How Our Learning Grows in Reading at Sutton Oak
Reading Skills Overview

'Reading for Meaning' is at the heart of all Reading Journal and Guided Reading sessions taught throughout Y1 – Y6. This allows children to learn the skills needed to not just read the text, but to understand the text. Children will learn the fundamentals needed to become a competent reader, including analytical, retrieval, inference and comprehension skills in guided reading sessions and Reading Journal lessons. These skills will be revisited continuously throughout the year using a variety of texts of increasing complexity.

At Sutton Oak, we want our readers to…

In Year 1
In addition to skills taught in EYFS… Read age-appropriate books with some fluency. Show some awareness for punctuation when reading such as full stops and exclamation marks. Use a variety of resources to develop their skimming and scanning skills. Use 'find and point' techniques to demonstrate understanding. Use pictures and texts to infer and justify their answers. Use scaffolded/modelled question and answer stems to begin forming their own explanations about text. Develop an understanding for true/ false and correct/not correct through a variety of questions used not just in reading, but across the curriculum. Start to understand and sequence events in a text they are reading. Retrieve information from a text they are reading. Build stamina for reading longer texts with fluency and working with longer texts. Build perseverance and resilience when presented with longer, age-appropriate texts. Apply RWI phonic skills previously taught in independent reading.
In Year 2
In addition to previous year group… Once fluent, maintain this fluency whilst reading with pace Read age-appropriate books at speed Be aware of a range of punctuation and its functionality when reading. Read with expression and intonation Develop 'find and copy' skills showing an understanding of why writers choose and use the language they do. Develop inference skills in a more complex text. Express and justify opinions in more complex plots. Develop retrieval skills with questions increasing in complexity. Learn how to summarise text, information or plot in various forms. Develop stamina for reading Read longer texts with fluency Develop resilience and perseverance when reading longer texts. Develop an understanding of a wider vocabulary range. Begin to understand the differing layouts of how texts are presented and use/understand the features of both fiction and non-fiction texts.
In Year 3
In addition to previous year groups… Fluently read age-appropriate books using intonation and expression. Show stamina and resilience when reading longer texts. Develop summarising skills both verbally and in written form. Discuss the meaning of challenging words and vocabulary within more demanding texts. Use scaffolds to help find evidence in the text to prove and explain answers. Begin to use precision when answering questions linked to the text. Understand why some answers need to be answered in more precise detail. Notice the similarities and differences between texts as they read. Compare texts they have read and justify reasoning for similarities and differences. Continue developing an understanding of true/false and correct/not correct questions.

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Begin to predict based on what is stated in the text or picture, or what is implied through text, character action or picture.
Continue to build an understanding of the author and reader relationship.
Apply the developed reading skills across a wider range of fiction, non-fiction and poetry.
Use and apply developed skills across the curriculum reading texts that are unseen.
Continue to develop an understanding of differing layouts with how texts are presented.
Use and understand the features of both fiction and non-fiction texts.

In Year 4

In addition to skills taught in previous year groups…
Show stamina and retain speed whilst reading age-appropriate books fluently and accurately.
Use intonation and expression when reading.
Summarise the gist of what they have read both verbally and in written form.
Discuss the meaning of words and vocabulary within longer more challenging texts.
Find evidence withing the text to support answers
Be precise when answering questions
Compare what they have read in previous texts and justify these similarities and differences.
Apply an understanding of true and false and display this across the curriculum.
Further develop prediction skills based on what is stated and implied.
Display an understanding of the writer/reader relationship
Develop reading skills across a wider range of fiction; non-fiction and poetry and be confident at applying these skills reading texts across the curriculum that are unseen.
Compare and contrast the content of a text and can track characters throughout.
Understand how texts are organised and can discuss features of texts with confidence.

In Year 5

In addition to the skills taught in previous year group…
Show stamina whilst reading age-appropriate books fluently and accurately whilst retaining speed (using intonation)
Display precision and an awareness of understanding the expectations of the question in their verbal and written responses.
Discuss the difference between fact and opinion across a range of texts (including the wider curriculum)
Summarise with ease across more than one paragraph and can express their opinion of what they have read (with reference to the text where appropriate)
Apply retrieval skills across a wide range of age-appropriate children's literature.
Select evidence from the text with ease and precision when justifying their opinions.
Be confident when verbally challenging each other discussing themes that emerge from high-quality texts.
Understand how more demanding texts are organised and can discuss features of texts with confidence.

In Year 6

In addition to skills taught in previous year groups…
Show stamina whilst reading age-appropriate books fluently and accurately whilst retaining speed (using intonation)
Apply what they have learned to more complex writing – specifically texts that they may not ordinarily choose to read.
Debate contemporary issues through the use of more complex texts.
Demonstrate independence when researching – showing a real understanding of reading.
Demonstrate retrieval skills across the curriculum at the same standard as in English sessions.
Compare and contrast characters, settings and themes in a verbal and written form with conscious control over their responses.
Support their reading responses with an understanding for the technical terms that an author uses. In turn, children can use what they have read in their writing.
Select evidence with ease to justify their opinions when faced with an inference activity.
Demonstrate agility when reading across various different forms of texts and are not fazed by longer extracts.
Summarise quickly and develop an opinion of what they have read.
Be prepared to challenge their peers with justified responses.
Pupils can comment on how narrative content and non-fiction content are organised and discuss reasons for this.