



# Millbrook Reading Overview

Year Group	Decoding
R	Can hear and say the initial sound in a word
	Understands what letters represents particular sounds
	Can link knowledge of letters and sounds to the alphabet when decoding
	Can read common irregular words
	Can segment the sounds in simple words and blend them together
	Can use phonetic knowledge to decode words and read them aloud accurately
1	Can read and understand simple sentences
	Blend and segment sounds in consonant clusters and use this knowledge in reading
	Show some awareness of punctuation in a sentence when reading – full stops
2	Use picture clues in reading a simple text
	Recognise and read a range of consonant digraphs; kn, wr, ph;
	Read fluently with intonation, expression and regard for punctuation
	Recognise the function of the apostrophe in common words; I'm can't don't etc.
3	Recognise a range of prefixes and suffixes to construct the meanings of words in context
	Recognise the full range of consonant digraphs
	Explores root words to help with meaning
	Recognise common prefixes and suffixes and regular verb endings to construct the meaning of words in context
	Recognise the functions of punctuation including apostrophe for omission and use appropriate intonation and expression
	Read a range of fiction and non-fiction texts independently, using known strategies appropriately to establish meaning
4	Begin to make use of context to work out the meanings of unfamiliar words
	Reads out loud using punctuation confidently
	Use knowledge of word formation and a more extensive range of prefixes and suffixes to construct the meaning of words in context
	Recognise and use a full range of prefixes and suffixes: auto... bi... trans... tele... circum... ...cian ...phone etc;
	Read on sight the 3/4 spelling list
	Read words that are spelt with exception to the rule are recognised
5	Read a range of appropriate texts fluently and accurately
	Re-read and read ahead to look for clues to determine meaning
	Use features to locate information e.g. contents, indices, subheadings etc.
	Recognise and use a full range of prefixes and suffixes: auto... bi... trans... tele... circum... ...cian ...phone etc;
	Know how to work out the pronunciation of homophones using the context of the sentence
	Select and read a range of appropriate texts fluently and accurately
	Use contextual knowledge to determine meaning
6	Understand how the meaning of sentences is shaped by punctuation, word order or connectives
	Explore what makes punctuation more sophisticated and link to the effect it is trying to create
	Respond to more sophisticated punctuation when reading
	Use connectives as signposts to indicate a change of tone
	Read fluently, using punctuation to establish meaning and inform intonation
	Use knowledge of word, roots, derivations and spelling patterns to read unknown words
	In longer texts, maintain understanding by applying knowledge of the use of pronouns within sentences and between paragraphs
	Understand how complex sentences are constructed and punctuated and use this to deepen understanding when reading
	Cope with different features of language used in poems and prose, for example, from dialect
	Cope with different features of language such as abbreviations, colloquialisms, and specialist vocabulary



# Millbrook Reading Overview

Year Group	Text Organisation and Retrieving information
R	Can sort texts into fiction and non-fiction
	Understands that fiction books are stories and non-fiction are factual
	Describes the main events in a story
	Beginning to be aware of the way stories are structured
	Can discuss characters, settings and events
	Understands that information can be retrieved from books
	Can answer questions that rely on simple retrieval skills
1	Understand the difference between fiction and nonfiction
	Talk about the main events in a text
	Understand the way that information texts are organised and use this when reading simple texts
	Understand the sequence of a story and Identify main events or key points in texts
	Pick out relevant information in a text – ‘Why didn’t he get there?’
	Locate specific information in the text to find answers to simple questions – names of characters, location of story, colour of dress
2	Retell a story clearly and with appropriate detail
	Make comparisons between books, noting similarities and difference, e.g. layout theme, characters and setting
	Gain an overall impression of a text by making predictions about content/subject of a book by skim reading, title, contents, illustrations
	Extract information from the text and discuss orally with reference to the text
	Choose suitable nonfiction books for a purpose
	Understand where to go to find answers
	Uses some organisational devices to locate Information: index, contents, headings, uses appropriate terminology
	Locate answers for literal questions in non-fiction texts
	Raising own questions from texts both fiction and nonfiction
3	Identify and classify the features of different text-types
	Understand the purpose of the paragraph
	Understand the features of page layout in non-fiction texts, e.g. titles, subheadings, labels, diagrams and charts
	Show understanding of main points with reference to the text
	Recognise the main differences between fiction and nonfiction texts
	Can read closely to obtain specific information, extracting information from the text and make notes using quotation and reference to the text
	Start to use alphabetically ordered texts to find information –start with first letter and move onto second and third letter skills
4	Identify features of different fiction genres
	Identify structures and grammatical features of non-fiction
	Justify predictions by referring to the text
	Identify the features of some types of text, e.g. newspaper reports, non-chronological reports and ICT texts and use appropriate reading strategies, e.g. scrolling through an ICT text
	Confidently use alphabetically ordered texts to find information
	Locate information using skimming, scanning and text marking
	Extract information from nonfiction texts, using contents, index, chapters, headings and glossary appropriately
	Start to refer to the text to justify opinions but may paraphrase rather than give direct quotes
5	Identify the features of explanation and persuasion texts
	Discuss the elements and purpose of different text structures
	Identify features of different fiction genres
	Compare, contrast and evaluate different non-fiction texts
	Identify and comment on different points of view
	‘Understand the terminology of ‘plot’ and classify stories by plots
	Skim and scan to identify key ideas



# Millbrook Reading Overview

	<p>Summarise paragraph's main ideas to give an overview of the text.</p> <p>Make critical comparisons between texts and evaluate their usefulness</p> <p>Use knowledge of text structure to locate information</p> <p>Show understanding of significant ideas, themes, events and characters</p> <p>Choose own reference sources for relevance of content</p> <p>Knows what a key/index/contents list/glossary are for and use them effectively</p>
6	<p>Confidently use appropriate terminology when discussing any text, whether fiction or non-fiction</p> <p>Discuss plot, and recognise complications and how they are resolved with a growing depth of knowledge</p> <p>Identify clearly the main features of different fiction genres</p> <p>Use structural and organisational features of a range of text-types to sustain understanding over extended texts</p> <p>Define mixed text types and explain their purpose</p> <p>Understand how stories may vary: e.g. in pace, sequence, complication and resolution</p> <p>Secure use of skimming, scanning and text-marking so that research is fast and effective</p> <p>Refer to the text to support predictions and opinions (Point + Evidence)</p> <p>Prepare for factual research by evaluating what is known and locating relevant sources to use</p> <p>Automatically read differently for different purposes (skimming/scanning/reflective reading)</p>



# Millbrook Reading Overview

Year Group	Predicting, Inferring and Summarising
R	Can use clues from the front cover to predict the content
	Makes simple predictions
	Anticipates key events in stories
	Can simply summarise a story
1	Predicts what the book might be about from the cover
	Use an understanding of the story and what has already happened to make predictions
	Relate story settings and incidents to own experience
	Express opinions about main event and characters in stories. E.g. good and bad characters
2	Begins to generate questions before reading and locate answers in text
	Identify and discusses characters and begin to speculate how they might behave
	Make predictions using experience of reading books written by the same author or based on similar themes
	Discusses reasons for, or causes of, incidents in the story
	Make simple inferences about characters thoughts and feelings and reasons for actions
	Identify key themes and discuss reasons for events in stories
3	Be aware of underlying themes and ideas within a text
	Make plausible predictions based on knowledge of the text, or of books by the same author or of similar themes
	Start to justify predictions and viewpoints
	Identify and discuss characters, speculating how they might behave, giving reasons
	Begin to make inferences about characters' actions in a story based upon evidence from the text
	Discuss the actions of the main characters and justify views using evidence from the text
4	Summarise the main points from a passage or a text
	Explore underlying themes and ideas, making clear reference to the text
	Begin to justify predictions they make by referring to the text, rather than relying on imagining how they would feel in that situation
	Predict with evidence from the text and from wider reading
	Infer meaning using evidence from the text
	Use clues from action, dialogue and description to establish and interpret meaning of events in a text
	Make reasoned judgements on characters' actions
5	Begins to find meaning beyond the literal, for example, how impressions of people are conveyed through choice of detail and language
	Distinguish between fact and opinion
	Secure knowledge of empathy
	Recognise and empathise with different characters' points of view
	Infer meaning using evidence from the text and wider experiences
6	Use clues from action, dialogue and description to interpret meaning
	Begins to use inference and deduction based on implicit information drawn from different points in the text
	Use knowledge of fiction and nonfiction genres to make and confirm predictions of either structure/content
	Refer to the text to support predictions and opinions (Point + Evidence + Explanation) selecting sentences, phrases and relevant information to justify opinions
	Explore implicit and explicit terminology
	Compare and contrast implicit and explicit points of view
	Describe, with examples, how the author has chosen a range of vocabulary to convey different messages, moods, feelings and attitudes



# Millbrook Reading Overview



Year Group	Writer's use of language
R	Begin to recognise patterns in texts eg fairytales use 'Once upon a time'
	Can discuss writer's simple use of alliteration eg Big Ben
	Can discuss writer's simple use of rhyme eg Chicken Licken
	Joins in with repeated refrains
1	Recognise obvious word choices for a story
	Recognise repetition of language in a story
	Recognise adjectives 'The dog was brown'
	Identify 'wow' words in a text
2	Identify and comment on vocabulary and literary features
	Identify how vocabulary choice affects meaning - 'Crept lets you know that he is trying to be quiet'
	Identify where language is used to create mood or build tension
3	Identify where language is used to create mood or build tension
	Discuss the meanings of words and phrases that create particular effects – Crept makes you know he was quiet but also that he was going slowly
	Identify and comment on vocabulary and literary features – 'All fairy tales start with Once Upon a Time...'
4	Comment upon the use of author's language
	Find and comment on examples of how authors express different moods, feelings and attitudes
	Know how suspense is built up in a story, including the development of the plot
	Begin to discuss the effectiveness of language used to create a particular effect (e.g. adjectives and adverbs for description)
	Recognise the use and effect of patterned language in text
5	Recognise the use and effect of patterned language in text
	Comment upon the use and effect of author's language – 'She uses storms so that you know he is moving angrily and is upset'
	Find and comment on examples of how authors express different moods, feelings and attitudes
	Identify and comment on expressive, figurative and descriptive language to create effect in poetry and prose.
	Understand the term figurative
6	Use language features of a range of nonfiction text-types to support understanding
	Interpret the effect the choice of language has to create moods, build tension, etc.
	Identify the style of individual writers and poets and provide examples from a range of texts
	The writer's use of language features is commented on and explained – 'The rhythm and rhyme patter together make it sound like the rhythm of the train'
	Compare and contrast the styles of individual writers and poets providing examples
	Identify when standard English and non-standard English is used within a text and why
	Secure knowledge of all types of figurative language- e.g. personification and be able to analyse the effects they create.



# Millbrook Reading Overview

Year Group	Text Purpose and Evaluating texts
R	Can choose a favourite book
	Understands the difference between the purpose of fiction and non-fiction
	Can verbally compare two texts commenting on a particular event or character
1	Continue to choose and talk about a favourite book from a selection
	Offer ideas in a discussion about a book
	Take turns to comment in reading groups
	Responds in pair talk to partner
2	Continue to make choices about which texts to read based on prior reading experiences
	Suggest extensions or alternatives to parts of a text
	Understand what the writer might be thinking – 'He thinks they are being mean'
3	Start to identify the author's main purpose for writing – 'He doesn't want any more turtles to be killed'
	Begins to identify and comment on different points of view in the text, providing evidence for ideas
	Understands a thought of the author..... he /She thinks.....
	Evaluate specific texts with reference to text types – is the text persuasive? Is the text informative?
4	Identify the author's main purpose
	Understand how the author wants the reader to respond
	Identify themes in a paragraph
	Note how themes change from one paragraph to another
5	Recognise ways in which writers present issues and points of view in fiction and non-fiction – 'he has only mentioned the bad points about air travel'.....
	Can talk about the author's techniques for describing characters, settings and action
	Talk about themes in a story and recognise thematic links with other texts
	Express a personal response to a text
6	Identify and classify themes across a range of texts (Social, cultural and historical)
	Understand that texts reflect the time and culture in which they were written – 'Dickens wanted people to feel bad about the way the poor were treated then'
	Begin to evaluate texts by comparing how different sources treat the same information
	Identify and classify different character types across a range of texts



# Millbrook Reading Overview

Year Group	Talking about reading
R	Listens to and joins in with stories and poems, one-to-one and in small groups
	Handles books carefully
	Looks at books independently
	Listens to stories with increasing attention
	Shows an interest in print in the environment
	Describes main story settings, events and principal characters
	Holds the book the correct way and turns pages
	Demonstrates an understanding that print carries meaning and in English is read from left to write
	Enjoys an increasing range of books and is able to discuss these
	Demonstrates when talking that they understand what they have read
	Uses vocabulary and forms of speech that are increasingly influenced by their experience of books
	Recognises rhythm in spoken words
	Can continue a rhyming string
1	Sort stories into categories
	Relate what they read to their own experiences
	Identify rhyme patterns in poetry and prose
2	Be aware that books are set in different times and places
	Classifying books set in different places
	Classifying books by different times in history
	Start to learn some poems of by heart
3	Start to make simple connections between books by the same author
	Link descriptions in books to genre type (e.g. they wear those clothes because it's a history fiction book)
	Build skills of orally retelling a story
4	Makes connections between books by the same author – 'Michael Morpurgo often starts his stories in the present but then goes back in time'
	Recognise some features of the text that relate it to its historical setting or its social or cultural background
	Comment on how the reader's or writer's context makes a difference to the social, cultural or historical setting
5	Comment on how the reader's or writer's context makes a difference to the social, cultural or historical setting
	Compare the openings of a particular novel with the beginnings of other novels read recently
	Understand that texts reflect the time and culture in which they were written – Hound of the Baskervilles would have been very scary for Victorian readers'
	Create a discussion frame work for reviewing books
	Challenging others viewpoints respectfully
6	Begin to evaluate texts by comparing how different sources treat the same information
	Understand that texts reflect the time and culture in which they were written – 'Dickens wanted people to feel bad about the way the poor were treated then'
	Identify and classify different character types across a range of texts
	Identify and classify themes across a range of texts (Social, cultural and historical)