



Golcar reading overview



Golcar reading – what are we trying to achieve?

To learn and enjoy language

To learn new vocabulary

To develop a love of reading, experiencing rich language and a range of different texts, genres and purposes

To accumulate background knowledge about lots of different experiences, places, phenomenon, emotions, events and people which will help us to access reading in all subjects and lexile difficulties

To develop an awareness of the 'code' and patterns of English language

To learn from expert readers (modelling)

To use reading to communicate and learn

To build mental models in our imagination and brain

To be imaginative

To experience and understand, empathy, emotions and knowledge of things beyond own or physically possible experience

To practise fluency, intonation, emphasis, using prompts from punctuation, stamina, echo reading, choral reading, voice and volume to become an efficient reader independently

To gain many 'reading miles' in order to develop confidence, efficiency and enjoyment



Golcar Goals – reading - YEAR EYFS

Reading - word reading

First know there is a sound then say a sound for each letter in the alphabet and at least 10 digraphs;

By the end of reception, read words consistent with their phonic knowledge by sound-blending;

By the end of reception, read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Talking about reading

Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

Perform songs, rhymes, poems and stories with others,

Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions

Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary

Understanding language used

Express their ideas and feelings about their experiences using full sentences, including use of past, present, and future tenses and making use of conjunctions, with modelling and support from their teacher.

Checking for understanding

Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary

Anticipate – where appropriate – key events in stories

Make comments about what they have heard and ask questions to clarify their understanding

Developing fluency

Read aloud and perform reading using echo reading, paired reading, repeat reading and develop understanding through intonation, tone and volume

Read often and gain reading miles

Practise out loud

Developing positive attitude to reading

Develop pleasure in reading and be motivated to read

Listen to and talk about a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently

Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics

Learn to appreciate rhymes and poems

Gaining and using information and experience

Children in early years will use books for all their learning experiences, finding out about the world around them and talk about the things we learn from books

Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;



Golcar Goals – reading - YEAR Y1

Reading - word reading

Apply phonic knowledge and skills as the route to decode words

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 common exception words, noting unusual correspondences between spelling and sound and where these occur in the word

Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings

Read other words of more than one syllable that contain taught GPCs

Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)

Read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words

Reread these books to build up their fluency and confidence in word reading

Talking about reading

Recite some poems and rhymes by heart

Participate in discussion about what is read to them, taking turns and listening to what others say

Understanding language used

Develop vocabulary knowledge through reading

Recognise and join in with predictable phrases

Discuss word meanings, linking new meanings to those already known

Learn the meaning of new words given by the teacher

Discuss the significance of the title and events

Checking for understanding

Check that the text makes sense to them as they read, and correct inaccurate reading

Make inferences on the basis of what is being said and done

Predict what might happen on the basis of what has been read so far

Explain clearly their understanding of what is read to them

Developing fluency

Read aloud and perform reading using echo reading, paired reading, repeat reading and develop understanding through intonation, tone and volume

Read often and gain reading miles

Practise out loud

Developing positive attitude to reading

Develop pleasure in reading and be motivated to read

Listen to and talk about a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently

Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics

Learn to appreciate rhymes and poems

Gaining and using information and experience

Through questions, link what they read or hear to their own experiences

Understand both the books they can already read accurately and fluently and those they listen to

Talk about what they already know or explain some background information they may have



Golcar Goals – reading - YEAR Y2

Reading - word reading

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 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
Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
Reread these books to build up their fluency and confidence in word reading

Talking about reading

Talk about their reading – explain what they know and what they have enjoyed in text they have read themselves and those that are read by others.
Discuss the sequence of events in books and how items of information are related
Take turns and listen to what others say
Discuss their favourite words and phrases
Build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear

Developing fluency

Read aloud and perform reading using echo reading, paired reading, repeat reading and develop understanding through intonation, tone and volume
Read often and gain reading miles
Practise out loud

Understanding language used

Recognise simple recurring literary language in stories and poetry
Study words and their meanings, related words and develop wide vocabulary understanding
Talk about and clarify the meanings of words, linking new meanings to known vocabulary

Developing positive attitude to reading

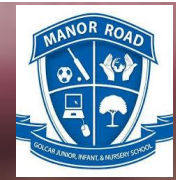
Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently
Become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales
Use non-fiction books that are structured in different ways
Through having fun with reading, develop pleasure in reading and be motivated to read

Checking for understanding

Understand books that they can already read accurately and fluently and those that they listen to by
Talk about what they already know or what background information they have
Learn and use orally the vocabulary provided by the teacher
Check that the text makes sense to them as they read, and correct inaccurate reading – can they build a mental model of what is happening?
Make inferences on the basis of what is being said and done
Answer questions
Ask own questions about the reading
Predict what might happen on the basis of what has been read so far

Gaining and using information and experience

Make inferences on the basis of what is being said and done
Answer questions
Explain their understanding of books. Poems and other material that they have read or had read by others



Golcar Goals – reading - YEAR Y3&4

Reading - word reading

Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in - see [English appendix 1](#) , both to read aloud and to understand the meaning of new words they meet

Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word

Talking about reading

Participate in discussion about books that are read to them and those they can read for themselves, taking turns and listening to what others say

Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action

discussing words and phrases that capture the reader's interest and imagination

Developing fluency

Read aloud and perform reading using echo reading, paired reading, repeat reading and develop understanding through intonation, tone and volume

Read often and gain reading miles

Practise out loud

Understanding language used

Use dictionaries to check the meaning of words that they have read

Identify themes and conventions in a wide range of books

Recognise some different forms of poetry [for example, free verse, narrative poetry]

Identify how language, structure, and presentation contribute to meaning

Study words and their meanings, related words and develop wide vocabulary understanding

Developing positive attitude to reading

Listen to a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks

Read books that are structured in different ways and read for a range of purposes

Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally to each other and adults

Checking for understanding

Check that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context

Ask questions to improve their understanding of a text

Make inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

Predict what might happen from details stated and implied

Gaining and using information and experience

Identify the main ideas drawn from more than 1 paragraph and summarise these

Retrieve and record information from non-fiction



Golcar Goals – reading - YEAR Y5&6

Reading - word reading

Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in [English appendix 1](#), both to read aloud and to understand the meaning of new words that they meet

Talking about reading

Discuss with peers and Identify and compare themes, ideas and conventions in and across a wide range of writing/texts
Learn how to courteously challenge and clarify ideas and opinions of their peers about reading
Learning a wide range of poetry by heart
Read poems and plays aloud and perform to peers, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
views courteously
Make formal presentations and take part in debates about reading, maintaining a focus on the topic and using notes where necessary
Learn how to provide reasoned justifications for their views about reading

Developing fluency

Read aloud and perform reading using echo reading, paired reading, repeat reading and develop understanding through intonation, tone and volume
Read often and gain reading miles
Practise out loud

Understanding language used

Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
Distinguish between statements of fact and opinion
Comment on the authorial intent, justifying opinions and ideas
Recognise formal and informal language
Know the difference between fact, fiction and opinion
Study words and their meanings, related words and develop wide vocabulary understanding

Developing positive attitude to reading

Read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks, myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions and books that are structured in different ways
Read for a range of purposes
Recommend books that they have read to their peers, giving reasons for their choices

Checking for understanding

Explain their mental model developed during reading to check that the book makes sense to them,
Explain and discuss their understanding and explore the meaning of words in context
Ask questions to improve their understanding
Make inferences such as inferring characters' feelings, thoughts and motives from their actions, Justify inferences with evidence
Predict what might happen from details stated and implied
Summarise the main ideas drawn from more than 1 paragraph, identify key details that support the main ideas

Gaining and using information and experience

Retrieve, record and present information from non-fiction
Use knowledge gained from text
Justify ideas with evidence
Identify and enjoy emotions and experiences
Activate prior knowledge and use this to infer meaning
Use referencing to show how you know
Make notes to remember information and ideas (not copying – make own notes after reading)
Gather information and organise this to communicate to others