

## Aims

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment.

The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding ☐ develop the habit of reading widely and often, for both pleasure and information;
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language ☐ appreciate our rich and varied literary heritage;
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences;
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas;
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

## Foundation Stage

Pupils should be taught to:

- To use phonic knowledge to decode regular words and read them aloud accurately.
- To read some common irregular words.
- To read and understand simple sentences.
- To listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.
- To demonstrate understanding when talking with others about what they have read.
- To answer 'how' and 'why' questions about their experiences and in response to stories or events.
- To express themselves effectively, showing awareness of listeners' needs.

## Key Stage 1

- A developing reader is gaining control of the reading process.
- Children within this stage link reading to their own experiences and are able to read simple texts independently.
- They show interest in a growing range of reading material and are able to branch out into a variety of books and other texts, which include simple information texts, poetry and picture books, as well as digital texts and print in the environment.
- Children apply their developing phonic knowledge when reading words containing known graphemes, recognising alternative graphemes for known phonemes and alternative pronunciations for graphemes, checking that the text makes sense.
- They read words containing common suffixes and contractions and understand their purpose.
- They have a more extensive vocabulary of sight words and fluency is beginning to develop through recognition of larger units within words.
- Children continue to develop self-correction strategies when reading does not make sense and are able to use more than one strategy.
- Children bring varied sources of information in order to enable them to make meaning of what they read. Their improved fluency enables them to comprehend more of what they are reading.
- Children reflect on their reading, respond personally to what they have read by drawing on personal connections to the texts.
- They evaluate the books they meet and are able to articulate views and preferences, making connections to other texts they have encountered.
- Older children at this stage are developing fluency as readers and are reading certain kinds of material with confidence, such as short books with simple narrative shapes and with illustrations. They will often re-read favourite books.

## Key Stage 2

### Year 3:

- Moderately fluent readers are well-launched on reading. They read with confidence for more sustained periods, but still need to return to a familiar range of texts, whilst at the same time beginning to explore new kinds of texts independently.
- Children at this stage will be looking at larger units of words to help them to decode more effectively and read more fluently.
- Moderately fluent readers are developing confidence in tackling new kinds of texts independently.
- They are showing evidence of growing enthusiasm for a wider range of reading material that they self-select; this may include but is not limited to information books, longer picture books, comics, graphic novels, age appropriate newspapers, short chapter books and a range of digital texts.
- They are likely to move between familiar and unfamiliar texts in their reading choices, linking new texts to others read, and to personal experiences.
- They are more confident to express opinions including likes, dislikes and challenges, as well as responding to the questions and listening to the views of others.
- Older readers at this stage may still need help with the reading demands of the classroom and especially with reading across the curriculum.
- As their reading experiences increase, children's reading strategies and the language cues of print begin to mesh and they take on more and more of the reading for themselves, bringing to the activity all they know and can do to make the text meaningful.

### Year 4:

- Fluent readers are capable readers, who now approach familiar texts with confidence but still need support with unfamiliar materials.
- They are developing stamina as readers, are able to read for longer periods and cope with more demanding texts.
- They will begin to read silently and monitor their reading. This transition period is an important one: in the initial stages, they sub-vocalise the words reading at the same pace as if they were reading aloud, but with experience and maturity, the words become 'thoughts in the head' and the rate of reading increases. During this time children still need support and guidance.
- Children at this stage use a fuller range of cueing systems, relying less on phonics, and are able to identify larger units such as syllables, using these to decode unknown words.
- Their increased fluency aids comprehension and allows them to start to self-correct.
- Readers within this stage are confident and independent with familiar kinds of texts, such as shorter chapter books, but may need support with the reading demands of information texts or longer and more complex fiction, poetry and digital texts. They select books independently and can use information books and materials for straightforward reference purposes, but still need help with unfamiliar material.
- Children's growing understanding of poetry, stories and texts of different sorts is revealed through discussion and writing.
- They are willing to reflect on reading and often use reading in their own learning.
- They are receptive to the views of others and engage in discussions about texts and their impact.
- They begin to infer beyond the literal from books and stories read independently.

### Year 5:

- Experienced readers are avid readers; making choices from a wide range of material. They are comfortable with reading both silently and aloud to others.
- Students at this stage are fully launched as readers; they are able to read a wide range of texts independently and with ease.
- They are more able to cross check across a range of cues to ensure comprehension.
- They can confidently break up words in ways that support them in decoding unknown vocabulary without impeding their fluency.
- They are likely to be developing strong reading preferences and showing interest in new authors and genres.
- They recommend books to others based on their own reading preferences, giving reasons for their choices.
- They ask questions to enhance their understanding of the text and are able to make comparisons within and across different texts.
- They are more able to appreciate nuances and subtleties in text.
- Through discussion and in writing about their reading, they show that they are able to read between the lines and make explicit connections with other reading and personal experience, such as inferring characters' feelings, thoughts and motives from their actions, justifying their inferences with evidence.

### Year 6:

- Independent readers are self-motivated, confident and experienced, and may be pursuing particular interests through reading.
- They are capable of tackling some demanding texts and can cope well with the reading of the wider curriculum. They read thoughtfully and appreciate shades of meaning.
- They are capable of locating, retrieving and drawing on a variety of sources in order to research a topic independently and of presenting information to the reader. Across a range of texts, they can distinguish between statements of fact and opinion.
- Students at this stage will be willing to take on more extended and more challenging texts. They become more fluent and experienced across the wide range of reading demands that exist in the primary classroom.
- They make predictions based on details stated and implied. With encouragement, these children become more critical of what they read, and what writers have to say, as well as beginning to notice the effect that writing has on them as a reader.
- They comment on how organisational structures and language, including figurative language, are used to contribute to meaning and how this impacts on the reader.
- They express views formed through both independent reading and the books that are read to them, explaining and justifying personal opinions, and courteously challenge those of others whose views may differ from those of their own.

# Hardwick – Reading

	Nursery Reader	Reception Reader	Year 1 Reader	Year 2 Reader
Progression and Assessment Criteria	<p><b>Children:</b> Understand the five key concepts about print:</p> <ul style="list-style-type: none"> <li>• print has meaning</li> <li>• print can have different purposes</li> <li>• we read English text from left to right and from top to bottom</li> <li>• the names of the different parts of a book</li> <li>• page sequencing</li> </ul> <p>Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> <li>• spot and suggest rhymes</li> <li>• count or clap syllables in a word</li> <li>• recognise words with the same initial sound, such as money and Mother</li> </ul> <p>Engage in extended conversations about stories, learning new vocabulary.</p>	<p><b>Children:</b></p> <ul style="list-style-type: none"> <li>• Read individual letters by saying the sounds for them.</li> <li>• Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</li> <li>• Read some letter groups that each represent one sound and say sounds for them.</li> <li>• Read a few common exception words matched to the school’s phonic programme.</li> <li>• Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.</li> <li>• Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</li> </ul>	<p><b>Attitudes</b></p> <ul style="list-style-type: none"> <li>• Enjoy listening to a range of texts that are age appropriate and beyond.</li> <li>• Discuss books they like and give reasons for choices.</li> <li>• Read and listen to whole books, making choices for their personal reading.</li> <li>• Become familiar with fairy stories and traditional tales.</li> </ul> <p><b>Fluency</b></p> <ul style="list-style-type: none"> <li>• Begin to read with less emphasis on decoding each individual word.</li> <li>• Show some awareness of punctuation, e.g. full stops.</li> <li>• When reading phonically decodable texts, they check reading makes sense to them, correcting any inaccurate reading.</li> <li>• Read simple phrases/sentences with expression. E.g. ‘Oh no!’</li> <li>• Re-read phonically decodable books to build fluency and confidence.</li> <li>• In phonically decodable sentences, they check reading makes sense to them, correcting any inaccurate reading.</li> <li>• Recite, by heart, sections of or whole poems with predictable phrases and repeating patterns.</li> </ul> <p><b>Word Reading (Decoding)</b></p> <ul style="list-style-type: none"> <li>• Apply phonic knowledge and skills as the route to decode words, including phonically-decodable books, closely matched to phonic knowledge.</li> <li>• Respond with the correct sound to graphemes for all 40+ phonemes, including alternative sounds.</li> <li>• Read accurately by blending sounds in unfamiliar words containing GPCs taught.</li> <li>• Read a range of simple common exception words e.g. the, said, they, once, she, friend, school.</li> <li>• Read words with the endings -s, -es, -ing, -ed and -est.</li> <li>• Read words of more than one syllable which contain GPCs known.</li> <li>• Read contractions e.g. I’m, can’t, we’ll. Know that apostrophes represent omitted letters.</li> <li>• Read real and pseudo words using graphemes from phases 2,3,4 and 5 Letters and sounds.</li> <li>• Score 35 or above on the phonics screening. (Official pass 32, Hardwick “secure” 35)</li> </ul>	<p><b>Attitudes</b></p> <ul style="list-style-type: none"> <li>• Enjoy listening to and discuss a range of texts including contemporary and classic poetry, stories and non-fiction that are age appropriate and beyond.</li> <li>• Justify their choice of books and their preferences from the books they have read or have had read to them.</li> <li>• Select books for personal reading and give reasons for choices.</li> <li>• Become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales.</li> </ul> <p><b>Fluency</b></p> <ul style="list-style-type: none"> <li>• Read most (80%) words accurately with sufficient fluency to allow them to focus on their understanding rather than decoding individual words.</li> <li>• Read with an awareness of punctuation taught e.g. question marks, exclamations.</li> <li>• Read approximately 90 words per minute.</li> <li>• Start to develop expression and intonation.</li> <li>• Re-read books, sounding out without hesitation.</li> <li>• In age-appropriate texts, they check reading makes sense to them, correcting any inaccurate reading.</li> <li>• Begin to build up a repertoire of familiar poems which can be recited, by heart, with growing intonation.</li> </ul> <p><b>Word Reading (Decoding)</b></p> <ul style="list-style-type: none"> <li>• Apply phonic knowledge and skills consistently to decode quickly and accurately.</li> <li>• Decode alternative sounds for graphemes.</li> <li>• Read accurately words of two or more syllables that contain alternative sounds for graphemes.</li> <li>• Read a wider range of common exception words which have been taught, including most (80%) words from the Year2 Spelling appendix</li> <li>• Read words containing common suffixes such as: -ment, -less, -ness, -ful and -ly.</li> <li>• For those who did not pass year 1 phonics screening: Read real and pseudo words using graphemes from phases 2,3,4 and 5 Letters and sounds.</li> <li>• Score 35 or above on the phonics screening. (Official pass 32, Hardwick “secure” 35)</li> </ul>

# Hardwick – Reading

Progression and Assessment Criteria	Progression and Assessment Criteria			
	Nursery Reader	Reception Reader	Year 1 Reader	Year 2 Reader
	<p><b>Adults:</b></p> <ul style="list-style-type: none"> <li>When reading to children, sensitively draw their attention to the parts of the books, for example, the cover, the author, the page number. Show children how to handle books and to turn the pages one at a time.</li> <li>Show children where the text is, and how English print is read left to right and top to bottom.</li> <li>Show children how sentences start with capital letters and end with full stops.</li> <li>Explain the idea of a 'word' to children, pointing out how some words are longer than others and how there is always a space before and after a word.</li> <li>Help children tune into the different sounds in English by making changes to rhymes and songs, like: - changing a word so that there is still a rhyme: "Twinkle, twinkle yellow car" - making rhymes personal to children: "Hey diddle diddle, the cat and fiddle, the cow jumped over Haroon."</li> <li>Deliberately miss out a word in a rhyme, so the children have to fill it in: "Run, run, as fast as you can, you can't catch me I'm the gingerbread —."</li> <li>Use magnet letters to spell a word ending like 'at'. Encourage children to put other letters in front to create rhyming words like 'hat' and 'cat'.</li> <li>Choose books which reflect diversity.</li> <li>Regular sharing of books and discussion of children's ideas and responses (dialogic reading) helps children to develop their early enjoyment and understanding of books.</li> <li>Simple picture books, including those with no text, can be powerful ways of learning new vocabulary (for example, naming what's in the picture).</li> <li>More complex stories will help children to learn a wider range of vocabulary. This type of vocabulary is not in everyday use, but occurs frequently in books and other contexts. Examples include: 'caterpillar', 'enormous', 'forest', 'roar' and 'invitation'.</li> </ul>	<p><b>Adults:</b></p> <ul style="list-style-type: none"> <li>Help children to read the sounds speedily. This will make sound-blending easier.</li> <li>Ask children to work out the word you say in sounds: for example, h-a-t &gt; hat; sh-o-p &gt; shop.</li> <li>Show how to say sounds for the letters from left to right and blend them, for example, big, stamp.</li> <li>Help children to become familiar with letter groups, such as 'th', 'sh', 'ch', 'ee' 'or' 'igh'.</li> <li>Provide opportunities for children to read words containing familiar letter groups: 'that', 'shop', 'chin', 'feet', 'storm', 'night'.</li> <li>Listen to children read some longer words made up of letter-sound correspondences they know: 'rabbit', 'himself', 'jumping'.</li> <li>Note correspondences between letters and sounds that are unusual or that they have not yet been taught, such as 'do', 'said', 'were'.</li> <li>Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge.</li> <li>Do not include words that include letter-sound correspondences that children cannot yet read, or exception words that have not been taught.</li> <li>Children should not be required to use other strategies to work out words.</li> <li>Make the books available for children to share at school and at home.</li> </ul> <p>Avoid asking children to read books at home they cannot yet read.</p>	<p><b>Stamina</b></p> <ul style="list-style-type: none"> <li>Select books to read and listen to.</li> </ul> <p><b>Comprehension - Vocabulary</b></p> <ul style="list-style-type: none"> <li>Make collections of interesting words and uses them when talking about books and stories.</li> <li>Speculate about the possible meanings of unfamiliar words met in reading and checks whether the suggested meanings make sense in the context of the text.</li> <li>Use simple dictionaries and begin to understand their alphabetical organisation..</li> </ul> <p><b>Comprehension - Retrieval</b></p> <ul style="list-style-type: none"> <li>Skim reads to gain an overview of a page/text by focussing on significant parts, names, captions, titles.</li> <li>Scan the text to locate specific information using titles and labels.</li> <li>Recall information from a text, which they have listened to or read, to answer simple questions.</li> <li>Ask questions to understand what has happened in stories they have read or been read to them.</li> </ul> <p><b>Comprehension – Inference (Justifying Evidence)</b></p> <ul style="list-style-type: none"> <li>Link what they are reading to their own experiences.</li> <li>Ask questions to explore what a character might say and do.</li> <li>Make inferences on the basis of what is being said and done.</li> </ul> <p><b>Comprehension - Predicting</b></p> <ul style="list-style-type: none"> <li>Make predictions based on what has been read so far including using clues such as pictures, illustrations and titles.</li> </ul> <p><b>Comprehension - Summarising</b></p> <ul style="list-style-type: none"> <li>Explain clearly their understanding of what is read to them.</li> <li>Retell some important information they found out from the text.</li> </ul>	<p><b>Stamina</b></p> <ul style="list-style-type: none"> <li>Make choices from a selection of texts to hear and to read themselves.</li> </ul> <p><b>Comprehension - Vocabulary</b></p> <ul style="list-style-type: none"> <li>Develop understanding of words met in reading, making links with known vocabulary and discussing favourite words and phrases.</li> <li>Begin to use strategies to find the meaning of an unfamiliar word, both in fiction and non-fiction, and checks whether a suggested meaning of an unfamiliar word makes sense in the context of the text. (E.g. where this is explained in preceding or subsequent sentences or in a glossary).</li> <li>Use dictionaries to locate words by the initial letter. Use terms such as definition. Discuss the definitions given in dictionaries and agree which is the most useful in the context.</li> </ul> <p><b>Comprehension - Retrieval</b></p> <ul style="list-style-type: none"> <li>Speculate about the meaning of the section or page by skim reading title, contents page, illustrations, headings and sub-headings.</li> <li>Scan pages to find specific information using keywords or phrases and headings.</li> <li>Read sections of text more carefully to answer a specific question.</li> <li>Ask what, where and when questions about a text to support and develop their understanding.</li> </ul> <p><b>Comprehension – Inference (Justifying Evidence)</b></p> <ul style="list-style-type: none"> <li>Talk around a topic prior to reading.</li> <li>Ask questions to understand more than what we are told about the characters and events in the text.</li> <li>Make inferences on the basis of what is being said and done.</li> </ul> <p><b>Comprehension - Predicting</b></p> <ul style="list-style-type: none"> <li>Use immediate clues, and what has been read already, to make predictions about what is going to happen or what they will find out.</li> </ul> <p><b>Comprehension - Summarising</b></p> <ul style="list-style-type: none"> <li>Retell main points of story in sequence and discuss how items of information are related.</li> <li>Retell some important information they found out from the text, drawing information from across a number of sentences.</li> </ul>

# Hardwick – Reading

	Nursery Reader	Reception Reader	Year 1 Reader	Year 2 Reader
Progression and Assessment Criteria		<ul style="list-style-type: none"> <li></li> </ul>	<p><b>Comprehension – Making Connections / Comparisons</b></p> <ul style="list-style-type: none"> <li>Discuss and compare events or topics they have read about or listened to.</li> <li>Compare aspects of books. e.g. illustrations and rhyming patterns.</li> <li>Draw on what they already know or on background information and vocabulary provided by the teacher to further develop understanding of the text.</li> </ul> <p><b>Author's Intent - Language</b></p> <ul style="list-style-type: none"> <li>Explore the effect of patterned language or repeated words and phrases in familiar words</li> </ul> <p><b>Author's Intent – Structure and Presentation</b></p> <ul style="list-style-type: none"> <li>Discuss the significance of the title, events and basic story elements e.g. beginning and ending in different stories.</li> <li>Note some of the features of non-fiction texts, including layout, contents, use of pictures, illustrations and diagrams.</li> <li>Read poems with predictable and repeating patterns, extending and inventing patterns and playing with rhyme.</li> </ul>	<p><b>Comprehension – Making Connections / Comparisons</b></p> <ul style="list-style-type: none"> <li>Compare themes, characters and events in stories and poems.</li> <li>Compare information in non-fiction texts.</li> <li>Draw on what they already know or on background information and vocabulary provided by the teacher to further develop understanding of the text.</li> </ul> <p><b>Author's Intent - Language</b></p> <ul style="list-style-type: none"> <li>Investigate traditional story language, e.g. story openers and endings, scene openers, language which signals a time shift or magical event.</li> </ul> <p><b>Author's Intent – Structure and Presentation</b></p> <ul style="list-style-type: none"> <li>Identify and discusses story elements such as setting, events, characters, and the way that problems develop and get resolved.</li> <li>Explain organisational features of texts, including alphabetical order layout, diagrams, captions, hyperlinks and bullet points.</li> <li>Identify and discusses patterns of rhythm, rhyme, and other features which influence the sound of a poem.</li> </ul>
	Year 3 Reader	Year 4 Reader	Year 5 Reader	Year 6 Reader
Progression and Assessment Criteria	<p><b>Attitudes</b></p> <ul style="list-style-type: none"> <li>Enjoy listening to and discuss a wide range of texts including fiction, poetry, plays and non-fiction which are age appropriate and beyond.</li> <li>Discuss with others why they like particular books or authors, giving reasons.</li> <li>Sustain their reading for enjoyment and to identify their personal preferences.</li> <li>In age-appropriate texts, begin to read for a range of purposes.</li> <li>Increase familiarity with a range of books, including fairy stories, myths and legends.</li> </ul>	<p><b>Attitudes</b></p> <ul style="list-style-type: none"> <li>Enjoy listening to and discuss a wide range of texts including fiction, poetry, plays and non-fiction which are age appropriate and beyond.</li> <li>Discuss with others their feelings and opinions about different authors, books, genres and poetry.</li> <li>Sustain their reading for enjoyment and to give a reason when identifying their personal preferences.</li> <li>In age-appropriate texts, begin to read for a range of purposes.</li> <li>Increase familiarity with a range of books, including fairy stories, myths and legends.</li> </ul>	<p><b>Attitudes</b></p> <ul style="list-style-type: none"> <li>Enjoy listening to a range of texts that are age appropriate and beyond.</li> <li>Talk about a range of book and author preferences referring to details and examples in the text.</li> <li>Share authors and book choices with their peers, offering recommendations and giving reasons why.</li> <li>In age-appropriate texts, read for a range of purposes.</li> <li>Increase familiarity with a wide range of books including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions.</li> </ul>	<p><b>Attitudes</b></p> <ul style="list-style-type: none"> <li>Enjoy listening to a range of texts that are age appropriate and beyond.</li> <li>Discuss their personal reading with others and their personal response to their reading, challenging the views of others and supporting their ideas with evidence.</li> <li>Share enthusiasm and new finds.</li> <li>In age-appropriate texts, read for a range of purposes.</li> <li>Increase familiarity with a wide range of books including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions.</li> </ul>

# Hardwick – Reading

	Year 3 Reader	Year 4 Reader	Year 5 Reader	Year 6 Reader
Progression and Assessment Criteria	<p><b>Fluency</b></p> <ul style="list-style-type: none"> <li>Read, with fluency and automaticity, a range of age-appropriate text types.</li> <li>Read with a growing awareness of a wider range of punctuation.</li> <li>Read at a speed sufficient enough for them to focus on understanding.</li> <li>Show a growing use of expression, intonation and volume.</li> <li>Start to read multi-clause sentences using re-reading to develop control.</li> <li>In age-appropriate texts, they check reading makes sense to them, correcting any inaccurate reading.</li> <li>Prepare and recite age appropriate poetry and plays, with increasing accuracy and a growing use of intonation and expression.</li> </ul> <p><b>Word Reading (Decoding)</b></p> <ul style="list-style-type: none"> <li>When reading age appropriate Year 3 texts:</li> <li>Know the full range of GPCs, and use phonic skills consistently and automatically to address unfamiliar or challenging words.</li> <li>Read most (80%) of the Year 3/4 common exception words by sight (including all those in the Year 2 Spelling appendix) noting unusual correspondence between spelling and sound.</li> <li>Determine the meaning of new words by sometimes applying knowledge of root words and their affixes e.g. disagree, misbehave, incorrect.</li> <li>For those who did not pass year 1 phonics screening: Read real and pseudo words using graphemes from phases 2,3,4 and 5 Letters and sounds.</li> <li>Score 35 or above on the phonics screening. (Official pass 32, Hardwick “secure” 35)</li> </ul> <p><b>Stamina</b></p> <ul style="list-style-type: none"> <li>Extend the range of books to independently read by browsing and selecting texts.</li> </ul>	<p><b>Fluency</b></p> <ul style="list-style-type: none"> <li>Read, with fluency and automaticity, a range of age-appropriate text types.</li> <li>Read with an awareness of a wider range of punctuation.</li> <li>Read at a speed sufficient enough for them to focus on understanding.</li> <li>Read using expression, intonation and are developing their use of volume.</li> <li>Read multi-clause sentences with increasing control, re-reading where necessary.</li> <li>In age-appropriate texts, they check reading makes sense to them, correcting any inaccurate reading.</li> <li>Prepare and recite age appropriate poetry and plays, which has been learnt by heart, with a growing use of intonation and expression.</li> </ul> <p><b>Word Reading (Decoding)</b></p> <ul style="list-style-type: none"> <li>When reading age appropriate Year 4 texts:</li> <li>Know the full range of GPCs, and use phonic skills consistently and automatically to address unfamiliar or challenging words.</li> <li>Read all of the Year 3/4 common exception words by sight noting unusual correspondence between spelling and sound.</li> <li>Determine the meaning of new words by sometimes applying knowledge of root words and their affixes e.g. disagree, misbehave, incorrect.</li> <li>For those who did not pass year 1 phonics screening: Read real and pseudo words using graphemes from phases 2,3,4 and 5 Letters and sounds.</li> <li>Score 35 or above on the phonics screening. (Official pass 32, Hardwick “secure” 35)</li> </ul> <p><b>Stamina</b></p> <ul style="list-style-type: none"> <li>Developing their reading stamina as they read longer and more challenging texts.</li> </ul>	<p><b>Fluency</b></p> <ul style="list-style-type: none"> <li>Fluently and effortlessly reads a wide range of age-appropriate texts.</li> <li>Develop good phrasing; adhering to punctuation, stress and intonation.</li> <li>Read at a conversational pace throughout the reading.</li> <li>Read with varied volume, intonation and expression.</li> <li>Read complex sentences with increasing control.</li> <li>In age-appropriate texts, they check reading makes sense to them, correcting any inaccurate reading.</li> <li>Recite age appropriate poetry and plays, which has been learnt by heart, using varied volume, intonation and expression.</li> </ul> <p><b>Word Reading (Decoding)</b></p> <ul style="list-style-type: none"> <li>When reading age appropriate Year 5 texts:</li> <li>Know securely the different pronunciations of words with the same letter-string e.g. bought, rough, cough, though, plough.</li> <li>Determine the meaning of new words by applying morphological knowledge of root words and affixes e.g. suspect/suspicious, change/changeable, receive/reception.</li> <li>For those who did not pass year 1 phonics screening: Read real and pseudo words using graphemes from phases 2,3,4 and 5 Letters and sounds.</li> <li>Score 35 or above on the phonics screening. (Official pass 32, Hardwick “secure” 35)</li> </ul> <p><b>Stamina</b></p> <ul style="list-style-type: none"> <li>Able to plan personal reading goals which reflect their interests and extend their range.</li> </ul>	<p><b>Fluency</b></p> <ul style="list-style-type: none"> <li>Fluently and effortlessly read a full range of age-appropriate texts.</li> <li>Read with good phrasing; adhering to punctuation, stress and intonation.</li> <li>Read at conversational pace throughout the reading.</li> <li>Read confidently with varied volume and expression across a range of text types</li> <li>Read complex sentences with control.</li> <li>In age-appropriate texts, they check reading makes sense to them, correcting any inaccurate reading.</li> <li>Recite age appropriate poems and plays confidently with varied volume and expression so that the meaning is clear to an audience.</li> </ul> <p><b>Word Reading (Decoding)</b></p> <ul style="list-style-type: none"> <li>When reading age appropriate Year 6 texts:</li> <li>Determine the meaning of new words by applying morphological knowledge of root words and affixes e.g. ambitious, infectious, observation, innocence.</li> <li>For those who did not pass year 1 phonics screening: Read real and pseudo words using graphemes from phases 2,3,4 and 5 Letters and sounds.</li> <li>Score 35 or above on the phonics screening. (Official pass 32, Hardwick “secure” 35)</li> </ul> <p><b>Stamina</b></p> <ul style="list-style-type: none"> <li>Developing their reading stamina and completes the independent reading of some longer texts.</li> </ul>



	Year 3 Reader	Year 4 Reader	Year 5 Reader	Year 6 Reader
Progression and Assessment Criteria	<p><b>Comprehension - Vocabulary</b></p> <ul style="list-style-type: none"> <li>Identify where an author uses alternatives and synonyms for common or over used words and speculates about the shades of meaning implied.</li> <li>Develop further strategies to find the meaning of an unfamiliar word, both in fiction and non-fiction, and checks whether a suggested meaning of an unfamiliar word makes sense in the context of the text. (E.g. Practises re-reading a sentence and reading on in order to locate or infer the meaning of unfamiliar words.)</li> <li>Locate words in a dictionary by the first two letters.</li> </ul>	<p><b>Comprehension - Vocabulary</b></p> <ul style="list-style-type: none"> <li>Consider a writer's use of specific and precise vocabulary, including the meaning of technical or subject specific words (for example nouns, adjectives, verbs and adverbs) and discuss the meanings conveyed.</li> <li>Identify unfamiliar vocabulary in a text and adopts appropriate strategies to locate or infer the meaning. (E.g. re-reading surrounding sentences and/or paragraphs to identify an explanation or develop a sensible inference, by identifying root words and derivatives, using the context and syntax, or using aids such as glossaries or dictionaries.)</li> <li>Locate words in a dictionary by the third and fourth place letters.</li> </ul>	<p><b>Comprehension - Vocabulary</b></p> <ul style="list-style-type: none"> <li>Distinguish between everyday word meanings and their subject specific use, e.g. the specific meaning of force in scientific texts.</li> <li>Identify when they do not understand the vocabulary used in a text and uses taught strategies to check the plausibility and accuracy of their explanation or inference of the word to clarify the meaning. (E.g. re – reading, reading on, using the context).</li> <li>Use dictionaries effectively to locate word meanings and other information about words, e.g. by using alphabetical order, understanding abbreviations, determining which definition is the most relevant to the context.</li> </ul>	<p><b>Comprehension - Vocabulary</b></p> <ul style="list-style-type: none"> <li>Collect unfamiliar vocabulary from texts they have read, including technical vocabulary met in other subjects, defining meanings and using the vocabulary when recording ideas about the text.</li> <li>Identify when they do not understand the vocabulary used in a text and uses taught strategies to check the plausibility and accuracy of their explanation or inference of the word to clarify the meaning. (E.g. re – reading, reading on, using the context, knowledge of syntax or word roots).</li> <li>Use dictionaries, glossaries and other alphabetically ordered texts confidently and efficiently in order to locate information about words met in reading.</li> <li>Identify the most appropriate meaning of a word used in a text from alternative definitions given in a dictionary.</li> </ul>
	<p><b>Comprehension - Retrieval</b></p> <ul style="list-style-type: none"> <li>Skim opening sentences of each paragraph to get an overview of a page or section of text.</li> <li>Scan contents, indexes and pages to locate and record specific non-fiction information.</li> <li>Identify sections of a text needed to read carefully in order to find specific information or answer the question.</li> <li>Clarify their understanding of events, ideas and topics by asking questions about them.</li> </ul>	<p><b>Comprehension - Retrieval</b></p> <ul style="list-style-type: none"> <li>Skim reads a text to get an overview of it.</li> <li>Scan for key words, phrases and headings to decide which sections of text to read more carefully to fulfil a particular purpose e.g. to summarise a text.</li> <li>Identify sections of a text needed to read carefully in order to find specific information or answer the question.</li> <li>Identify elements of a text which they do not understand and asks questions about it.</li> </ul>	<p><b>Comprehension - Retrieval</b></p> <ul style="list-style-type: none"> <li>Retrieve, record and present information accurately through skimming to gain an overall sense of the text.</li> <li>Scan texts to gain specific information and identify sections of text to read more carefully/reads on as appropriate.</li> <li>Carefully reads sections of text to research information and to answer questions, distinguishing between fact and opinion.</li> <li>Ask questions to clarify their understanding of words, phrases, events and ideas in different texts.</li> </ul>	<p><b>Comprehension - Retrieval</b></p> <ul style="list-style-type: none"> <li>To skim and scan to retrieve, record and present information from non-fiction texts.</li> <li>Evaluate the value of a text for an identified purpose drawing on information acquired by skimming and scanning.</li> <li>Carefully reads sections of text to research information and to answer questions, distinguishing between fact and opinion.</li> <li>Ask questions to clarify their understanding of words, phrases, events and ideas in different texts.</li> </ul>
	<p><b>Comprehension – Inference (Justifying Evidence)</b></p> <ul style="list-style-type: none"> <li>Link what they read to their knowledge and experience of a topic and to their knowledge of similar texts.</li> <li>Ask questions to develop understanding of characters' feelings, thoughts and motives as a result of their actions or events.</li> <li>Think about clues and hints they have picked up on to begin to make inferences about events and characters.</li> </ul>	<p><b>Comprehension – Inference (Justifying Evidence)</b></p> <ul style="list-style-type: none"> <li>Link what they read reading to prior knowledge and experience and to their knowledge of similar texts.</li> <li>Ask questions to clarify their understanding of what is implied about main ideas, themes and events in texts they have read.</li> <li>Think about what they've read and re-reads sections of the text to find evidence to support their interpretations of characters and events.</li> </ul>	<p><b>Comprehension – Inference (Justifying Evidence)</b></p> <ul style="list-style-type: none"> <li>Find evidence and uses this to explain how and why it shows that a character's mood has changed over time.</li> <li>Refer to the text when asking questions to understand what is implied about main ideas and details.</li> <li>Deduce the reasons for the way that characters behave throughout the text.</li> </ul>	<p><b>Comprehension – Inference (Justifying Evidence)</b></p> <ul style="list-style-type: none"> <li>Find evidence and uses this to explain how it shows a character's thoughts and motives and the atmosphere of the text.</li> <li>Ask questions to clarify and explore their understanding of what is implied in the text.</li> <li>Refer to dialogue and description to make judgements about a character's motivations and attitudes.</li> </ul>
	<p><b>Comprehension - Predicting</b></p> <ul style="list-style-type: none"> <li>Make predictions about a text based on prior knowledge of the topic, event or type of text.</li> <li>Modify predictions as they read on based on what is stated and implied.</li> </ul>	<p><b>Comprehension - Predicting</b></p> <ul style="list-style-type: none"> <li>Make predictions about the events, characters or ideas in a text throughout their reading.</li> <li>Modify predictions on a regular basis throughout their reading based on what is stated and implied.</li> </ul>	<p><b>Comprehension - Predicting</b></p> <ul style="list-style-type: none"> <li>Make regular and increasingly plausible predictions as they read.</li> <li>Modify their ideas as they read the next part of the text based on what is stated and implied.</li> </ul>	<p><b>Comprehension - Predicting</b></p> <ul style="list-style-type: none"> <li>Make plausible predictions and explains what they are basing them on.</li> <li>Discuss how and why they need to modify their predictions as they read on based on what is stated and implied.</li> </ul>

# Hardwick – Reading

	Year 3 Reader	Year 4 Reader	Year 5 Reader	Year 6 Reader
Progression and Assessment Criteria	<p><b>Comprehension - Summarising</b></p> <ul style="list-style-type: none"> <li>When reading Year 3 age appropriate texts: Sequence information and/or events from a text and discuss how items of information are related.</li> <li>Identify a few key points from across a passage/paragraph of text.</li> </ul> <p><b>Comprehension – Making Connections / Comparisons</b></p> <ul style="list-style-type: none"> <li>Identify themes and conventions from a wide range of texts.</li> <li>Compare and contrast similar styles of writing by the different authors.</li> </ul> <p><b>Author's Intent - Language</b></p> <ul style="list-style-type: none"> <li>Discuss the language used in a text and how the writer implies as well as tells.</li> </ul> <p><b>Author's Intent – Structure and Presentation</b></p> <ul style="list-style-type: none"> <li>Investigate the features of traditional stories – openings and endings, how events and new characters are introduced, how problems are resolved.</li> <li>Explain how the organisational features of non-fiction texts support the reader in finding information or researching a topic.</li> <li>Distinguish between rhyming and non-rhyming poetry and comments on the impact of the poem's layout.</li> </ul>	<p><b>Comprehension - Summarising</b></p> <ul style="list-style-type: none"> <li>When reading Year 4 age appropriate texts: Sequence information and/or events from a text and discuss how items of information are related.</li> <li>Summarise a sentence or paragraph/s by identifying the most important elements.</li> </ul> <p><b>Comprehension – Making Connections / Comparisons</b></p> <ul style="list-style-type: none"> <li>Collect information to compare and contrast themes and conventions of texts.</li> <li>Compare and contrast similar styles of writing by the different authors.</li> </ul> <p><b>Author's Intent - Language</b></p> <ul style="list-style-type: none"> <li>Understand how authors use expressive language to capture interest.</li> </ul> <p><b>Author's Intent – Structure and Presentation</b></p> <ul style="list-style-type: none"> <li>Explore narrative order (introduction, build up, crisis, resolution, and conclusion) the purpose of description, action and dialogue are how they are used within scenes.</li> <li>Identify the main features of non-fiction texts (both print and computer based) including headings, captions, lists, bullet points and understand how these support the reader in gaining information efficiently.</li> <li>Identify and discusses the intent of different patterns of rhyme and verse in a range of poetry types, e.g. choruses, rhyming couplets, alternate line rhymes, free-verse and narrative.</li> </ul>	<p><b>Comprehension - Summarising</b></p> <ul style="list-style-type: none"> <li>When reading Year 5 age appropriate texts: Sequence information and/or events from a text and discuss how items of information are related.</li> <li>Summarise the main ideas drawn from more than one paragraph, identifying the key details which support the main ideas.</li> </ul> <p><b>Comprehension – Making Connections / Comparisons</b></p> <ul style="list-style-type: none"> <li>Compare and contrast themes and conventions within the work of a single author and/or across a wide range of texts.</li> <li>Compare different versions of the same texts, including other media e.g. film.</li> </ul> <p><b>Author's Intent - Language</b></p> <ul style="list-style-type: none"> <li>Consider the authors of choice of words and phrases including why an author might have used figurative language in texts and how these impact the reader.</li> </ul> <p><b>Author's Intent – Structure and Presentation</b></p> <ul style="list-style-type: none"> <li>Discuss and compare the structure of different stories to discover how they differ in pace, build up, sequence, complication and resolution.</li> <li>Identify the features of different non-fiction text, including content, structure, style, layout and purpose, e.g. recounts, instructions, explanations, persuasive writing and argument.</li> <li>Read poems by significant poets and identifies what is distinctive about the style or presentation of their poems and how this contributes to the meaning.</li> </ul>	<p><b>Comprehension - Summarising</b></p> <ul style="list-style-type: none"> <li>When reading Year 6 age appropriate texts: Sequence information and/or events from a text and discuss how items of information are related.</li> <li>At regular intervals, summarise evidence from across a text to explain events or ideas.</li> </ul> <p><b>Comprehension – Making Connections / Comparisons</b></p> <ul style="list-style-type: none"> <li>Compare and contrast themes and conventions within the work of a single author and/or across a wide range of texts.</li> <li>Identify similarities and differences of different versions of a story.</li> </ul> <p><b>Author's Intent - Language</b></p> <ul style="list-style-type: none"> <li>Identify the hints and suggestions that authors make through their choice of words and phrases, including figurative language and consider the impact it has on the reader.</li> </ul> <p><b>Author's Intent – Structure and Presentation</b></p> <ul style="list-style-type: none"> <li>Understand aspects of narrative structure, e.g. how paragraphs build up a narrative, how chapters or paragraphs are linked together and how this contributes to the meaning of the text as a whole.</li> <li>Understand how writers use the features and structure of information texts to help convey their ideas or information and how this contributes to the purpose of the text as a whole.</li> <li>Analyse how the structure or organisation of a poem supports the author's expression of moods, feelings and attitudes.</li> </ul>