

## GUIDED READING RECORD

Date \_\_\_\_\_

# READING Key Stage 1 Year 1

TEXT										
Key Stage	Strand	Objective								Comments / Next steps
KS 1 Y1										
KS 1 Y1	Word	Apply phonic knowledge and skills as the route to decode words.								
KS 1 Y1	Word	[KEY] Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.								
KS 1 Y1	Word	[KEY] Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.								
KS 1 Y1	Word	[KEY] Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.								
KS 1 Y1	Word	Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings.								
KS 1 Y1	Word	Read other words of more than one syllable that contain taught GPCs.								
KS 1 Y1	Word	Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s).								
KS 1 Y1	Word	[KEY] 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.								
KS 1 Y1	Word	Re-read these books to build up their fluency and confidence in word reading.								
KS 1 Y1	Comprehension									
KS 1 Y1	Comprehension	[KEY] Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.								

Key Stage	Strand	Objective								Comments / Next steps
KS 1 Y1	Comprehension	Being encouraged to link what they read or hear read to their own experiences.								
KS 1 Y1	Comprehension	[KEY] Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.								
KS 1 Y1	Comprehension	Recognising and joining in with predictable phrases.								
KS 1 Y1	Comprehension	Learning to appreciate rhymes and poems, and to recite some by heart.								
KS 1 Y1	Comprehension	Discussing word meanings, linking new meanings to those already known.								
KS 1 Y1	Comprehension	Drawing on what they already know or on background information and vocabulary provided by the teacher.								
KS 1 Y1	Comprehension	[KEY] Checking that the text makes sense to them as they read and correcting inaccurate reading.								
KS 1 Y1	Comprehension	[KEY] Discussing the significance of the title and events.								
KS 1 Y1	Comprehension	Making inferences on the basis of what is being said and done.								
KS 1 Y1	Comprehension	[KEY] Predicting what might happen on the basis of what has been read so far.								
KS 1 Y1	Comprehension	Participate in discussion about what is read to them, taking turns and listening to what others say.								
KS 1 Y1	Comprehension	Explain clearly their understanding of what is read to them.								

# GUIDED READING RECORD

Date \_\_\_\_\_

READING Key Stage 1 Year 2

Text									
Key Stage	Strand	Objective							Comments/Next Steps
KS 1 Y2									
KS 1 Y2	Word	[ES] Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.							
KS 1 Y2	Word	[ES] [KEY] Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.							
KS 1 Y2	Word	[ES] [KEY] Read accurately words of two or more syllables that contain the same graphemes as above.							
KS 1 Y2	Word	[ES] Read words containing common suffixes.							
KS 1 Y2	Word	[ES] Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.							
KS 1 Y2	Word	[ES] [KEY] Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.							
KS 1 Y2	Word	[KEY] Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.							
KS 1 Y2	Word	[KEY] Re-read these books to build up their fluency and confidence in word reading.							

									Comments/Next Steps
KS 1 Y2	Comprehension	[KEY] 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.							
KS 1 Y2	Comprehension	[KEY] Discussing the sequence of events in books and how items of information are related.							
KS 1 Y2	Comprehension	[KEY] Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.							
KS 1 Y2	Comprehension	[KEY] Being introduced to non-fiction books that are structured in different ways.							
KS 1 Y2	Comprehension	Recognising simple recurring literary language in stories and poetry.							
KS 1 Y2	Comprehension	Discussing and clarifying the meanings of words, linking new meanings to known vocabulary.							
KS 1 Y2	Comprehension	Discussing their favourite words and phrases.							
KS 1 Y2	Comprehension	Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.							
KS 1 Y2	Comprehension	Drawing on what they already know or on background information and vocabulary provided by the teacher.							
KS 1 Y2	Comprehension	[ES] [KEY] Checking that the text makes sense to them as they read and correcting inaccurate reading.							
KS 1 Y2	Comprehension	[ES] Making inferences on the basis of what is being said and done.							
KS 1 Y2	Comprehension	[ES] [KEY] Answering and asking questions.							
KS 1 Y2	Comprehension	[KEY] Predicting what might happen on the basis of what has been read so far.							
KS 1 Y2	Comprehension	[KEY] 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.							
KS 1 Y2	Comprehension	Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.							

# GUIDED READING RECORD

Date \_\_\_\_\_

## READING Key Stage 2 Year 3

Key Stage	Strand	Objective							Comments
KS 2 Y3									
KS 2 Y3	Word	Apply their improving knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet.							
KS 2 Y3	Word	[KEY] Beginning to read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.							
KS 2 Y3									
KS 2 Y3	Comprehension	[KEY] Listening to and discussing a range of fiction, poetry, plays, non-fiction and reference books or textbooks.							
KS 2 Y3	Comprehension	Reading books that are structured in some different ways and reading for a range of purposes.							
KS 2 Y3	Comprehension	[KEY] Beginning to use dictionaries to check the meaning of words that they have read.							
KS 2 Y3	Comprehension	Increasing their familiarity with a range of books, including fairy stories, myths and legends, and retelling some of these orally.							
KS 2 Y3	Comprehension	[KEY] Identifying themes and conventions in a range of books.							
KS 2 Y3	Comprehension	Preparing poems and play scripts to read aloud and to perform, increasingly showing understanding through intonation, tone, volume and action.							
KS 2 Y3	Comprehension	Discussing some words and phrases that capture the reader's interest and imagination.							

KS 2 Y3	Comprehension	Beginning to recognise some different forms of poetry [for example, free verse, narrative poetry].							
KS 2 Y3	Comprehension	Beginning to check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.							
KS 2 Y3	Comprehension	Asking simple questions to improve their understanding of a text.							
KS 2 Y3	Comprehension	[KEY] Drawing simple inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.							
KS 2 Y3	Comprehension	[KEY] Beginning to predict what might happen from details stated and implied [based on content, simple themes or text types].							
KS 2 Y3	Comprehension	Beginning to identify main ideas drawn from more than one paragraph and summarising these.							
KS 2 Y3	Comprehension	Beginning to identify how language, structure, and presentation contribute to meaning.							
KS 2 Y3	Comprehension	[KEY] Retrieve and record simple information from non-fiction.							
KS 2 Y3	Comprehension	Participate with support 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.							

# GUIDED READING RECORD

Date \_\_\_\_\_

## READING Key Stage 2 Year 4

Key Stage	Strand	Objective							Comments/Next Steps
S 2 Y4									
KS 2 Y4	Word	[KEY] Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet.							
KS 2 Y4	Word	[KEY] Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.							
KS 2 Y4									
KS 2 Y4	Comprehension	[KEY] Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.							
KS 2 Y4	Comprehension	Reading books that are structured in different ways and reading for a range of purposes.							
KS 2 Y4	Comprehension	[KEY] Using dictionaries to check the meaning of words that they have read.							
KS 2 Y4	Comprehension	Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.							
KS 2 Y4	Comprehension	[KEY] Identifying themes and conventions in a wide range of books.							
KS 2 Y4	Comprehension	Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.							
KS 2 Y4	Comprehension	Discussing words and phrases that capture the reader's interest and imagination.							
KS 2 Y4	Comprehension	Recognising some different forms of poetry [for example, free verse, narrative poetry].							



KS 2 Y4	Comprehension	[KEY] Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.							
KS 2 Y4	Comprehension	Asking questions to improve their understanding of a text.							
KS 2 Y4	Comprehension	[KEY] Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.							
KS 2 Y4	Comprehension	[KEY] Predicting what might happen from details stated and implied [based on content, simple themes or text types].							
KS 2 Y4	Comprehension	[KEY] Identifying main ideas drawn from more than one paragraph and summarising these.							
KS 2 Y4	Comprehension	Identifying how language, structure, and presentation contribute to meaning.							
KS 2 Y4	Comprehension	[KEY] Retrieve and record information from non-fiction.							
KS 2 Y4	Comprehension	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.							

# GUIDED READING RECORD

Date \_\_\_\_\_

READING Key Stage 2 Year 5

Key Stage	Strand	Objective							Comments/Next Steps
KS 2 Y5									
KS 2 Y5	Word	[KEY] Apply their initial 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.							
KS 2 Y5									
KS 2 Y5	Comprehension	Continuing to read and discuss a range of fiction, poetry, plays, non-fiction and reference books or textbooks.							
KS 2 Y5	Comprehension	Reading books that are structured for a range of purposes.							
KS 2 Y5	Comprehension	[KEY] Increasing their familiarity with a range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.							
KS 2 Y5	Comprehension	Recommending books that they have read to their peers, beginning to give reasons for their choices.							
KS 2 Y5	Comprehension	Identifying and discussing themes and conventions in and across a range of writing.							
KS 2 Y5	Comprehension	Beginning to make comparisons within and across books.							
KS 2 Y5	Comprehension	Learning a range of poetry by heart.							
KS 2 Y5	Comprehension	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.							
KS 2 Y5	Comprehension	[KEY] Checking that a text makes sense to them, discussing their understanding and exploring the meaning of words in context.							
KS 2 Y5	Comprehension	Beginning to ask questions to improve their understanding.							

KS 2 Y5	Comprehension	Beginning to draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.							
KS 2 Y5	Comprehension	Beginning to predict what might happen from details stated and implied [based on challenging texts, themes, conventions and knowledge about the author or genres].							
KS 2 Y5	Comprehension	[KEY] Beginning to make simple summaries of the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.							
KS 2 Y5	Comprehension	Beginning to identify how language, structure and presentation contribute to meaning.							
KS 2 Y5	Comprehension	Beginning to discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.							
KS 2 Y5	Comprehension	Beginning to distinguish between statements of fact and opinion.							
KS 2 Y5	Comprehension	[KEY] Beginning to retrieve, record and present information from non-fiction.							
KS 2 Y5	Comprehension	[KEY] Begin to 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.							
KS 2 Y5	Comprehension	Beginning to explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and beginning to use notes where necessary.							
KS 2 Y5	Comprehension	[KEY] Beginning to provide reasoned justifications for their views.							

# GUIDED READING RECORD

**Date** \_\_\_\_\_

## READING Key Stage 2 Year 6

Key Stage	Strand	Objective							Comments/Next Steps
KS 2 Y6									
KS 2 Y6	Word	[ES] [KEY] 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.							
KS 2 Y6									
KS 2 Y6	Comprehension	[ES] Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.							
KS 2 Y6	Comprehension	[ES] Reading books that are structured in different ways and reading for a range of purposes.							
KS 2 Y6	Comprehension	[ES] [KEY] 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.							
KS 2 Y6	Comprehension	Recommending books that they have read to their peers, giving reasons for their choices.							
KS 2 Y6	Comprehension	Identifying and discussing themes and conventions in and across a wide range of writing.							
KS 2 Y6	Comprehension	[ES] Making comparisons within and across books.							
KS 2 Y6	Comprehension	Learning a wider range of poetry by heart.							
KS 2 Y6	Comprehension	[ES] 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.							
KS 2 Y6	Comprehension	[ES] [KEY] Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.							
KS 2 Y6	Comprehension	Asking questions to improve their understanding.							
KS 2 Y6	Comprehension	[ES] Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.							
KS 2 Y6	Comprehension	[ES] Predicting what might happen from details stated and implied [based on more challenging texts, themes, conventions and knowledge about the author or genres].							

KS 2 Y6	Comprehension	[ES] [KEY] Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.							
KS 2 Y6	Comprehension	[ES] Identifying how language, structure and presentation contribute to meaning.							
KS 2 Y6	Comprehension	[ES] Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.							
KS 2 Y6	Comprehension	Distinguish between statements of fact and opinion.							
KS 2 Y6	Comprehension	[ES] [KEY] Retrieve, record and present information from non-fiction.							
KS 2 Y6	Comprehension	[KEY] 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.							
KS 2 Y6	Comprehension	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.							
KS 2 Y6	Comprehension	[ES] [KEY] Provide reasoned justifications for their views.							

## READING Key Stage 3 Year 7,8,9

Key Stage	Strand	Objective	Child Speak Target	Notes
KS 3 Y7,8,9	Comprehension			
KS 3 Y7,8,9	Comprehension	Reading a wide range of fiction and non-fiction, including in particular whole books, short stories, poems and plays with a wide coverage of genres, historical periods, forms and authors.		
KS 3 Y7,8,9	Comprehension	Choosing and reading books independently for challenge, interest and enjoyment.		
KS 3 Y7,8,9	Comprehension	Re-reading books encountered earlier to increase familiarity with them and provide a basis for making comparisons.		
KS 3 Y7,8,9	Comprehension	Learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries.		
KS 3 Y7,8,9	Comprehension	Making inferences and referring to evidence in the text.		
KS 3 Y7,8,9	Comprehension	Knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension.		
KS 3 Y7,8,9	Comprehension	Checking their understanding to make sure that what they read makes sense.		
KS 3 Y7,8,9	Comprehension	Knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning.		
KS 3 Y7,8,9	Comprehension	Recognising a range of poetic conventions and understanding how these have been used.		
KS 3 Y7,8,9	Comprehension	Studying setting, plot, and characterisation, and the effects of these.		
KS 3 Y7,8,9	Comprehension	Understanding how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play.		
KS 3 Y7,8,9	Comprehension	Making critical comparisons across texts.		
KS 3 Y7,8,9	Comprehension	Studying a range of authors, including at least two authors in depth each year.		