



# How Do We Read? Assessing Reading at Kuwait National English School

A Guide to the English National Curriculum for Parents

2019-20

## Foundation Stage

Phonics	Word Reading	Comprehension	Additional skills/knowledge and problem solving (ready for Year 1):
<p>Continues a rhyming string (40-60+/R-).</p> <p>Hears and says the initial sounds in words (40-60+/R-).</p> <p>Can segment the sounds in a cvc word and blend them together (40-60+/R-).</p> <p>Know which letters represent some sounds (40-60+/R-).</p> <p>Links sounds to letters (40-60+/R-).</p> <p>Naming and sounding the letters of the alphabet (40-60+/R-).</p> <p>Use their phonic knowledge to decode regular words and read them aloud accurately (ELG/R+).</p>	<p>Begins to read a cvc word (40-60+/R-).</p> <p>Begins to read a simple sentence eg. Cat in a hat (40-60+/R-).</p> <p>Children can confidently read and understand a range of simple sentences (ELG/R=).</p> <p>Use their phonic knowledge to decode regular words and read them aloud accurately (ELG/R+).</p> <p>Read some common irregular words (ELG/R+).</p>	<p>Uses vocabulary and forms of speech that are increasingly influenced by their experience of books (40-60+/R-).</p> <p>Enjoys an increasing range of books (40-60+/R-).</p> <p>Knows that information can be retrieved from computers and books (40-60+/R-).</p> <p>Children can confidently read and understand a range of simple sentences (ELG/R+).</p> <p>Demonstrate understanding when talking with others about what they have read (ELG/R+).</p>	<p>Use and understand vocabulary- title, author, illustrator, front cover, spine, character, beginning, middle and end (ELG+/1-).</p> <p>Can sequence a simple 3 part story (ELG+/1-).</p> <p>Can sequence a simple 5 part story (ELG+/1-).</p> <p>Predict what might happen next or after a story ends (ELG+/1-).</p>

# Year 1

## Word Reading

- **Apply phonic knowledge and skills as the route to decode words.**
- **Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.**
- **Read other words of more than one syllable that contain taught GPCs.**
- Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.
- Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.
- Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings.
- Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s).
- Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.
- Read these books to build up their fluency and confidence in word reading.

## Comprehension

- **Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and consider their particular characteristics.**
- **Checking that the text makes sense to them as they read and correcting inaccurate reading.**
- **Making inferences on the basis of what is being said and done.**
- **Predicting what might happen on the basis of what has been read so far.**
- Being encouraged to link what they read or hear read to their own experiences.
- Developing pleasure in reading, motivation to read, vocabulary and understanding by: listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.
- Recognising and joining in with predictable phrases.
- Learning to appreciate rhymes and poems, and to recite some by heart.
- Discussing word meanings, linking new meanings to those already known.
- Understand both the books they can already read accurately and fluently and those they listen to by: drawing on what they already know or on background information and vocabulary provided by the teacher.
- Discussing the significance of the title and events.
- Participate in discussion about what is read to them, taking turns and listening to what others say.
- Explain clearly their understanding of what is read to them.

# Year 2 Reading

## Word Reading

- Read words containing common suffixes.
- Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.
- Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.
- Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.
- Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.
- Read accurately words of two or more syllables that contain the same graphemes as above.
- Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.
- Re-read these books to build up their fluency and confidence in word reading.

## Comprehension

- Making inferences on the basis of what is being said and done.
- Answer and ask questions.
- Predicting what might happen on the basis of what has been read so far.
- Discussing the sequence of events in books and how items of information are related.
- Checking that the text makes sense to them as they read and correcting inaccurate reading.
- Discussing and clarifying the meanings of words, linking new meanings to known vocabulary.
- Develop pleasure in reading, motivation to read, vocabulary and understanding by: listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently.
- Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.
- Being introduced to non-fiction books that are structured in different ways.
- Recognising simple recurring literary language in stories and poetry.
- Discussing their favourite words and phrases.
- Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.
- Understand both the books that they can already read accurately and fluently and those that they listen to by: drawing on what they already know or on background information and vocabulary provided by the teacher.
- Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say.
- Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

# Year 3 and Year 4

*As children move into Year 3, there is a greater emphasis on comprehension skills as they should already be independent readers*

Word Reading	Comprehension
<p>Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in <a href="#">English Appendix 1</a>, both to read aloud and to understand the meaning of new words they meet.</p>	<ul style="list-style-type: none"><li>• <b>Develop positive attitudes to reading and understanding of what they read by: listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</b></li><li>• <b>Discussing words and phrases that capture the reader’s interest and imagination</b></li><li>• <b>Understand what they read, in books they can read independently, by: checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</b></li><li>• <b>Predicting what might happen from details stated and implied</b></li><li>• <b>Retrieve and record information from non-fiction</b></li><li>• Reading books that are structured in different ways and reading for a range of purposes</li><li>• Using dictionaries to check the meaning of words that they have read</li><li>• Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li><li>• Identifying themes and conventions in a wide range of books</li><li>• Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li><li>• Recognising some different forms of poetry [for example, free verse, narrative poetry]</li><li>• Asking questions to improve their understanding of a text</li><li>• Drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence</li><li>• Identifying main ideas drawn from more than one paragraph and summarising these</li><li>• Identifying how language, structure, and presentation contribute to meaning</li><li>• Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say</li></ul>

## Year 5 and Year 6

Word Reading	Comprehension
<p>Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in <a href="#">English Appendix 1</a>, both to read aloud and to understand the meaning of new words that they meet.</p>	<ul style="list-style-type: none"> <li>• <b>Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</b></li> <li>• <b>Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</b></li> <li>• <b>Making comparisons within and across books</b></li> <li>• <b>Predicting what might happen from details stated and implied</b></li> <li>• <b>Distinguish between statements of fact and opinion</b></li> <li>• <b>Retrieve, record and present information from non-fiction</b></li> <li>• Reading books that are structured in different ways and reading for a range of purposes</li> <li>• Recommending books that they have read to their peers, giving reasons for their choices</li> <li>• Identifying and discussing themes and conventions in and across a wide range of writing</li> <li>• Learning a wider range of poetry by heart</li> <li>• Preparing 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</li> <li>• Understand what they read by: checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> <li>• Asking questions to improve their understanding</li> <li>• Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>• Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</li> <li>• Identifying how language, structure and presentation contribute to meaning</li> <li>• Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> <li>• Participate 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</li> <li>• Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary</li> <li>• Provide reasoned justifications for their views.</li> </ul>