



## Evercreech Church of England Primary School

### Key Learning in Reading – Knowledge and Skills

#### Key Learning in Reading: Year 1

##### Word Reading

- Read aloud accurately books that are consistent with their developing phonic knowledge.
- Apply phonic knowledge and skills as the route to decode words.
- Respond speedily with the correct sound to grapheme for the 44 phonemes.
- Recognise and use the different ways of pronouncing the same grapheme; e.g. *ow* in *snow* and *cow*.
- Read accurately by blending sounds in unfamiliar words.
- Read common exception words, noting tricky parts (see below).
- Read words containing *-s, -es, -ing, -ed, -er, -est* endings.
- Split two and three syllable words into the separate syllables to support blending for reading.
- Read words with contractions e.g. *I'm, I'll, we'll* and understand that the apostrophe represents the omitted letter.
- Develop fluency, accuracy and confidence by re-reading books.
- Read more challenging texts using phonics and common exception word recognition.

##### Comprehension

As above and:

##### **Developing pleasure in reading and motivation to read**

- Listen to and discuss a range of texts at a level beyond that at which they can read independently, including stories, non-fiction and poems.
- Relate texts to own experiences.
- Recognise and join in with language patterns and repetition.
- Use patterns and repetition to support oral retelling, e.g. fairy stories, traditional tales and stories by well-known authors.
- Orally retell familiar stories in a range of contexts e.g. *small world, role play, storytelling*.
- Enjoy and recite rhymes and poems by heart.
- Make personal reading choices and explain reasons for choices.

##### **Understanding books which they can read themselves and those which are read to them**

- Introduce and discuss key vocabulary, linking meanings of new words to those already known.
- Activate prior knowledge e.g. *what do you know about minibeasts?*
- Check that texts make sense while reading and self-correct.
- Develop and demonstrate their understanding of characters and events through role play and drama, drawing on language from the text.
- Give opinions and support with reasons e.g. *I like the Little Red Hen because she...*
- Explain clearly their understanding of what is read to them.
- Demonstrate understanding of texts by answering questions related to

who, what, where, when, why, how.

- Identify and discuss the main events in stories.
- Identify and discuss the main characters in stories.
- Recall specific information in fiction and non-fiction texts.
- Locate parts of text that give particular information, e.g. *titles, contents page and labelled diagram*.
- Discuss the title and how it relates to the events in the whole story e.g. *Peace at Last by Jill Murphy*.
- Make basic inferences about what is being said and done.
- Make predictions based on what has been read so far.

**Participating in discussion**

- Listen to what others say.

Take turns.

## Word Reading

As above and:

- Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.
- Re-read books to build up fluency and confidence in word reading.
- Read frequently encountered words quickly and accurately without overt sounding and blending.
- Read accurately by blending the sounds in words, especially recognising alternative sounds for graphemes.
- Read accurately words of two or more syllables that contain alternative sounds for grapheme  
e.g. *shoulder, roundabout, grouping*.
- Read longer and less familiar texts independently.
- Apply phonic knowledge and skills to read words until automatic decoding has become embedded and reading is fluent.
- Work out unfamiliar words by focusing on all letters in the word, e.g. not reading *place* for *palace*.
- Read words containing common suffixes e.g. *-ness, -ment, -ful, -less -ly, -ing, -ed, -er, -est, -y*.

Read further common exception words, noting tricky parts (see below).

## Comprehension

As above and:

### Developing pleasure in reading and motivation to read

- Listen, discuss and express views about a range of texts at a level beyond that at which they can read independently, including stories, non-fiction, and contemporary and classic poetry.
- Orally retell a wider range of stories, fairy tales and traditional tales.
- Sequence and discuss the main events in stories and recounts.
- Read a range of non-fiction texts which are structured in different ways, including information, explanations, instructions, recounts, reports.
- Recognise the use of repetitive language within a text or poem (e.g. *run, run as fast as you can*) and across texts (e.g. *long, long ago in a land far away...*).
- Learn and recite a range of poems using appropriate intonation.
- Make personal reading choices and explain reasons for choices.

### Understanding books which they can read themselves and those which are read to them

- Identify, discuss and collect favourite words and phrases.
- Introduce and discuss words within the context of a text, linking new meanings to known vocabulary.
- Use morphology to work out the meaning of unfamiliar words e.g. *terror, terrorised*.
- Uses tone and intonation when reading aloud.
- Activate prior knowledge and raise questions e.g. *What do we know? What do we want to know? What have we learned?*
- Check that texts make sense while reading and self-correct.
- Demonstrate understanding of fiction and non-fiction texts by asking and answering *who, what, where, when, why, how* questions.
- Explain and discuss their understanding, giving opinions and supporting with reasons e.g. *Hansel was clever when he put stones in his pocket because...*
- Develop and demonstrate their understanding of characters and events through role play and drama, drawing on language from the text.
- Make inferences about characters and events using evidence from the text e.g. *what is the character thinking, saying and feeling?*
- Make predictions based on what has been read so far.

■ Identify how specific information is organised within a non-fiction text e.g. *sub-headings, contents, bullet points, glossary, diagrams*.

■ Locate information from non-fiction texts using the contents page, index, labelled diagrams and charts.

**Participating in discussion**

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

■ Make contributions in whole class and group discussion.

■ Consider other points of view.

Listen and respond to contributions from others.

## Word Reading

As above and:

- Read books at an age appropriate interest level.
- Use knowledge of root words to understand meanings of words.
- Use prefixes to understand meanings e.g. *un-*, *dis-*, *mis-*, *re-*, *pre-*, *im-*, *in-*.
- Use suffixes to understand meanings e.g. *-ly*, *-ous*.

Read and understand words from the Year 3 list (selected from the statutory Year 3/4 word list) - see below.

## Comprehension

As above and:

### Developing pleasure in reading and motivation to read

- Listen to and discuss a range of fiction, poetry, plays and non-fiction, e.g. *fables, fairy tales, classic poetry, shape poetry, non-chronological reports, explanations*.
- Regularly listen to whole novels read aloud by the teacher.
- Read a range of non-fiction texts, e.g. *information, discussion, explanation, biography and persuasion*.
- Read books and texts for a range of purposes e.g. *enjoyment, research, skills development, reference*.
- Recognise some different forms of poetry e.g. *narrative, calligrams, shape poems*.
- Sequence and discuss the main events in stories.
- Orally retell a range of stories, including less familiar fairy stories, fables and folk tales e.g. *Grimm's Fairy Tales*.
- Identify and discuss themes e.g. *good over evil, weak and strong, wise and foolish, mean and generous, rich and poor*.
- Identify and discuss conventions e.g. *numbers three and seven in fairy tales, magical sentence repeated several times*.
- Prepare poems and play scripts to read aloud, showing understanding through intonation, tone, volume and action.

### Understanding the text

- Identify, discuss and collect favourite words and phrases which capture the reader's interest and imagination.
- Explain the meaning of unfamiliar words by using the context.
- Use dictionaries to check meanings of words they have read.
- Use intonation, tone and volume when reading aloud.
- Take note of punctuation when reading aloud.
- Discuss their understanding of the text.
- Raise questions during the reading process to deepen understanding e.g. *I wonder why the character*.
- Draw inferences around characters thoughts, feelings and actions, and justify with evidence from the text.
- Make predictions based on details stated.
- Justify responses to the text using the PE prompt (**P**oint + **E**vidence).
- Discuss the purpose of paragraphs.

- Identify a key idea in a paragraph.
- Analyse and evaluate texts looking at language, structure and presentation e.g. *persuasive letter, diary and calligram* etc.

**Retrieving and recording information from non-fiction**

- Prepare for research by identifying what is already known about the subject and key questions to structure the task.
- Evaluate how specific information is organised within a non-fiction text e.g. *text boxes, contents, bullet points, glossary, diagrams*.
- Quickly appraise a text to evaluate usefulness.
- Navigate texts in print and on screen.
- Record information from a range of non-fiction texts.

**Participating in discussion**

- Participate in discussion about what is read to them and books they have read independently.
  - Develop and agree on rules for effective discussion.
  - Take turns and listen to what others say.
- Make and respond to contributions in a variety of group situations e.g. *whole class, pairs, guided groups, book circles*.

## Word Reading

As above and:

- Read books at an age appropriate interest level.
- Use knowledge of root words to understand meanings of words.
- Use prefixes to understand meanings e.g. *in-*, *ir-*, *sub-*, *inter-* *super-*, *anti-*, *auto-*.
- Use suffixes to understand meanings e.g. *-ation*, *-tion*, *-ssion*, *-cian*, *-sion*.

Read and understand words from the Year 4 list (selected from the statutory Year 3/4 word list - see below.

## Comprehension

As above and:

### Developing pleasure in reading and motivation to read

- Listen to, read and discuss a range of fiction, poetry, plays and non-fiction in different forms e.g. *fairy tales*, *folk tales*, *classic poetry*, *kennings*, *advertisements*, *formal speeches*, *magazines*, *electronic texts*.
- Regularly listen to whole novels read aloud by the teacher.
- Read books and texts, which are structured in different ways, for a range of purposes and respond in a variety of ways.
- Learn a range of poems by heart and rehearse for performance.
- Prepare poems and play scripts to read aloud, showing understanding through intonation, tone, volume and action.
- Orally retell a range of stories, including less familiar fairy stories, myths and legends.

### Understanding the text

- Identify, discuss and collect effective words and phrases which capture the reader's interest and imagination e.g. *metaphors*, *similes*.
- Explain the meaning of key vocabulary within the context of the text.
- Use dictionaries to check meanings of words in the texts that they read.
- Use punctuation to determine intonation and expression when reading aloud to a range of audiences.
- Make predictions based on information stated and implied.
- Demonstrate active reading strategies e.g. generating questions, finding answers, refining thinking, modifying questions, constructing images.
- Justify responses to the text using the PE prompt (**P**oint + **E**vidence).
- Identify, analyse and discuss themes e.g. *safe and dangerous*, *just and unjust*, *origins of the earth*, *its people and animals*.
- Draw inferences around characters' thoughts, feelings, actions and motives, and justify with evidence from the text using point and evidence.
- Identify main ideas drawn from more than one paragraph and summarise these e.g. *character is evil because...1/2/3 reasons*, *Clitheroe Castle is a worthwhile place to visit because 1/2/3 reasons across a text*.
- Analyse and evaluate texts looking at language, structure and presentation and how these contribute to meaning.
- Recognise and analyse different forms of poetry e.g. *haiku*, *limericks*, *kennings*.

### **Retrieving and recording information from non-fiction**

- Prepare for research by identifying what is already known about the subject and key questions to structure the task.
- Navigate texts, e.g. using contents and index pages, in order to locate and retrieve information in print and on screen.
- Record information from a range of non-fiction texts.
- Scan for dates, numbers and names.
- Analyse and evaluate how specific information is organised within a non-fiction text e.g. *text boxes, sub-headings, contents, bullet points, glossary, diagrams*.
- Explain how paragraphs are used to order or build up ideas, and how they are linked.

### **Participating in discussion**

- Participate in discussion about what is read to them and books they have read independently, taking turns and listening to what others say.
  - Develop, agree on and evaluate rules for effective discussion.
- Make and respond to contributions in a variety of group situations e.g. *whole class, independent reading groups, book circles*.

## Word Reading

As above and:

- Read books at an age appropriate interest level.
- Use knowledge of root words to understand meanings of words.
- Use suffixes to understand meanings e.g. *-ant, -ance, -ancy, -ent, -ence, -ency, -ible, -able, -ibly, -ably*.

Read and understand words from the Year 5 list (selected from the statutory Year 5/6 word list) - see below

## Comprehension

As above and:

### **Maintaining positive attitudes to reading**

- Listen to and discuss a range of fiction, poetry and non-fiction which they might not choose to read themselves.
- Regularly listen to whole novels read aloud by the teacher from an increasing range of authors.
- Recommend books to their peers with reasons for choices.
- Read books and texts that are structured in different ways for a range of purposes.
- Express preferences about a wider range of books including modern fiction, traditional stories, myths and legends.
- Learn a wider range of poems by heart.
- Prepare poems and play scripts to read aloud and perform, showing understanding through intonation, tone, volume and action so the meaning is clear to an audience.

### **Understanding texts they read independently and those which are read to them**

- Explain the meaning of words within the context of the text.
- Use punctuation to determine intonation and expression when reading aloud to a range of audiences.
- Check that the book makes sense to them and demonstrate understanding e.g. *through discussion, use of reading journals*.
- Demonstrate active reading strategies e.g. *generating questions to refine thinking, noting thoughts in a reading journal*.
- Infer characters' feelings, thoughts and motives from their actions and justify inferences with evidence.
- Predict what might happen from information stated and implied.
- Through close reading of the text, re-read and read ahead to locate clues to support understanding.
- Explore themes within and across texts e.g. *loss, heroism, friendship*.
- Make comparisons within a text e.g. characters' viewpoints of same events.
- Distinguish between statements of fact and opinion within a text.
- Scan for key words and text mark to locate key information.
- Summarise main ideas drawn from more than one paragraph and identify key details which support this.

- Justify opinions and elaborate by referring to the text, e.g. using the PEE prompt - **Point + Evidence + Explanation**.
- Analyse the conventions of different types of writing e.g. *use of first person in autobiographies and diaries*.
- Identify how language, structure and presentation contribute to meaning e.g. *formal letter, informal diary, persuasive speech*.

**Evaluating the impact of the author's use of language**

- Explore, recognise and use the terms metaphor, simile, imagery.
- Explain the effect on the reader of the authors' choice of language.

**Participating in discussion and debate**

- 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.
- Explain and discuss their understanding of what they have read, including through formal presentations and debates.
- Prepare formal presentations individually or in groups.
- Use notes to support presentation of information.
- Respond to questions generated by a presentation.

Participate in debates on an issue related to reading (fiction or non-fiction).

## Word Reading

As above and:

- Read books at an age appropriate interest level.
- Work out unfamiliar words by focusing on all letters in the word, e.g. not reading *invitation* for *imitation*.
- Use knowledge of root words, prefixes and suffixes to investigate how the meanings of words change e.g. *un+happy+ness, dis+repute+able, dis+respect+ful, re+engage+ment*.
- Use suffixes to understand meanings e.g. *-cious, -tious, -tial, -cial*.
- Read and understand words from the Year 6 list (selected from the statutory Year 5/6 word list) - see below.

Use etymology to help the pronunciation of new words e.g. *chef, chalet, machine, brochure – French in origin*.

## Comprehension

As above and:

### **Maintaining positive attitudes to reading**

- Listen to, read and discuss an increasingly wide range of fiction, poetry, plays and non-fiction.
- Regularly listen to novels read aloud by the teacher from an increasing range of authors, which they may not choose themselves.
- Independently read longer texts with sustained stamina and interest.
- Recommend books to their peers with detailed reasons for their opinions.
- Express preferences about a wider range of books including modern fiction, traditional stories, fiction from our literary heritage and books from other cultures.
- Learn a wider range of poems by heart.
- Prepare poems and play scripts to read aloud and perform using dramatic effects.

### **Understanding texts they read independently and those which are read to them**

- Explain the meaning of new vocabulary within the context of the text.
- Demonstrate active reading strategies e.g. *challenging peers with questions, justifying opinions, responding to different viewpoints within a group*.
- Use a reading journal to record on-going reflections and responses to personal reading.
- Explore texts in groups and deepen comprehension through discussion.
- Provide reasoned justifications for their views.
- Justify opinions and elaborate by referring to the text e.g. using the PEE prompt – **Point+Evidence+Explanation**.
- Infer characters' feelings, thoughts and motives from their actions, justifying inferences with evidence e.g. **Point+Evidence+Explanation**.
- Predict what might happen from information stated and implied.
- Through close reading, re-read and read ahead to locate clues to support understanding and justify with evidence from the text.
- Make comparisons within and across texts e.g. similar events in different books such as being an evacuee in *Carrie's War* and *Goodnight Mr Tom*.
- Compare characters within and across texts.
- Compare texts written in different periods.
- Recognise themes within and across texts e.g. *hope, peace, fortune, survival*.

	<ul style="list-style-type: none"> <li>■ Distinguish between statements of fact and opinion across a range of texts e.g. first-hand account of an event compared with a reported example such as Samuel Pepys' diary and a history textbook.</li> <li>■ Skim for gist.</li> <li>■ Scan for key information e.g. <i>identify words and phrases which tell you the character is frustrated, or find words/phrases which suggest that a theme park is exciting.</i></li> <li>■ Use a combination of skimming, scanning and close reading across a text to locate specific detail.</li> <li>■ Retrieve, record, make notes and present information from non-fiction, including texts used in other subjects.</li> <li>■ Analyse the conventions of different types of writing e.g. <i>use of dialogue to indicate geographical and/or historical settings for a story.</i></li> <li>■ Identify how language, structure and presentation contribute to meaning e.g. <i>persuasive leaflet, balanced argument.</i></li> </ul> <p><b>Evaluating the impact of the author's use of language</b></p> <ul style="list-style-type: none"> <li>■ Explore, recognise and use the terms personification, analogy, style and effect.</li> <li>■ Explain the effect on the reader of the author's choice of language and reasons why the author may have selected these words, phrases and techniques.</li> </ul> <p><b>Participating in discussion and debate</b></p> <ul style="list-style-type: none"> <li>■ Participate in discussions about books, 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.</li> <li>■ Prepare formal presentations individually or in groups.</li> <li>■ Use notes to support presentation of information.</li> <li>■ Respond to questions generated by a presentation.</li> </ul> <p>Participate in debates on issues related to reading (fiction/non-fiction).</p>
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