve their understanding of a text • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • predicting what might happen from details stated and implied • identifying main ideas drawn from more than 1 paragraph and summarising these • identifying how language, structure, and presentation contribute to meaning • retrieve and record information from non-fiction • 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 	<p>Develop positive attitudes to reading, and an understanding of what they read, by:</p> <ul style="list-style-type: none"> • listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • reading books that are structured in different ways and reading for a range of purposes • using dictionaries to check the meaning of words that they have read • increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action • identifying themes and conventions in a wide range of books • discussing words and phrases that capture the reader's interest and imagination • recognising some different forms of poetry [for example, free verse, narrative poetry] 	<ul style="list-style-type: none"> • Bedtime Stories • Accelerated Reader quizzes • Reading certificates • Library Visits

	Reading – Phonics and decoding	Reading – Accuracy, fluency and understanding	Reading for pleasure	Maintaining a positive attitude about reading
Year 4	<ul style="list-style-type: none"> • Know that phonics is one strategy to read unfamiliar words • Know when phonic strategies will help to read a word and when they will not • use a root word to help read and understand the meaning of unfamiliar words • Know what prefixes and suffixes are and understand how they change the meaning of a word • Use and apply root words, prefixes and suffixes to read and understand the meanings of unfamiliar words. • Know that some words may have a similar pronunciation but may be written differently. E.g. field, tie • I know that unfamiliar words can be read by using knowledge of similar words 	<p>Understand what they read, in books they can read independently, by:</p> <ul style="list-style-type: none"> • checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context • asking questions to improve their understanding of a text • drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence • predicting what might happen from details stated and implied • identifying main ideas drawn from more than 1 paragraph and summarising these • identifying how language, structure, and presentation contribute to meaning • retrieve and record information from non-fiction • 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 	<p>Develop positive attitudes to reading, and an understanding of what they read, by:</p> <ul style="list-style-type: none"> • listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • reading books that are structured in different ways and reading for a range of purposes • using dictionaries to check the meaning of words that they have read • increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • identifying themes and conventions in a wide range of books • preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action • discussing words and phrases that capture the reader’s interest and imagination • recognising some different forms of poetry [for example, free verse, narrative poetry] 	<ul style="list-style-type: none"> • Accelerated Reader quizzes • Reading certificates • Library Visits
Year 5	<ul style="list-style-type: none"> • Use and apply root words, prefixes and suffixes to read and understand the meanings of unfamiliar words. • Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word • Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words 	<p>Understand what they read by:</p> <ul style="list-style-type: none"> • checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context • asking questions to improve their understanding • drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence • predicting what might happen from details stated and implied • summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas • identifying how language, structure and presentation contribute to meaning 	<p>Develop positive attitudes to reading and an understanding of what they read by:</p> <ul style="list-style-type: none"> • continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • reading books that are structured in different ways and reading for a range of purposes • increasing 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 • recommending books that they have read to their peers, giving reasons for their choices 	<ul style="list-style-type: none"> • Accelerated Reader quizzes • Reading certificates • Library Visits • Buddy Readers 6xyearly

		<ul style="list-style-type: none"> • discuss and evaluate how authors use language, including figurative language, considering the impact on the reader • distinguish between statements of fact and opinion • retrieve, record and present information from non-fiction • 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, maintaining a focus on the topic and using notes where necessary • provide reasoned justifications for their views 	<ul style="list-style-type: none"> • identifying and discussing themes and conventions in and across a wide range of writing • making comparisons within and across books • learning 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 	
<p>Year 6</p>	<ul style="list-style-type: none"> • Use and apply root words, prefixes and suffixes to read and understand the meanings of unfamiliar words. • Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word • Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words 	<p>Understand what they read by:</p> <ul style="list-style-type: none"> • checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context • asking questions to improve their understanding • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • predicting what might happen from details stated and implied • summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas • identifying how language, structure and presentation contribute to meaning • discuss and evaluate how authors use language, including figurative language, considering the impact on the reader • distinguish between statements of fact and opinion • retrieve, record and present information from non-fiction • 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, maintaining a focus on the topic and using notes where necessary • provide reasoned justifications for their views 	<p>Develop positive attitudes to reading and an understanding of what they read by:</p> <ul style="list-style-type: none"> • continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • reading books that are structured in different ways and reading for a range of purposes • increasing 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 • recommending books that they have read to their peers, giving reasons for their choices • identifying and discussing themes and conventions in and across a wide range of writing • making comparisons within and across books • learning 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 	<ul style="list-style-type: none"> • Accelerated Reader quizzes • Reading certificates • Library Visits • Buddy Readers 6xyearly