The Mendip School

English Reading
Learning profile B1

Word Reading

- Read accurately by blending sounds in words containing graphemes that I have been taught.
- Read some common exception words.
- Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s).
- Read words of more than one syllable by segmenting and blending familiar sounds.
- Read words containing taught graphemes and –s, –es, –ing, –ed, –er and –est endings.
- Choose from a small selection of appropriate books to read.
- Read aloud books appropriate to my phonic knowledge and skills.
- Re-read books to build fluency and confidence in word reading.

Comprehension

Develop pleasure in reading, motivation to read, vocabulary and understanding by:

- Listen to and discuss a wide range of stories
- Listen to and discuss a wide range of poems, rhymes or songs
- Listen to and discuss a wide range of non-fiction
- Be familiar with key stories, fairy stories and traditional tales and can join in with predictable phrases
- Be familiar with some poems, rhymes or songs and can join in with adults and peers

Understand both the books I can already read accurately and fluently and those I listen to by:

- Talk about the title and events of a text
- Link what I read or hear to my own experiences
- Discuss word meanings and link the meanings of new words to those already known e.g. I can say a synonym of a word
- Make inferences based on what is being said and done e.g. I know this character is sad because she is crying
- Predict what might happen based on what has been read so far
- Check that a text makes sense to me as I read it and use this to correct inaccurate reading
- Participate in discussion about what is read to them
- Explain their understanding of what is read to them

Learning profile B2

Word Reading

- 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 graphemes taught so far, especially recognising alternative sounds for graphemes
- Read words containing common suffixes
- Read further common exception words
- 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
- Re-read these books to build up their fluency and confidence in word reading

Comprehension

Develop pleasure in reading, motivation to read, vocabulary and understanding by:

- Listen to, discuss and express 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
- Discuss the sequence of events in books and how items of information are related
- Become familiar with and retelling a wider range of stories, fairy stories and traditional tales
- Be introduced to non-fiction books that are structured in different ways
- Recognising simple recurring literary language in stories and poetry
- Discuss and clarify the meanings of words, linking new meanings to known vocabulary
- Discuss their favourite words and phrases
- Continue to build up a repertoire of poems learnt by heart, appreciating these and recite some, with appropriate intonation to make the meaning clear

Understand both the books that I can already read accurately and fluently and those that I listen to by:

- Draw on what they already know or on background information and vocabulary provided by the teacher
- Check that the text makes sense to them as they read and correcting inaccurate reading
- Make inferences based on what is being said and done
- Answer and ask questions
- Predict what might happen based on 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
- Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves

Learning profile B3

Word Reading

- Read in my head books closely matched to my improving phonics knowledge
- Test out different pronunciations of longer words and identify the correct pronunciation from what I have heard spoken

Comprehension

- Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- Read books that are structured in different ways and read for a range of purposes
- Use dictionaries to check the meaning of words that they have read
- Increase familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally
- Check that the text makes sense to them, discuss their understanding and explain the meaning of words in context
- Ask questions to improve their understanding of a text
- 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

Learning profile B4

Word Reading

- Independently choose to read a range of genres
- Explain my own strategy for working out unfamiliar words
- Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word
- Apply their growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words they meet

Comprehension

- Identify themes and conventions in a wide range of books
- Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- Discuss words and phrases that capture the reader's interest and imagination
- Recognise some different forms of poetry [for example, free verse, narrative poetry]
- Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- Predict what might happen from details stated and implied
- Identify main ideas drawn from more than one paragraph and summarising these
- 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

Learning profile B5

Word Reading

- Apply their growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words that they meet

Comprehension

- Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- Read books that are structured in different ways and reading for a range of purposes
- Increase 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
- Learn a wider range of poetry by heart
- Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- Ask questions to improve their understanding discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- Distinguish between statements of fact and opinion

Learning profile B6

Word Reading

- Apply their growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words that they meet

Comprehension

- Recommend books that they have read to their peers, giving reasons for their choices
- Identify and discuss themes and conventions in and across a wide range of writing
- Make comparisons within and across books
- Prepare 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
- Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- Predict what might happen from details stated and implied
- Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
- Identify how language, structure and presentation contribute to meaning
- 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