



Bury and Whitefield

JEWISH PRIMARY SCHOOL

English Reading and Oracy

End Points

Our Curriculum Celebrates

Resilience

Creativity

Critical Thinking

Curiosity

Challenge

Culture

Word Reading

EYFS		KS1		LKS2		UKS2	
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> To begin to recognise some letters and say their corresponding sound. To be able to discriminate between different types of sounds i.e. environmental, musical etc... To be able to listen to and enjoy a story that is being read to them. To begin to demonstrate understanding of what has been read to them. 	<ul style="list-style-type: none"> To say a sound for each letter in the alphabet and at least 10 digraphs. To read words consistent with their phonic knowledge by sound-blending. To read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. 	<ul style="list-style-type: none"> To be able to respond speedily with the correct sound to graphemes for all 40+ phonemes, including alternative sounds. To confidently and accurately blend sounds where appropriate, in unfamiliar words and/or texts. To confidently and accurately read the full range of common exception words for Year 1. To read pseudo (alien) words with accuracy and fluency. 	<ul style="list-style-type: none"> To read most common exception words. To be able to (in age-appropriate books): <ul style="list-style-type: none"> Read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words. Sound out most unfamiliar words accurately, without undue hesitation. 	<ul style="list-style-type: none"> To read most of the Y3/4 common exception words by sight noting unusual correspondence between spelling and sound. To read with fluency a range of age-appropriate text types. To read at a speed sufficient for them to focus on understanding (at least 90 words per minute). 	<ul style="list-style-type: none"> To read all of the Y3/4 common exception words by sight, noting unusual correspondence between spelling and sound. To read with fluency and automaticity a range of age-appropriate text types from those specified for Year 4 To read almost all common exception words automatically, noting unusual correspondence between spelling and sound. 	<ul style="list-style-type: none"> To be able to read almost all of the Year 5/6 statutory spelling words. To determine, with confidence, the meaning of new words by applying morphological knowledge of root words and affixes from the Year 5-6 spelling appendix. To be able to use, with little guidance, appropriate intonation, tone and volume when reciting or reading aloud to an audience. 	<ul style="list-style-type: none"> To be able to read all of the Year 5/6 statutory spelling words. To read age-appropriate books with confidence and fluency (including whole novels). To work out the meaning of words from the context.



Comprehension

EYFS		KS1		LKS2		UKS2	
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> • To be able to listen to and enjoy a story that is being read to them. • To begin to demonstrate understanding of what has been read to them. 	<ul style="list-style-type: none"> • To demonstrate an understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. 	<ul style="list-style-type: none"> • To securely know a range of key stories, fairy stories and traditional tales; retell them orally with confidence and without support. • To answer questions about a familiar book that is read to me. 	<ul style="list-style-type: none"> • To be able to check the book makes sense to them, correcting any inaccurate reading. • To answer questions and make some inferences. 	<ul style="list-style-type: none"> • To be able to, without prompting, draw inferences e.g. characters' feelings, thoughts and motives, from their actions or words. • To explain, with sufficient detail, their understanding of the text e.g. explain events; describe a character's actions. • To retrieve and record information confidently from texts. 	<ul style="list-style-type: none"> • To be able to, without prompting, draw inferences & justify with evidence e.g. characters' feelings, thoughts & motives, from their actions or words. Draw comparisons. • To identify how language, structure & presentation contribute to meaning e.g. 'threatening' means that a storm is close & could be dangerous. • To provide explanations which show their high level of understanding of the text. 	<ul style="list-style-type: none"> • To discuss and evaluate how authors use language, including figurative language (e.g. simile, metaphor, imagery) and its effect on the reader. • To make comparisons within and across texts e.g. compare two works by one author. • To draw inferences and justify these with evidence from the text e.g. explain how and why a character's feelings changed, how they know this; make considered predictions. • To distinguish fact from opinion, with an awareness of ambiguity. 	<ul style="list-style-type: none"> • To explain and discuss my understanding of what I have read, drawing inferences and justifying these with evidence. • To summarise main ideas, identifying key details and using quotations for illustration. • To evaluate how authors use language, including figurative language, considering the impact on the reader. • To make comparisons within and across books.

Spoken Language

EYFS		KS1		LKS2		UKS2	
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

Spoken language statements apply to all years. This content should be taught at a level appropriate to the age of the pupils. Pupils should build on the oral language skills that have been taught in preceding years. Pupils should be taught to develop their competence in spoken language and listening to enhance the effectiveness with which they are able to communicate across a range of contexts and to a range of audiences. They should, therefore, have opportunities to work in groups of different sizes – in pairs, small groups, large groups, and as a whole class.

All pupils should be taught to:

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play, improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication.