



*St Michael's C of E Primary School*  
The simplified Reading Overview



Class	Reading	Comprehension
Nursery	Phonic Phases 1/2	Understand the difference between question words – who, where, when, what, how.
Rec	Phonic Phases 2/3/4 Begin to show reading automaticity and reading fluency when reading known sentences.	Show understanding of what has been read to them.
Year 1	Phonic Phases 4/5 Develop reading automaticity and reading fluency when reading new sentences.	Show understanding of what they have read. Provide details and accurate descriptions from stories read to them.
Year 2	Read new words using their knowledge and skills from their phonics learning. Read common exception words. Read books/texts at their level with automaticity and fluency without sounding out and/or blending. Have an improved understanding of intonation.	Begin to be able to explain what a text is about and provide accurate details on the text. Start to retrieve information from a text. Begin developing the skills of how to predict, infer, deduce and give opinions.
Year 3	Read books/texts at their level with automaticity and fluency without sounding out and/or blending. Begin to recognise words where their phonics knowledge will not help them read a word. To develop their strategies of using root words, understanding prefixes and suffixes (also knowing how these can change the meaning) to read new words. Develop expression and the change of pace when reading for a purpose.	Be able to explain what a text is about and provide accurate details on the text and opinions on the quality of the text with reasons. Be able to retrieve information from a text using the scanning and/or skimming skills. Be able to predict, infer, deduce and give opinions. Explain reasons for language choices by the author.
Year 4	Read books/texts at their level with automaticity and fluency without sounding out and/or blending. Recognise words where their phonics knowledge will not help them read a word. Use their strategies of using root words, understanding prefixes and suffixes (also knowing how these can change the meaning) to read new words. Develop expression and the change of pace when reading for a purpose.	Do all the above. Develop understanding of why the author has written the text in the chosen style. Understand how phrase and sentence choice provides atmosphere and tension.
Year 5	Begin to read texts in a performance style pronouncing words accurately with the desired pace and expression that would engage an audience.	Show a great understanding of any text.

		<p>Have great knowledge of how to interpret authorial type questions.</p> <p>Know how to deduce and infer information using the text for evidence and to support answers.</p> <p>To be able to discuss a text in great detail and add to conversation threads with either an agreement, disagreement or alternative idea.</p>
Year 6	Read texts in a performance style pronouncing words accurately with the desired pace and expression that would engage an audience.	All of the above with more accuracy and better choices of vocabulary and language.