



Becoming a Reader at Rimrose Hope

"So please, oh please, we beg, we pray. Go throw your TV set away and in it's place you can install a lovely bookshelf on the wall..."

Roald Dahl - Charlie and the Chocolate Factory

A Year 1 Rimrose Hope reader will:	A Year 2 Rimrose Hope reader will:
Word Reading <ul style="list-style-type: none">○ read aloud words with common verb and adjectival endings so that their sense is clear (e.g. -es, -ing, -ish)○ read regular words with confidence, including CVC, CCVC, CVCC and two-syllable words○ read aloud simple texts with some fluency and expression○ recognise the most common irregular words○ read stage 5 ORT/Green BB fluently	Word Reading <ul style="list-style-type: none">○ 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 words containing common suffixes○ read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered○ read common exception words○ read stage 9 ORT/GOLD BB fluently
Comprehension <ul style="list-style-type: none">○ draw on knowledge of vocabulary to understand texts○ identify and explain the sequence of events in texts○ identify how items of information are related and organised in texts○ identify key aspects of fiction and non-fiction texts, such as characters, events and information○ explain key aspects of fiction and non-fiction texts, such as titles, characters, events and information○ identify simple literary language in stories and poetry○ make inferences from the text○ predict what might happen on the basis of what has been read so far	Comprehension <ul style="list-style-type: none">○ draw on knowledge of vocabulary to understand texts○ identify and explain the sequence of events in texts○ identify how items of information are related and organised in texts○ identify key aspects of fiction and non-fiction texts, such as characters, events and information○ explain key aspects of fiction and non-fiction texts, such as titles, characters, events and information○ identify simple literary language in stories and poetry○ make inferences from the text○ predict what might happen on the basis of what has been read so far



Becoming a Reader at Rimrose Hope

"So Matilda's strong young mind continued to grow, nurtured by the voices of all those authors who had sent their books out into the world like ships on the sea. These books gave Matilda a hopeful and comforting message: You are not alone."

Roald Dahl - Matilda

A Year 3 Rimrose Hope reader will:	A Year 4 Rimrose Hope reader will:
Word Reading	Word Reading
<ul style="list-style-type: none">○ apply their growing knowledge of root words, both to read aloud and to understand the meaning of new words they meet○ read common exception words○ read stage 11 ORT/LIME BB fluently	<ul style="list-style-type: none">○ apply their growing knowledge of root words, both to read aloud and to understand the meaning of new words they meet○ read common exception words○ read stage 13 ORT/GREY BB fluently
Comprehension	Comprehension
<ul style="list-style-type: none">○ give the meaning of words in context○ explain and explore the meaning of words in context○ identify main ideas○ summarise main ideas from more than one paragraph○ identify key details that support main ideas○ identify language, structural and presentational features of texts○ explain how the language, structural and presentational features of a text contributes to meaning○ retrieve and record from non-fiction○ make comparisons within the text○ distinguish between fact and opinion○ discuss and evaluate how writers use words, phrases and language features to have an impact on the reader, at word, sentence and text level○ make inferences from the text○ explain inferences and justify them with evidence from the text○ predict what might happen from details stated and implied○ identify the themes and conventions of a range of texts	<ul style="list-style-type: none">○ give the meaning of words in context○ explain and explore the meaning of words in context○ identify main ideas○ summarise main ideas from more than one paragraph○ identify key details that support main ideas○ identify language, structural and presentational features of texts○ explain how the language, structural and presentational features of a text contributes to meaning○ retrieve and record from non-fiction○ make comparisons within the text○ distinguish between fact and opinion○ discuss and evaluate how writers use words, phrases and language features to have an impact on the reader, at word, sentence and text level○ make inferences from the text○ explain inferences and justify them with evidence from the text○ predict what might happen from details stated and implied○ identify the themes and conventions of a range of texts



Becoming a Reader at Rimrose Hope

"I have a passion for teaching kids to become readers, to become comfortable with a book, not daunted. Books shouldn't be daunting, they should be funny, exciting and wonderful; and learning to be a reader gives a terrific advantage."

Roald Dahl - Author

A Year 5 Rimrose Hope reader will:	A Year 6 Rimrose Hope reader will:
Word Reading <ul style="list-style-type: none">○ apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words that they meet.○ read stage 14 ORT/DARK BLUE BB fluently	Word Reading <ul style="list-style-type: none">○ read stage 15/16 ORT/DARK BLUE/DARK RED B fluently
Comprehension <ul style="list-style-type: none">○ give the meaning of words in context○ explain and explore the meaning of words in context○ identify main ideas○ summarise main ideas from more than one paragraph○ identify key details that support main ideas○ identify language, structural and presentational features of texts○ explain how the language, structural and presentational features of a text contributes to meaning○ retrieve and record from non-fiction○ make comparisons within the text○ distinguish between fact and opinion○ discuss and evaluate how writers use words, phrases and language features to have an impact on the reader, at word, sentence and text level○ make inferences from the text○ explain inferences and justify them with evidence from the text○ predict what might happen from details stated and implied○ identify the themes and conventions of a range of texts	Comprehension <ul style="list-style-type: none">○ give the meaning of words in context○ explain and explore the meaning of words in context○ identify main ideas○ summarise main ideas from more than one paragraph○ identify key details that support main ideas○ identify language, structural and presentational features of texts○ explain how the language, structural and presentational features of a text contributes to meaning○ retrieve and record from non-fiction○ make comparisons within the text○ distinguish between fact and opinion○ discuss and evaluate how writers use words, phrases and language features to have an impact on the reader, at word, sentence and text level○ make inferences from the text○ explain inferences and justify them with evidence from the text○ predict what might happen from details stated and implied○ identify the themes and conventions of a range of texts

