

Reading with the Body

Physical Learning: The Psychomotor Domain

Word reading

Independently and fluently discriminates and articulates words with suffixes and prefixes [all prior and **entire** Year 4 List] embedded in words and can discuss their root words, using these to swiftly recognise and read unfamiliar words.

Recognises all Year 1-4 list words on sight, noting correspondences between exceptions to word spelling and pronunciation.

Comprehension

Confidently navigates longer age-appropriate texts to retrieve information, turning pages efficiently, moving between chapters and indicating with their finger the part of the page where it is stored.

Accurately and clearly marks texts to highlight information at an age-appropriate level.

Uses contents pages, menu bars, indices and page numbers with confidence to navigate longer non-fiction texts and websites, retrieving information accurately.

Practices and rehearses readings and recitals of age-appropriate poems, myths, legends and non-fiction and showing understanding through intonation, tone, volume and action.

Habitually checks that the age-appropriate makes sense as they read longer and paragraphs and extracts aloud over multiple pages, correcting inaccuracies, pronunciation and inflection.

Reading with the Mind

Mental Learning: The Cognitive Domain

Word reading

Identifies and explains Ph1-6 and Y3 & 4 common exception words.

Reads age-appropriate texts fluently at a rate that promotes comprehension over decoding, relying much less on decoding [Book Band Dark Blue 14A]

Understands and reads the plural possessive apostrophe [e.g. The kids' dad]

Reads **fluently** words with newly taught Y4 suffixes, prefixes and morphology.

Comprehension

Reads a wide range of age-appropriate fiction and non-fiction by a range of authors including myths and legends, plays, poetry and variously structured non-fiction reference and textbooks, *understanding* 14A Dark Blue texts.

Speculates on word meanings, relating them by spelling and class, linking new words and meanings to those already known.

Recognises "telling" or "showing" and begins to infer intentions in **more complex terms**.

Makes plausible predictions based on the prior knowledge of the text or texts.

Reads for a range of purposes including for pleasure, research, fact checking and study.

Independently uses a dictionary to check spelling and meaning of words.

Remembers the salient points / sequence of stories they have studied, quoting key parts from more than one paragraph.

Identifies simply the themes and conventions of a range of F and NF books.

Confidently identifies some forms of poetry, (free verse, narrative, lyric, etc.)

Identifies how language, structure and **presentation** contribute to meaning.

Reading with the Spirit

Spiritual Learning: The Affective Domain

Word reading

Enjoys the rewards of reading more challenging age-appropriate texts.

Takes pride in success in reading more complex words and phrases.

Comprehension

Discusses a range of age-appropriate poems, stories, plays and non-fiction they have enjoyed or been affected by, **justifying** their personal responses and opinions.

Links what they read or hear to their own experiences, memories, emotions and aspirations, tracking and mapping emotions in fiction in a more sophisticated way.

Actively participates in discussion about what is read to them, taking turns and listening to what others say, remembering their contributions.

In discussions about books, **regularly** shows empathy with a limited range of characters, suggesting what they may be feeling or offering practical, moral or spiritual motivations for their actions.

Responds **personally** to texts with simple, collaborative creative responses.

Discusses their personal and subjective responses to books identifying words and phrases which capture their imagination and interest and discussing them with others in terms of the writer's intent and potential impact on the reader.

Is curious and asks questions about the text, related to character, setting and motivation.

Has favourite authors or books and can discuss and compare them, giving limited reasons for preference.

Word reading

Independently and fluently discriminates and articulates words with suffixes and prefixes [all prior and **whole** Year 5 List] embedded in words and can discuss their root words, using these to swiftly recognise and read unfamiliar words.

Recognises all Year 1-5 words on sight.

Reads and notices the correspondences between spelling and sound in Year 5 Common Exception Words.

Comprehension

Prepares a wider range of 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.

Retrieves, records and presents information from **age-appropriate** non-fiction **independently** and with a **high level of accuracy**.

Explains and discusses their understanding of what they have read, through formal presentations and debates, maintaining a focus on the topic and using notes.

Word reading

Reads age-appropriate texts fluently at a rate that promotes comprehension over decoding, rarely decoding phonetically [**Reads Book Band 15B Dark Red**]

Reads fluently words with newly taught Y5 suffixes, prefixes and morphology.

Comprehension

Understands and discusses a wider range of a fiction, poetry, plays, non-fiction and reference/textbooks (including myths, legends, traditional stories, modern fiction, classic and books from other cultures and traditions and some classic fiction. [**15B Dark Red**])

Identifies and discusses themes and conventions in and across a range of writing, making comparisons within books.

Checks that the book makes sense to them, discussing their understanding and exploring the meaning of words in context relating to morphology and etymology.

Asking 'who', 'where', 'what', 'when' and 'why' questions to improve their understanding.

Makes plausible predictions based on genre, archetype and characters prior behaviour, offering two or more possibilities using modality and giving reasons.

Confidently summarises the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas.

Identifies how language, structure and presentation contribute to meaning.

Word reading

Enjoys the rewards of reading more challenging age-appropriate texts.

Takes pride in success in reading more complex words and phrases.

Comprehension

Recommends books that they have read to their peers, giving reasons for their choices based on the knowledge of that person.

Considers characters behaviour as signs of their feelings, inferring thoughts and motives from their actions, and justifying these inferences with at least 2 pieces of evidence.

Discusses and evaluates how authors use language, including figurative language, considering the impact on themselves and the potential emotional impact on the reader.

Distinguishes between statements of fact and opinion.

Participates 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.

Provides reasoned justifications for their personal, subjective views.

Responds creatively to literature in art, music, drama, fiction and journalism.

Word reading

Independently and fluently discriminates and articulates words with suffixes and prefixes [all prior and whole Year 6 List] embedded in words and can discuss their root words, using these to swiftly recognise and read unfamiliar words.

Recognises all Year 1-6 words on sight.

Reads and notices some correspondences between spelling and sound in Year 6 Common Exception Words.

Comprehension

Prepares, rehearses and memorises a wide range of age-appropriate poems and plays both read aloud and to performed, showing understanding through intonation, tone, volume, facial expression and body language so that the meaning is clear to an audience.

Retrieve, record and present information from non-fiction and fiction in a range of ways, formally and at greater length.

Explain and discuss their understanding of what they have read, through formal presentations and debates, maintaining a focus on the topic and using notes.

Word reading

Reads age-appropriate texts fluently at a rate that promotes comprehension over decoding, rarely decoding phonetically [**Reads Book Band 17A Black and Gold**]

Reads fluently words with newly taught Y6 suffixes, prefixes and morphology.

Comprehension

Understands and discusses a very wide range of fiction, poetry, plays, non-fiction and reference (myths, legends, traditional tales, non-English, classic and modern fiction).

Identifies and discusses themes and conventions in and across a range of writing, making comparisons within books and across books. [**Comprehends 17A Black & Gold**]

Checks that the book makes sense to them, discussing their understanding and exploring the meaning of words in context relation them to root word, morphology and etymology and language of origin.

Asking 'who', 'where', 'what', 'when' and 'why' questions to improve understanding.

Makes plausible predictions based on genre, archetype and the way characters behaved previously, offering 2 + possibilities using modality and giving reasons.

Summarises the main ideas drawn from at least 2 paragraphs, pages or chapters, identifying key details that support the main ideas.

Identifying how language, structure and presentation contribute to meaning in a wide and contrasted range of texts including classic fiction.

Word reading

Enjoys the rewards of reading a **wide** range of challenging, age-appropriate texts.

Takes pride in success in reading more complex words and phrases.

Comprehension

Makes multiple recommendations to peers based on knowledge of books and other people, giving structured and balanced reasons for their choices.

Considers characters behaviour as signs of their feelings, inferring thoughts and motives from their actions, and justifying inferences with, citing 3 pieces of evidence.

Discusses and evaluate how authors use language, including figurative language, considering the impact on themselves and the potential emotional impact on the reader, at greater length with multiple points.

Distinguish between statements of fact and opinion, including online, **frequently** sorting and categorising, giving reasoned arguments why.

Participate in discussions about building on and citing their own and others' ideas whilst challenging views courteously.

Consistently provides mature justifications for personal views about literature.

Responds with **confidently and creatively** to literature using the expressive arts independently, in collaboration, at greater length and in range of media.

Confidently and imaginatively ask 'what if' questions in response to books to speculate, use imagination and create.

Confidently discusses their emotional and spiritual responses to books in depth.