South Avenue Primary School

Reading End Points

Reading Curriculum Intent	At South Avenue, our curriculum is designed with the intent that each child becomes a caring, confident and curious young person with a passion for learning and achieving. It is our belief that reading is the key to unlocking this passion and curiosity for the world and that reading can open the door to a successful and happy future for our children. Our curriculum is carefully designed to ensure that all children leave the school with the ability to read, no matter where their starting point in their journey to reading may have been. In KS1, children learn to read so that in KS2, they can read to learn: as the Rose Review stated, "learning to read progresses to reading, effortlessly, to learn." Without the initial skill of reading, children will be unable to access the joy of learning so our primary focus is supporting all children not only to read but to develop a passion for reading. Children's development of reading is supported every day: by access to a variety of high-quality texts which are matched to their reading level; opportunities to read independently and to teachers, teaching assistants and volunteers; modelled reading by class teachers during daily read aloud sessions; the teaching of phonics in early years; and finally through class guided reading sessions to develop comprehension skills. Additionally, children are exposed to high quality texts when they explore topics in science, computing and all foundation subjects.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Fluency and phrasing Skills *Reading speeds are approximate guides to average words per minute; pace of reading is only one indicator of fluency.*	***25 wpm** Children learn to: recognise and read their name automatically; join in with a refrain during group recitation; recite some familiar rhymes and songs by heart; recite rhymes to a given rhythm, perhaps marching or clapping to the beat; sing the alphabet with support; begin to read words and simple sentences, showing understanding by the way they say it; sight-read familiar labels and words in the	*** 70 wpm** Children learn to: recite some familiar complete rhymes and songs by heart; use body percussion or instruments to hold the beat; recognise and join in with predictable phrases; read on sight the CE words for Y1; say or sing the alphabet in sequence; sound and blend unfamiliar printed words quickly and accurately using their phonemic knowledge and skills; read aloud, checking that it 'sounds right' and that the text makes sense	***90 wpm** Children learn to: continue to apply phonemic knowledge and skills until automatic decoding has become embedded and reading is fluent *(e.g. purple-gold book band);* read unfamiliar words containing all common graphemes, accurately and without undue hesitation, by sounding them out in books that are matched closely to word reading knowledge; recite familiar poems by heart; read many Y2 CE words automatically by	***110wpm** Children can recite some poems (or songs) by heart, in groups and sometimes alone, building confidence and fluency; read age-appropriate books *(e.g. lime book band)* accurately and at a speed that is sufficient for them to focus on understanding, rather than on decoding individual words; read new words outside their spoken vocabulary, making a good guess at pronunciation; when reading aloud, speak audibly and with growing fluency;	***140 wpm** Children learn to: read words speedily by working out the pronunciation of unfamiliar printed words (decoding) and recognising familiar words; sight-read a wide range of exception words (Y3-4 list and similar); with support, notice where commas create phrasing within sentences; read with expression, using the punctuation to support meaning, including multi-clause sentences; recite whole poems with growing awareness of	*** 150 wpm** Read aloud a wider range of age-appropriate poetry and other texts with accuracy and at a reasonable speaking pace; read most words effortlessly and work out how to pronounce unfamiliar written words with increasing automaticity; prepare readings using appropriate intonation to show their understanding; notice more sophisticated punctuation e.g. of parenthesis, and use expression accordingly;	***150-200+ wpm** Children show that they can: read age-appropriate texts fluently and with confidence; learn and recite a wider range of poetry, sometimes by heart; read aloud and perform poems and plays, showing understanding through intonation, tone and volume so that the meaning is clear to the audience; notice and respond to punctuation and phrasing when reading aloud; gain, maintain and monitor the interest of the listener;

	environment e.g. Class 1, crayons, Toilets; recognise and independently read some common exception words with automaticity.	to them; with support, notice sentence punctuation; re-read favourite books to themselves, to gain confidence with word reading and fluency.	sight; read most words quickly and accurately when they have been frequently encountered, without overt sounding and blending; check that the text makes sense to them as they read, and correct inaccurate reading; use expression appropriately to support the meaning of sentences, including those which use subordination.	read on sight all Y2 CE words and some further exception words for Y3-4; gradually internalise the reading process to read silently.	the listener; as decoding becomes more secure, become independent, fluent and enthusiastic readers.	read silently and then discuss what they have read; sight-read all Y3-4 exception words and some Y5-6 words (and similar) with automaticity.	automatically read a wide range of exception words, including the Y5-6 list and similar words which occur in texts.
Inferential Reading Skills	Children begin to - understand the feelings of characters in texts they listen to e.g. why Little Bear might want his mummy at bedtime, or that the Gingerbread man might be brave – when the text does not explicitly say so; use pictures in texts which give clues; feel the mood of a setting, such as a scary forest or a funny event e.g. The Enormous Turnip; guess what could happen next.	Children learn to - discuss the significance of the title and events; make simple inferences when a book is read to them e.g. how each of the bears feel when they discover Goldilocks, or why Jack is called 'lazy'; why the title 'Upside Down' might be suitable for an information text about bats; why the ugly sisters might feel jealous; predict what might happen next in a sequenced story, based on what has been read so far;	Children learn to - make some inferences, answering 'how' and 'why' questions which may reach beyond the text; guess feelings of characters and the reasons for these feelings, particularly when based on the child's personal experiences e.g. why Owl might be afraid of the dark; predict what might happen next, on the basis of what has been read so far; explain their understanding of what is read to them, beyond that which is	Children learn to - with support, identify themes across the text e.g. loyalty and treachery in Lion, Witch, Wardrobe; draw inferences such as characters' feelings, thoughts and motives for their actions e.g. why Edmund lied; begin to justify their inferences by locating textual evidence; predict what might happen from implied details or from other stories they know. In support of inference skills, children use dictionaries to check	With growing confidence, gathering experience from texts, children learn to - identify themes across the text; draw inferences such as inferring characters' feelings, thoughts and motives for their actions; justify their inferences with textual evidence, as a familiar exercise; predict what might happen from implied details. In support of inference skills, children use dictionaries with growing	Children learn to - draw inferences independently, often justifying with textual evidence; make predictions from implied details, both before and after events; identify and discuss themes across a wide range of texts, both fiction, non-narrative and poetry; summarise main ideas; make comparisons within and across texts, referring to both reference points; discuss and explore the precise meaning of	With confidence, fluency and independence, children - draw hidden inferences, justifying with textual evidence, including quotations which illustrate; make reasoned predictions from implied details; identify and discuss themes across a wide range of texts; summarise main ideas across whole text, note developments e.g. of a character or relationship; make comparisons within and across texts, using evaluative skills;

		begin to explain their understanding of what is read to them, beyond that which is explicitly stated. In support of inference skills, pupils discuss word meanings, linking new meanings to those already known; they draw on what they already know or on background information and vocabulary provided by the teacher.	explicitly stated e.g. make a sequence of events, or explain a moral or message; learn about cause and effect e.g. what has prompted a character's behaviour. In support of inference skills, children discuss and clarify the meanings of words, linking new meanings to known vocabulary provided by the teacher.	meanings of new vocabulary; with support they talk about what words mean in context.	independence, to define new vocabulary; they discuss and explain words and phrases to explore meanings in context.	words and phrases in context.	work out the nuanced meanings of words and phrases in context.

Local inference: Pupils make inferences to help them understand a sentence or paragraph within a text.

Local inferences take many forms, including those listed below. These are the inferences that help pupils make sense of information in short sections of text.

Global inference: Pupils make inferences to help them draw overarching meaning from a whole text.

These inferences are drawn by piecing together a series of local inferences and pairing this with background knowledge and experiences to help them make sense of the themes of a text.

Knowledge-based inferences: Pupils use stated information to make inferences that are evidence based.

These inferences can usually be evidenced or explained with direct reference to information stated within a text. Pupils rely on what they have read to support their inference.

Elaborative inferences: Pupils 'fill in the gaps' to create a rich mental representation of a text.

These inferences often involve embellishment of stated information using pupils' prior knowledge and life experiences to help understand a text more fully.

Pixl Primary:
'Inference is a notoriously difficult skill for many pupils to master. There are a number of component skills that make up the overarching umbrella of 'inference' and some of these key skills are more easily embedded than others. For example, pupils usually find it easier to make local inferences than global inferences and often, pupils will make knowledge-based inferences using explicitly stated information before beginning to make elaborative inferences, drawing on their own experiences and empathising with characters.

A good reader will be able to make conscious inferences through interrogation of a text but also make unconscious inferences, automatically, as they read. These may be made both online (at the time of reading) and off-line (after completion of a text or section of text). These types of inference rely on an increasingly good knowledge of vocabulary, sound comprehension and a broad grasp of vocabulary and grammatical structure. Discussing different types of inference skills will make pupils more aware of their own thinking processes as they read and thus improve their ability to select the right skill according to the question they need to answer.'

Retrieval Skills							
	Children recall key facts from a story which has been read to them. They use visual literacy to: find information from a picture; point to information on the page in order to locate the answer which can be found easily in the text e.g. what was Red Riding Hood taking to her grandmother? What was Humpty Dumpty sitting on? Can you find out what Winnie the Pooh likes to eat best? Show me how you know. They can: recognise and read their name; recognise, point to, or find and read aloud words and phrases they have learned.	In addition to using visual literacy, children learn to: use their growing phonic knowledge and vocabulary knowledge to recognise words and phrases which locate information found explicitly in the text; They are learning to: talk about the title and how it relates to the events in the text; explain key facts about what is read to them from a variety of texts, including poems, non-fiction and stories e.g. key characters, places and events; retrieve answers to simple literal *who, what, where, when, which, who* and *how* questions.	Children begin to scan for key words in the text order to locate answers; begin to analyse the wording of a question in order to choose what to look for e.*g. What did the princess do first when she arrived at the castle? Key words: first, princess, castle;* sometimes can find answers where the question word does not match the text word; They learn to: navigate different paragraphs of information texts, locating the most suitable paragraph e.g. by reading subheadings or using other visual information, in order to retrieve solutions; recognise simple recurring literary language; locate and discuss favourite words and phrases; read (and recite) a repertoire of poems including classical poetry;	Children are becoming more familiar with retrieving facts and information where question words and text language vary (i.e. where the literal answer is somewhat 'hidden' in the vocabulary used); they scan for alternative synonyms or phrases. They can: check the accuracy of what they are retrieving by reading around the words or phrases they find; locate and discuss words and phrases they find interesting; ask questions which improve their own understanding.	Children develop their reading retrieval skills, working across a wider range of text types with growing familiarity; they work with texts of increasing length, to retrieve information across the whole text as well as at a local level; Children can skim a whole text first to select which paragraph or section of text an answer may be located in; they then scan the paragraph or section to retrieve the information they need, using the text to support their answer where necessary.	Children can: discuss their understanding and explore the meaning of words in context; ask questions which develop their understanding; retrieve key details and begin to find quotations from a whole text; They are learning to locate the author or poet's viewpoint, either where it is explicitly stated, or when it can be retrieved through using similar words and phrases; understand some challenging vocabulary and its meaning within context, sometimes supported by using a dictionary or thesaurus.	During text-discussion, children can maintain focus on the subject, using notes when necessary; independently locate information and provide reasoned justifications for their views; routinely find accurate quotations from a whole text; retrieve and summarise details to support opinions and predictions; using skimming, scanning and text-marking to support answers to questions which require analysis e.g. of mood /setting /characters and to support own viewpoint.

			draw on vocabulary-knowledge to understand texts and solve problems; check the text makes sense as they read.				

(Pixl Primary English) Understanding Retrieval

'Retrieval questions are literal ('looking') questions. Retrieval is often the first comprehension skill pupils secure as it has the lowest cognitive domain; the answers are there in the text for pupils to find. There are varying degrees of literal when it comes to retrieval questions. For example, if a question asks: '*What is the girl's name?*' and in the text it says: '*The girl's name is Fiza.*', this is a completely literal retrieval question as the answer is stated directly in the text. However, only a few retrieval questions are as literal as this. Pupils usually have to think carefully to find and search for the right piece of information to answer retrieval questions.'

How to teach skills to support successful retrieval:

Skill	Teaching Guidance
Scanning	Scanning is reading rapidly in order to find specific facts or information. Through regular, timed practice teachers should teach pupils to: • decide on a few key words or phrases/ search terms. Teach pupils to be human search engines! • look for the first few letters of the word/s they are looking for. • look for words in bold letters or italics for important pieces of information. • look for bullet points or numbered lists that might contain the information they need. • find the section they need in the text using the question words. • let their eyes float rapidly down the page until they find the key word or phrase they want. • when their eye catches one of the key words, read the surrounding material carefully to check that it conveys the correct information. • scan for a person when the question word is who, scan for a place when the question word is where, scan for a time/date/day/month/year/season when the question word is when, scan for a time/distance when the question asks how long. • search for proper nouns when scanning for names of people or places. • scan for pronouns that link to the key question words. For example, a question may ask: *What did George want to do with the snake?* The text may read "*He would have liked to put a snake down her neck.*" Pupils will need to understand that the 'he' is George. • scan to check information. For example, when answering true or false questions – pupils should be taught to always find answers in text and check even if they think they remember the answer from initial reading.
Skimming	Skimming is reading rapidly to get a general overview of the text. Pupils will use skimming for retrieval when working across whole texts. Pupils will first skim the entire text to find which section/paragraph the answer is in and then scan that section/paragraph for the specific piece of information. Through regular, timed practice teachers should teach pupils to: • ignore details and look for main ideas. • in non-fiction, read only the subheadings or titles of paragraphs. • glance through the main headings in each chapter just to see a word or two. Read the *headings of charts and tables.* • read the first sentence of each paragraph to find out what it is about.

Response to Text Skills	Children show pleasure in stories being read to them; enjoy sharing poems and rhymes together; sometimes look at a book out of choice, rather than something else; begin to have favourite texts which they ask for repeatedly; may pick a favourite character or a favourite story; may be able to say why; sometimes read a familiar text aloud to themselves, remembering the words they have heard; know how the pictures relate to the story; point to parts of the text in answer to questions.	Children learn to – listen to, share and discuss a wide range of high-quality books (poetry / picture books / stories / *information texts*) which are beyond those they can read by themselves, to develop a love of reading; listen to *new words* in texts read aloud to them, *which broaden their vocabulary*; talk about words they know or like; participate in discussion about the text, *taking turns and listening to others*; draw links between the text and some of their own experiences; are shown some ways to *find information in non-fiction texts*; can *discuss the significance of the title or events*; are *learning to appreciate* poems and rhymes, beginning to express reasons for preferences.	Children learn to – develop their pleasure in reading by listening to, discussing and expressing views about a wide range of texts, including contemporary and *classic poetry*, stories and non-fiction at a level beyond their independent reading ability; participate in *discussion about texts* that are read to them and those *they read for themselves*, taking turns and listening to others; discuss the *sequence of events* in stories; *retell these events orally*, once the story has become familiar; talk about how different items of information in non-fiction texts are related; *recognise simple recurring literary language* e.g. once, long ago; far, far away; we shall have snow; *clarify the meaning of words, linking new meanings to known*	Children develop positive attitudes to reading and understanding of what they read, by listening to and discussing a wide range of fiction, poetry, *plays*, non-fiction and *reference/text* books; participate in discussion about texts, sometimes listening to others; increase their familiarity with texts including fairy stories, *myths and legends*; retell some of these orally; discuss words and phrases which capture their interest; begin to identify how language, structure and presentation contribute to meaning; may express preferences for text type.	With *growing confidence*, and *gathering experience from a wider range of texts*, children build positive attitudes to reading, by listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference/text books; they listen to others; develop their familiarity with texts including myths and legends; retell some of these orally; *with increasing awareness of authorial choice*, discuss words and phrases which capture their interest; identify how language, *paragraph structure* and *layout* contribute to meaning.	Children extend their familiarity with texts to include *modern fiction, fiction from our literary heritage, and books from other cultures*; during discussion, build on their own and others' ideas; maintain positive attitudes to reading texts structured in different ways for a range of purposes; during supported discussion, make comparisons within and across texts; with guidance, distinguish between *fact and opinion*; discuss and evaluate how authors use language, considering the *impact on the reader*; begin to understand *figurative language e.g. metaphor, personification.*	With confidence and familiarity, children participate in discussion about books that are read to them and those they read independently, building on their own and others' ideas and *challenging others' views courteously*; discuss and evaluate how authors use language, *talking readily about the effect of words and phrases on the reader*; identify and talk about figurative language and its impact; distinguish between fact and opinion; explain and discuss their understanding of what they have read, expressing their point of view; *provide reasoned justification for views.*

			vocabulary; discuss favourite words/ phrases.				

Response to Texts is an important element in the child's repertoire of reading skills. This is less about comprehension of the words on the page, and more about the child's reactions and responses to the text and author.

- How does this text make you feel?
- What do you think of this character?
- Which part do you prefer? Can you explain why?
- How does the way this is set out on the page help us to find information?
- Do you think this letter has been structured in a way that is helpful to the reader?
- Can you see how the author has achieved that?
- Do you like the phrase this author has chosen?
- Can you think of another text which compares with this one? How is it different?

Response to texts, therefore, involves the more discursive aspects of reading, when we join together with others and discuss what we think of the characters or events in the texts, or when we form a view about how successful the author has been. Terms such as 'fact' and 'opinion' therefore come into play, as do 'impact' and 'effect' or 'impression'. We are asking the reader to have a viewpoint and express an opinion. This is therefore mainly an evaluative reading skill, and one which is both enjoyable and important to develop.

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