

### Reading out loud MTP

To use as LO for reading out loud lessons. Writing with \* and in italics are further notes for staff.

<u>Year Group</u>	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
<u>2</u>	<u>Objectives throughout</u>		
	<ul style="list-style-type: none"> <li>• Read aloud more complex books, including those beyond my chronological age.</li> <li>• Show a pleasure for reading.</li> <li>• Listen to and discuss a wide range of poems, stories and non-fiction <i>*at a level beyond that at which I can read independently</i></li> <li>• Participate in discussion about what is read to me, taking turns, considering the opinions of others and listening to what others say. <i>* Pupils should receive feedback on their discussions.</i></li> <li>• Re-read books to build up fluency and confidence.</li> </ul>		
	<ul style="list-style-type: none"> <li>• Check the text makes sense when reading and correct inaccurate reading. <i>*with prompting</i></li> <li>• Apply phonic knowledge by blending the sounds in words <i>*including alternative representations for phonemes, when reading unfamiliar words.</i></li> <li>• Read familiar words quickly, without needing to sound them out.</li> <li>• Read taught common exception words <i>*including that of previous year group</i></li> </ul>	<ul style="list-style-type: none"> <li>• Check the text makes sense when reading and correct inaccurate reading. <i>*with little prompting</i></li> <li>• Read most words quickly and accurately, <i>*without overt sounding and blending, when I have been frequently encountered read aloud books closely matched to my improving phonic knowledge</i></li> <li>• Sound out unfamiliar words accurately and automatically <i>*and without undue hesitation</i></li> <li>• Decode using alternative sounds for graphemes</li> <li>• Decodes using words of two or more syllables</li> <li>• Decodes words with common suffixes taught</li> <li>• Decode most common exception words taught.</li> </ul>	<ul style="list-style-type: none"> <li>• Independently check text makes sense, correcting inaccurate reading <i>*without being prompted.</i></li> <li>• Read exception words noting unusual correspondences</li> <li>• Automatically decode with consistent accuracy, fluency and confidence (over 90 words per minute) <i>*using a range of texts are read independently</i></li> </ul>
<u>Year Group</u>	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>

3	Objectives throughout		
	<ul style="list-style-type: none"> <li>Read aloud more complex books, including those beyond my chronological age.</li> <li>Show a pleasure for reading.</li> <li>Listen to and discuss a wide range of poems, stories and non-fiction <i>*at a level beyond that at which I can read independently</i></li> <li>Participate in discussion about what is read to me, taking turns, considering the opinions of others and listening to what others say. <i>* Pupils should receive feedback on their discussions.</i></li> <li>Contribute appropriately to discussion about a wide range of different types of texts I have listened to or read. <i>* Pupils should receive feedback on their discussions.</i></li> </ul> <p><i>NC: At this stage, teaching comprehension should be taking precedence over teaching word reading directly. Any focus on word reading should support the development of vocabulary.</i></p> <p><i>When pupils are taught to read longer words, they should be supported to test out different pronunciations. They will attempt to match what they decode to words they may have already heard but may not have seen in print (for example, in reading technical, the pronunciation /tɛtʃnɪkəl/ ('tetchnical') might not sound familiar, but /tɛknɪkəl/ ('teknical') should).</i></p> <p><b><i>By the beginning of year 3, pupils should be able to read books written at an age-appropriate interest level. They should be able to read them accurately and at a speed that is sufficient for them to focus on understanding what they read rather than on decoding individual words. They should be able to decode most new words outside their spoken vocabulary, making a good approximation to the word's pronunciation.</i></b></p>		
	<ul style="list-style-type: none"> <li>Use phonic knowledge to decode quickly and accurately. <i>*including alternative representations for phonemes, when reading unfamiliar words.</i></li> <li>read longer unknown words <i>*with support</i></li> <li>Test pronunciations <i>*with support</i></li> <li>Self-correct and check the text makes sense to me</li> <li>Use appropriate intonation when reading aloud. <i>*begin</i></li> <li>Read taught common exception words <i>*including that of previous year group</i></li> </ul>	<ul style="list-style-type: none"> <li>Read fluently, decoding most new words</li> <li><i>*(usually) outside everyday spoken vocabulary.</i></li> <li>read longer words with support <i>*with some support</i></li> <li>Test pronunciations <i>*with some support</i></li> <li>Apply knowledge of root words, prefixes and suffixes.</li> <li>Read common exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</li> <li>Automatically track meaning of text during reading, pausing to self-correct where necessary</li> </ul>	<ul style="list-style-type: none"> <li>Reads a book accurately and at a speed</li> <li>Read with fluency, more challenging texts <i>(including those beyond their chronological age)</i></li> <li>Select strategies to decode new words.</li> <li>Test pronunciations <i>*with some support</i></li> </ul>

Year Group	Autumn	Spring	Summer
<u>4</u>	<b>Objectives throughout</b>		
	<ul style="list-style-type: none"> <li>Read aloud more complex books, including those beyond my chronological age.</li> <li>Show a pleasure for reading.</li> <li>Listen to and discuss a wide range of poems, stories and non-fiction *at a level beyond that at which I can read independently</li> <li>Participate in discussion about what is read to me, taking turns, considering the opinions of others and listening to what others say. <i>* Pupils should receive feedback on their discussions.</i></li> <li>Contribute appropriately to discussion about a wide range of different types of texts I have listened to or read. <i>* Pupils should receive feedback on their discussions.</i></li> </ul> <p>NC: At this stage, teaching comprehension should be taking precedence over teaching word reading directly. Any focus on word reading should support the development of vocabulary.</p> <p>When pupils are taught to read longer words, they should be supported to test out different pronunciations. They will attempt to match what they decode to words they may have already heard but may not have seen in print (for example, in reading technical, the pronunciation /tɛtʃnɪkəl/ ('tetchnical') might not sound familiar, but /tɛknɪkəl/ ('teknical') should).</p>		
	<ul style="list-style-type: none"> <li>Read fluently, decoding most new words,</li> <li>Read taught common exception words <i>*including that of previous year group.</i></li> <li>Apply knowledge of root words, prefixes and suffixes to read aloud</li> <li>Test pronunciations *with some support</li> </ul>	<ul style="list-style-type: none"> <li>Read most words effortlessly</li> <li>Attempt to decode unfamiliar words with increasing automaticity.</li> <li>Reads further exception words, noting the usual correspondences between spelling and sound where these occur in the word.</li> <li>Apply knowledge of root words, prefixes and suffixes.</li> <li>Test pronunciations *with some support</li> </ul>	<ul style="list-style-type: none"> <li>Reads a book accurately and at a speed</li> <li>Read with fluency, more challenging texts <i>(including those beyond their chronological age)</i></li> <li>Attempt to match what I decode to words already heard but may not have seen in print <i>e.g. in reading the word technical.</i></li> <li>Reads silently with increasing stamina</li> </ul>
Year Group	Autumn	Spring	Summer
<u>5</u>	<b>Objectives throughout</b>		
	<ul style="list-style-type: none"> <li>Read aloud more complex books, including those beyond my chronological age.</li> <li>Show a pleasure for reading.</li> <li>Listen to and discuss a wide range of poems, stories and non-fiction *at a level beyond that at which I can read independently</li> <li>Confidently read aloud and perform with clear intonation to show understanding.</li> <li>When reading silently, check that the text makes sense by questioning unfamiliar words or phrases.</li> </ul>		

	<p>NC: Pupils should be encouraged to work out any unfamiliar word. They should focus on all the letters in a word so that they do not, for example, read 'invitation' for 'imitation' simply because they might be more familiar with the first word. Accurate reading of individual words, which might be key to the meaning of a sentence or paragraph, improves comprehension.</p>		
	<ul style="list-style-type: none"> <li>• Read fluently with growing confidence and independence. <i>*Usually</i></li> <li>• Read most words and attempts to decode unfamiliar words instinctively</li> <li>• Read taught common exception words <i>*including that of previous year group.</i></li> <li>• Accurately track meaning of the text during reading, self-correcting automatically where necessary</li> <li>• Test pronunciations when reading an unfamiliar word</li> <li>• With support, explore intonation, tone and volume to ensure the meaning is clear to an audience.</li> </ul>	<ul style="list-style-type: none"> <li>• Read fluently, confidently and independently</li> <li>• Use strategies to work out any unfamiliar words</li> <li>• Apply a growing knowledge of root words, prefixes and suffixes <i>*(morphology and etymology).</i></li> <li>• Test pronunciations when reading an unfamiliar word</li> <li>• With some support, explore intonation, tone and volume to ensure the meaning is clear to an audience.</li> </ul>	<ul style="list-style-type: none"> <li>• Participate in discussions about books, building on my own and others' ideas and challenge views courteously.</li> <li>• Read most Y5 exception words, discussing the unusual correspondences between spelling and where these occur in the word.</li> <li>• Read most words fluently</li> <li>• Attempt to decode any unfamiliar words with increasing speed and skill</li> <li>• Focus on all the letters in a word <i>*so that they do not, for example, read 'invitation' for 'imitation' simply because they might be more familiar with the first word.</i></li> <li>• Reads unfamiliar words using the correct pronunciation.</li> <li>• With little support, explore intonation, tone and volume to ensure the meaning is clear to an audience.</li> </ul>
<u>Year Group</u>	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
<u>6</u>	<p><u>Objectives throughout</u></p> <ul style="list-style-type: none"> <li>• Read aloud more complex books, including those beyond my chronological age.</li> <li>• Show a pleasure for reading.</li> <li>• Listen to and discuss a wide range of poems, stories and non-fiction <i>*at a level beyond that at which I can read independently</i></li> <li>• Confidently read aloud and perform with clear intonation to show understanding.</li> <li>• When reading silently, check that the text makes sense by questioning unfamiliar words or phrases.</li> <li>• Fluently and effortlessly read a wide range of age appropriate texts</li> </ul>		

	<p>NC: Pupils should be encouraged to work out any unfamiliar word. They should focus on all the letters in a word so that they do not, for example, read 'invitation' for 'imitation' simply because they might be more familiar with the first word. Accurate reading of individual words, which might be key to the meaning of a sentence or paragraph, improves comprehension.</p>		
	<ul style="list-style-type: none"> <li>• Read fluently, confidently and independently</li> <li>• Demonstrate appropriate intonation, tone and volume when reading aloud to make the meaning clear to the audience.</li> <li>• Read taught common exception words <i>*including that of previous year group</i>.</li> <li>• Accurately track meaning of the text during reading, self-correcting automatically where necessary</li> <li>• Focus on all the letters in a word *so that they do not, for example, read 'invitation' for 'imitation' simply because they might be more familiar with the first word.</li> </ul>	<ul style="list-style-type: none"> <li>• Fluently and effortlessly read a wide range of age appropriate texts across all subjects.</li> <li>• Apply a growing knowledge of root words, prefixes and suffixes <i>*(morphology and etymology)</i>.</li> <li>• Accurately track meaning of text during reading, rarely needing to pause to self correct</li> <li>• Read aloud with intonation that shows understanding.</li> </ul>	<ul style="list-style-type: none"> <li>• Read age-appropriate books with confidence and fluency <i>*(including whole novels)</i>.</li> <li>• Independently check that the text makes sense</li> <li>• Participate in discussions about books, building on my own and others' ideas and challenge views courteously.</li> <li>• Read most Y6 exception words, discussing the unusual correspondences between spelling and where these occur in the word.</li> <li>• Read aloud with intonation that shows understanding.</li> </ul>