



Knowledge and Skills for Reading

'Reading skills enable our pupils to find and apply new knowledge'

EYFS

Communication and Language

Listening and Retrieval

Children at the expected level of development will:

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

Language

Children at the expected level of development will:

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

Decoding

Pupils are introduced to letter formation and taught to recognise the letter symbols Phase Two, Three and Four are covered during Reception.

- At this stage pupils are introduced to a range of sounds, which they learn to blend together to read words and segment to spell.
- They are also introduced to whole words 'tricky words' which are not decodable at the phase in which the pupil is learning.
- Some of these words remain irregular e.g. people and some become decodable at a later phase e.g.
- Phase Two Sounds: • s a t p • i n m d • g o c k • ck e u r • h b f f l l ss
- Phase Two tricky words: • the, no, to, go, into, l
- Phase Three Sounds • j v w x • y z zz qu • ch, sh, th, ng, ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er
- Phase Three tricky words: • he, she, we, me, be, was, my, you, they, her, all, are
- Phase Four Sounds: • No new phonemes • Reading adjacent consonants.
- Phase Four tricky words: • said, so, have, like, some, come, were, there, little, one, do, when, out, what



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Year 1	Autumn	Spring	Summer
	<p><u>KNOWLEDGE:</u> <u>SKILLS:</u> <u>Decoding</u></p> <ul style="list-style-type: none"> • Can distinguish between a word, a letter and a space • Can point to a full stop in text. • Apply phonic knowledge and skills as the route to decode words. <p>Phase Five is covered throughout Year One</p> <ul style="list-style-type: none"> • The same phoneme can be represented in more than one way. At the end of Reception and into Year One, the children learn alternative graphemes. • rain say cake • light tie time • cat kennel choir <p>Some graphemes also have alternative pronunciations.</p> <ul style="list-style-type: none"> • c – cat and cent • g – get and giant • ow – cow and blow <p>Phase Five tricky words:</p> <ul style="list-style-type: none"> • oh, their, people, Mr, Mrs, looked, called, asked, could <ul style="list-style-type: none"> • Can read all of the reception high frequency words. • Can use phonic knowledge to attempt unknown words. <p><u>Retrieval</u></p> <ul style="list-style-type: none"> • Listens attentively to stories at an appropriate level interest level, taking turns and listening to what others have to say • Can independently use pictures and text to identify meaning • Can find information to help answer simple, literal questions in texts at an appropriate reading level • Can sometimes talk about main points or key events in a simple text 	<p><u>KNOWLEDGE:</u> <u>SKILLS:</u> <u>Decoding</u></p> <ul style="list-style-type: none"> • Can read aloud and is beginning to use expression to show awareness of punctuation (may only be full stops at this stage). • 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. <p><u>Retrieval</u></p> <ul style="list-style-type: none"> • Can retell familiar stories with growing confidence. • Is beginning to recite some rhymes and poems by heart and can recognise a range of patterns in texts, including stories, rhymes and non- fiction. <p><u>Infer/Deduce</u></p> <ul style="list-style-type: none"> • Can retell familiar stories with growing confidence. • Is beginning to recite some rhymes and poems by heart and can recognise a range of patterns in texts, including stories, rhymes and non- fiction. <p><u>Viewpoint</u></p> <ul style="list-style-type: none"> • Is beginning to make predictions based on titles, text, blurb and /or pictures. • Can talk about likes and dislikes of stories and information texts and make links to previous stories and their own experiences. <p><u>Language</u></p> <ul style="list-style-type: none"> • Can notice interesting words, discuss word meanings and link explanations to prior knowledge. • Can choose and talk about a book from a selection and discuss the significance of the title and the events. 	<p><u>KNOWLEDGE:</u> <u>SKILLS:</u> <u>Decoding</u></p> <ul style="list-style-type: none"> • Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. • 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). • Can answer simple questions/ find information in response to a direct literal question • Is beginning to identify when reading does not make sense and attempts to self –correct <p><u>Retrieval</u></p> <ul style="list-style-type: none"> • Can retell known fairy stories and traditional tales discussing significant events/ main ideas in sequence and consider their characteristics. <p><u>Infer/Deduce</u></p> <ul style="list-style-type: none"> • Can make plausible predictions about characters, on the basis of what has been said so far, using knowledge of the story and own experiences • Can make plausible predictions, on the basis of what has been said and done, about the plot of an unknown story, using the text and other book features



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Year 2	<p><u>KNOWLEDGE:</u> <u>SKILLS:</u> <u>Decoding</u></p> <ul style="list-style-type: none"> Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. 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). <p><u>Phase Six Phonics is covered throughout Year Two.</u></p> <ul style="list-style-type: none"> By this stage pupils should have a good command of the letters and sounds of the English Language and be competent at blending and segmenting. Phase 6 focuses on the rules of grammar and spelling which help prepare pupils for our Key Stage Two Grammar, Spelling and Punctuation programme <p><u>Retrieval</u></p> <ul style="list-style-type: none"> Can retell known fairy stories and traditional tales discussing significant events/ main ideas in sequence and consider their characteristics. When answering direct questions, can locate specific information on a given page. <p><u>Infer/Deduce</u></p> <ul style="list-style-type: none"> Can draw on their own experiences to relate to stories, including story settings and incidents. Can comment on obvious characteristics and actions of characters in stories. <p><u>Structure and Organisation</u></p> <ul style="list-style-type: none"> Is being introduced to non-fiction texts that are structured in different ways and can distinguish between fiction and non-fiction books 	<p><u>KNOWLEDGE:</u> <u>SKILLS:</u> <u>Decoding</u></p> <ul style="list-style-type: none"> Can read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. Can read aloud with intonation taking into account dialogue and punctuation. Can identify when reading does not make sense and self corrects in order for the text to make sense. <p><u>Infer/Deduce</u></p> <ul style="list-style-type: none"> Can make predictions about a text using a range of clues on the basis of what has been read so far, (e.g. experience of books written by the same author, experience of books already read on a similar theme, book title, cover and blurb) Can make inferences on the basis of what is being said and done <p><u>Language</u></p> <ul style="list-style-type: none"> Can recognise simple recurring literary language in stories and poems. Can discuss and clarify the meanings of words, linking new meanings to known vocabulary. Can discuss and accurately use their favourite words and phrases. <p><u>Structure and Organisation</u></p> <ul style="list-style-type: none"> Can recognise simple recurring literary language in stories and poems. Can discuss and clarify the meanings of words, linking new meanings to known vocabulary. Can discuss and accurately use their favourite words and phrases. 	<p><u>KNOWLEDGE:</u> <u>SKILLS:</u> <u>Decoding</u></p> <ul style="list-style-type: none"> Can read most of the Y1 / Y2 common exception words Can use syllables to read unknown polysyllabic words, including common prefixes and suffixes Can read most words in an age-appropriate book quickly and accurately, without overt sounding and blending, when they have been frequently encountered. e.g. at over 90 words per minute Can confidently read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. <p><u>Retrieval</u></p> <ul style="list-style-type: none"> Can <i>summarise a story</i>, giving the main points clearly in sequence Can recite new poems learnt by heart, using appropriate intonation to make the meaning clear <p><u>Language</u></p> <ul style="list-style-type: none"> Can talk about how different words and phrase effect meaning <p><u>Structure and Organisation</u></p> <ul style="list-style-type: none"> Can talk about the features of non-fiction texts and demonstrate how to use a non-fiction text.



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Year 3	<p><u>KNOWLEDGE</u></p> <p><u>SKILLS:</u></p> <p><u>Decoding</u></p> <ul style="list-style-type: none"> • Can read independently using a range of strategies appropriately, including decoding, to establish meaning. • Can read aloud with expression and intonation taking into account inverted commas (“ ”) for dialogue, taking note of the change of character, tension and atmosphere. <p><u>Retrieval</u></p> <ul style="list-style-type: none"> • Can summarise and explain the main points in a text, referring back to the text to support this <p><u>Infer/Deduce</u></p> <ul style="list-style-type: none"> • Can explore some straightforward underlying themes and ideas (wishing Tale, good over evil, rags to riches, fairy tales, adventure, myths, mysteries etc.) • Can draw inferences, such as inferring a character’s feelings, thoughts and motives from their actions and justifying inferences with evidence <p><u>Viewpoint</u></p> <ul style="list-style-type: none"> • Develops positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> ➢ listening to and discussing a wide range of fiction, ➢ poetry, ➢ plays, ➢ non-fiction a ➢ reference books or textbooks; <p><u>Language</u></p> <ul style="list-style-type: none"> • Can make choices about which texts to read based on and referring back to prior reading experience, expressing preferences and comparing texts 	<p><u>KNOWLEDGE</u></p> <p><u>SKILLS:</u></p> <p><u>Retrieval</u></p> <ul style="list-style-type: none"> • Is able to quote directly from the text to support thoughts and discussions <p><u>Infer/Deduce</u></p> <ul style="list-style-type: none"> • Can discuss the reason for the events in the story by going back and identifying the clues. • Can predict what might happen from details stated and implied. • Is beginning to read between the lines, using clues from text and pictures, to discuss thoughts feelings and actions. <p><u>Viewpoint</u></p> <ul style="list-style-type: none"> • Can identify where language has been used to create mood, build tension or paint or a picture <p><u>Language</u></p> <ul style="list-style-type: none"> • Can talk about how different words affect meaning <p><u>Structure and Organisation</u></p> <ul style="list-style-type: none"> • Uses knowledge of the alphabet to locate information using dictionaries to check meaning of the words they have read. • Understands the purpose of a paragraph / chapter (<i>the way in which writers use paragraphs and chapters to group related ideas together</i>) 	<p><u>KNOWLEDGE</u></p> <p><u>SKILLS:</u></p> <p><u>Infer/Deduce</u></p> <ul style="list-style-type: none"> • Can discuss how characters are built from small details <p><u>Language</u></p> <ul style="list-style-type: none"> • Can explore potential meanings of unknown words. • Retrieving clues from the surrounding sentences. • Is beginning to recognise the effects of informal and formal language choices matched to audience and purpose (e.g. formal letter to the Queen of Scotland VS a letter to a pen pal) <p><u>Structure and Organisation</u></p> <ul style="list-style-type: none"> • Can use the index, glossary and layout structures to locate information with increasing speed



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Year 4	Autumn	Spring	Summer
	<p><u>KNOWLEDGE</u> <u>SKILLS:</u></p> <p><u>Retrieval</u></p> <ul style="list-style-type: none"> • Can skim and scan to identify key ideas in text <p><u>Infer/Deduce</u></p> <ul style="list-style-type: none"> • Can clarify the meanings of previously unknown words /or phrases in context • Can read between the lines, using clues from action, dialogue and description to interpret meaning and or explain what characters are thinking / feeling and the way they act • Can explore alternatives that could have occurred in texts (e.g. a different ending, a different response or action) referring to the text to justify their ideas. • Can understand and explain different characters point of view • Can infer meaning using justified evidence from the characters feelings, thoughts and motives from their actions <p><u>Viewpoint / Language</u></p> <ul style="list-style-type: none"> • Can identify and explain the difference between fact and opinion. • Can talk about the effects of different words and phrases to create different images and atmosphere (powerful verbs, descriptive adjectives and adverbs). • Can discuss the authors choice of language and its effect on the reader in non-fiction texts (newspaper headlines, subheadings, position, font size, puns and word play e.g. 'Why are fish so smart? Because they live in schools.' 	<p><u>KNOWLEDGE</u> <u>SKILLS:</u></p> <p><u>Retrieval</u></p> <ul style="list-style-type: none"> • Can locate information from skimming (<i>general impression</i>) and scanning (<i>to locate specific information</i>) <p><u>Infer/Deduce</u></p> <ul style="list-style-type: none"> • Can recognise how a character is represented in different ways and respond to this with reference to the text <p><u>Language / Structure</u></p> <ul style="list-style-type: none"> • Can independently recognise the effects of informal and formal language choices matched to audience and purpose (e.g. formal letter to the Queen of Scotland VS a letter to a pen pal) • Can use text marking to support retrieval of information or ideas from texts. • Can independently (<i>without prompting from the teacher</i>) use dictionaries to check the meaning of words that have been read. <p><u>Structure and Organisation</u></p> <ul style="list-style-type: none"> • Can recognise different text features within non-fiction texts 	<p><u>KNOWLEDGE</u> <u>SKILLS:</u></p> <p><u>Decode</u></p> <ul style="list-style-type: none"> • Can read most of the words from the 3/4 spelling list <p><u>Retrieval</u></p> <ul style="list-style-type: none"> • Can identify main ideas drawn from more than one paragraph and summarise these <p><u>Analyse</u></p> <ul style="list-style-type: none"> • Can discuss the differences and similarities between fiction genres (mystery story / adventure story both have a quest to complete with challenges along the way) • Can independently identify the audience and purpose of the text type <p><u>Viewpoint</u></p> <ul style="list-style-type: none"> • Can distinguish between fact and opinion using the evidence within the text to support their answer.



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Year 5	<p><u>KNOWLEDGE:</u> <u>SKILLS:</u></p> <p><u>Retrieval</u></p> <ul style="list-style-type: none"> Summarises the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. Retrieves, records and presents information from non-fiction texts Can skim and scan non-fiction texts at speed for research <p><u>Infer/Deduce</u></p> <ul style="list-style-type: none"> Can identify and discuss implicit and explicit points of view in some texts at an appropriate level / standard. Can explain a character’s motives throughout the story and use evidence from the text to back up opinions <p><u>Analyse</u></p> <ul style="list-style-type: none"> Checks that the book makes sense to the reader, discussing the individual’s understanding and exploring the meaning of words in context. <p><u>Language</u></p> <ul style="list-style-type: none"> Participates in discussions about books that are read to the child and those that can be read independently. <p><u>Read</u></p> <ul style="list-style-type: none"> Increases 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. 	<p><u>KNOWLEDGE:</u> <u>SKILLS:</u></p> <p><u>Analyse</u></p> <ul style="list-style-type: none"> Distinguishes between statements of fact and opinion; and in non-fiction. Can decide on the quality and usefulness of the text. Making reference to the audience and the original purpose (to entertain, persuade, inform, argue etc.) <p><u>Viewpoint/ Deduce /Language</u></p> <ul style="list-style-type: none"> Can understand and give examples of how figurative language creates images linked to the text <i>(Metaphor, Personification, Alliteration, Onomatopoeia, Hyperbole, Idioms and Clichés.)</i> Provides reasoned justifications for their views about a book. Can talk with friends about books and listen to the opinions of others, in order to share recommendations and widen understanding of the world <p><u>Language</u></p> <ul style="list-style-type: none"> Can recognise what character the author wants us to like or dislike and what language techniques are used to achieve this 	<p><u>KNOWLEDGE:</u> <u>SKILLS:</u></p> <p><u>Decoding</u></p> <ul style="list-style-type: none"> Can read 50% of the words from the Year 5/6 spelling list Can read aloud with fluency and expression, taking into account punctuation and the authors intent <p><u>Analyse</u></p> <ul style="list-style-type: none"> Can compare the structure of different stories to discover how they differ in pace, build up, sequence, complication and resolution <p><u>Infer/Deduce</u></p> <ul style="list-style-type: none"> Can talk about how a character could be seen in different ways, depending on how the author chooses to portray them Can infer and deduce meaning based on evidence drawn from different points in the text <p><u>Viewpoint</u></p> <ul style="list-style-type: none"> Recommends books to others based on own reading preferences, giving reasons for choice



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Year 6	<p><u>KNOWLEDGE:</u> <u>SKILLS:</u></p> <p><u>Decoding</u></p> <ul style="list-style-type: none"> • Can read most of the words from the year 5 and year 6 spelling lists. • Can fluently and effortlessly read a range of age appropriate texts, including novels, stories, plays, poetry, non-fiction, reference books and textbooks. • Demonstrates appropriate intonation, tone and volume when reading aloud text, plays and reciting poetry, to make the meaning clear to the audience. <p><u>Retrieval</u></p> <ul style="list-style-type: none"> • Summarise main ideas, identifying key details and using quotations for illustration. • Can use quotations and text references to support ideas and arguments • Can combine information from different reading sources to express views formed through independent reading and books that they have listened to, explaining and justifying personal opinions and courteously challenging those of others. <p><u>Infer/Deduce</u></p> <ul style="list-style-type: none"> • Can infer and deduce the moods and feelings of the character and how this will impact on the motive within the text. Is able to justify inferences by making reference to the text. 	<p><u>KNOWLEDGE:</u> <u>SKILLS:</u></p> <p><u>Retrieve</u></p> <ul style="list-style-type: none"> • Can accurately use a range of non-fiction texts to retrieve, record and present information to the reader. <p><u>Analyse</u></p> <ul style="list-style-type: none"> • Can reflect on the wider consequences or significance of information, ideas or events in the text as a whole (e.g. how a small incident can have a major effect on the remainder of the story) <p><u>Infer/Deduce</u></p> <ul style="list-style-type: none"> • Is able to make comparisons within and across texts to identify different layers of meaning (e.g. a refugee story ‘Oranges In No Man’s land’ might on the surface tell the reader about life in Beirut, but at a deeper level might explore the concepts of displacement and the international refugee crisis) • Can evaluate relationships between characters (e.g. how characters behave in different ways as they interact with different people and / or different settings. Use this information to evaluate a character’s actions. • Can use the following sentence stems to responds to questions that aim to unpick and evaluate the details of different layers of meaning within the text. <ul style="list-style-type: none"> ➢ ‘This could be interpreted as ...’ ➢ ‘On the other hand...’ ➢ ‘Perhaps the writer is suggesting...’ ➢ ‘There are two ways of looking at this ...’ 	<p><u>KNOWLEDGE:</u> <u>SKILLS:</u></p> <p><u>Retrieval and Deduce</u></p> <ul style="list-style-type: none"> • Can explore texts to justify and support, predictions and opinions across a wider range of texts. whilst making links to their wider knowledge and experiences <p><u>Viewpoint / Language</u></p> <ul style="list-style-type: none"> • Can comment on the differences between literal and figurative language and the effects on imagery. • Can explain how language, theme and style can contribute to the success of the text • Can discuss the message a text has about our society, a particular culture of traditions from the past.