Reading Skills and Knowledge Overview

Vocabulary **–** Draw upon knowledge of vocabulary in order to understand the text.

Infer **–** Make inferences from the text.

Predict **–** Predict what might happen based on the information that you have been given.

Explain **–** explain your preferences, thoughts and opinions and the text.

Retrieve **–** Identify and explain the key features of fiction and non-fiction texts such as: characters, events, titles and information.

Sequence **–** sequence the key events in the story (KS1).

Summarise **-** Summarise the main ideas from more than one paragraph (KS2).

		Knowledge
Year 1	V	I know how to read aloud accurately books that are consistent with my developing phonic knowledge and that do not require them to use other strategies to work out words
	I	I know how to begin making inferences from the text based on what is said and done in the book.
	P	I know the purpose of a blurb.
	E	I know a range of text structures and story patterns from texts that I have listened to and that I have read. **I know a wide range of high-quality books which I have read or had read to me which have helped to engender a love of reading.**
	R	I know the difference between fiction and non-fiction books. I know how to find the information I need from a range of texts.
	S	I know the srquence of a simple story is beginning, middle and end.
	Phonics	I know how to respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes I know how to read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word I know how to read other words of more than one syllable that contain taught GPCs. I know how to read accurately by blending sounds in unfamiliar words containing GPCs that have been taught (–s, –es, –ing, –ed, –er and –est endings) including words with more than one syllable
		Skills
	V	I can check that the text makes sense as I read and self-correct my mistakes.
	I	I can make inferences from the text based on what is said and done in the book.
	P	I can predict what might happen from what has been read so far.
	E	I can share my opinion about a variety of texts I have read and heard read. I can Link my own experiences to help me understand the texts that I read. I can explain my thoughts about a range of books and listen appropriately to others. **I can use role play to understanding more deeply, the context, character, setting and plot of a text.**
	R	I can discuss the significance of the title and events.
	S	I can sequence the main events of a story.
	Phonics	I can apply phonic knowledge and skills as the route to decode words I can re-read books to build up fluency and confidence in word reading. I can read some words with suffixes by being helped to build on the root words that I can read already. I can read aloud, fluently, accurately and independently books that are consistent with my developing phonic knowledge. I can read some words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s) I can discuss the meaning of words and link new meanings to words I already know. I can read aloud fluently using appropriate expression.

		Knowledge

Year 2	Phonics	*I know how to read syllable boundaries and how to read each syllable separately. *I know all 40+ phonemes, including, where applicable, alternative sounds for graphemes *I know how to read accurately words of two or more syllables that contain the same graphemes taught. *I know how to read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s) I know how to 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.
	V	I know how to link new meanings to words I already know. I know how to self-correcting and checking for meaning. I know that I should monitor what I read, checking that the word I have decoded fits in with what else I have read and makes sense in the context of what I
	I	I know how to Identify punctuation in reading and I understand the purpose. I Use commas, question marks and exclamation marks to vary expression.
	P	I know how to use my knowledge of a simple story to predict an ending.
	E	I know that books are categorised into different themes.
	R	I know about cause and effect in both narrative and non-fiction (for example, what has prompted a character's behaviour in a story; why certain dates are commemorated annually). I know the features of a wide range of text including non-fiction books and discuss and clarify the meanings of words linking new meanings to known vocabulary.
	S	I know that the sequence of events must be on chronological order.
	Skills	
	Phonics	*I can read words with suffixes by being helped to build on the root words that they can read already *I can continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent I can read all the words in a sentence accurately, so that the understanding is not hindered by imprecise decoding. I can read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. I can segment spoken words into individual phonemes and then how to represent the phonemes by the appropriate grapheme(s). I can respond speedily with the correct sound to graphemes without hesitating (letters or groups of letters) I can read most words quickly and fluently without overt sounding/blending accurately eg. over 90 words a minute. I can read many common words containing GPC's and common exception words without blending or hesitating. *I can read words containing common suffixes –s, –es, –ing, –ed, –er and –est endings. I can reread these books to build up their fluency and confidence in word reading.
	V	I can make and use a word log to improve my writing. I can comment on specific vocabulary and how it relates to the theme of the text.
	I	I can make inferences from the text based on what is said and done in the book. I can ask and answer questions about the text using a range of strategies.
	P	I can predict what might happen from what has been read so far.
	E	I can link my own experiences to my reading and use these to help me understand the text. I can discuss favourite words and phrases and explaining impact and why they like them.
	R	I can identify and explain key features of fiction and non-fiction texts such as: characters, events, titles and information.
	S	I can comment on the structure of the text and discuss the sequence of events in a book and how events are related. I can use a sentence to summarise the beginning, middle and end of a story.

		Knowledge
	V	I know root words, prefixes and suffixes (English appendix1)
		I can apply this knowledge of root words (prefixes and suffixes) to understand the meaning of some new words that I meet
		I know how words and phrases can capture the reader's interest and imagination and how this vocabulary contributes to meaning
	I	I know that information and understanding from the text can be literal or implied
	P	I know that key information in the text can enable me to predict what may happen next
	E	I know about themes and conventions in and across a wide range of writing (features of a particular genre)
		I know that a contents page and index help me to locate information
		I know how dramatic approaches to performing plays and reading poems using expression and intonation can support understanding of meaning.
	R	I know a variety of different question types to retrieve information
	S	I know that a summary gives me the main gist of a text
		I can retell some key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.
		Skills
	V	I can read further exception words, noting the unusual correspondence between spelling and sound, and where these occur in the word.
		I can check that the book makes sense and explore the meaning of vocabulary in context
		I can use the text to find specific vocabulary to support point of view.
		I can identify and analyse technical vocabulary found in non-fiction texts.
		I can use a dictionary to check word meanings to expand my vocabulary
		I can understand both the books I read independently and those I listen to drawing on what I already know or on background information and vocabulary provided by my teacher.
	I	I can draw inferences from reading and justify with evidence from the text
		I can draw inferences such as inferring characters' feelings from their actions, and justifying inferences with evidence
	P	I can predict what might happen from details stated and implied
	E	I can explain how language structure and presentation contribute to meaning
		I can understand and explain what I read and read independently
		I can show showing understanding through in extracts learnt by heart intonation, tone, volume and action so that the meaning is clear to an audience when performing
		I can explain how language, structure, and presentation contribute to meaning.
	R	I can use efficient comprehension techniques such as locating key vocabulary
		I can retrieve, record and present information from non-fiction texts
		I can retrieve information quickly and efficiently through skim reading.
		I can ask questions to improve my understanding
	S	I can identify the main ideas drawn from more than one paragraph and summarise these

Year 3 / 4

		Knowledge
Year 5/6	V	**I know age appropriate root words and their suffixes and prefixes** I know that some words do not conform to normal spelling rules and am confident when I encounter these exception words
	I	I know that information and understanding from the text can be literal or implied
	P	I know that key information in the text can enable me to predict what may happen next
	E	I know a wide range of poetry and playscripts by heart and can perform them using intonation, volume, tone and expression to convey meaning I know there are 7 story archetypes: Overcoming the Monster; Rags to Riches; The Quest; Voyage and Return; Comedy; Tragedy; Rebirth and a range of genres and these contain themes such as loss or heroism. I know the technical and other terms needed for discussing what I hear and read, such as metaphor, simile, analogy, imagery, style and effect. I know that successful authors use a range of tools and techniques in their work. I know and how, when and why to apply this knowledge. I know the conventions of different types of writing, such as the use of the first person in writing diaries and autobiographies. I know how to compare characters, settings, themes and other aspects of what they read.
	R	I use previous learning to improve my efficiency using reference books, including using contents pages and indexes to locate information in a range of text types - for example leaflets before a gallery or museum visit or reading a theatre programme or review – in order to support my opinion
	S	
		Skills
	V	I can explore the meaning of unfamiliar words and words that have a variety of different meanings. I can make comparisons within and across books (e.g. comparing characters or books by the same author) **I can decode unknown words efficiently and with good accuracy (V)**
	I	I can draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence **I can read independently, using inference where needed, and discuss what I have read.(I)**
	P	I can predict what might happen from details stated and implied I can find direct examples from the text to support predictions.
	E	I can distinguish between statements of fact and opinion I can ask questions to improve their understanding of what is read – understanding being recorded in a range of forms. I can discuss and evaluate how authors use language (including figurative language), word choice, structure, sentence type etc considering the impact on the reader and how it contributes to meaning, including examining words in context. E.g. homonyms. I can identify and discuss themes and conventions in and across a wide range of writing (features of a particular genre) I can compare characters, consider different accounts of the same event and discuss viewpoints (both of authors and of fictional characters), within a text and across more than one text. I can recommend books that I have read to my peers, giving reasons for their choices. (E) I can read a range of texts accurately and expressively demonstrating understanding through intonation. (E)
	R	I can retrieve, record and present information from non-fiction. I can find direct examples from the text to support opinions I can participate in discussions about books, explaining my understanding of what I have read and providing reasoned justifications for my views. (Possibly in presentations and debates, using notes where necessary.) I can use efficient comprehension techniques such as locating key vocabulary and using the structure of the text to source information (evidence from the text. And can use these skills to retrieve information in wider reading, for example in reading history, geography and science textbooks, and in different contexts
	S	I can find, recall and summarise information quickly and efficiently through skim reading, note taking, locating key vocabulary and using the structure of the text to source information (evidence from the text.) I can summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas (précising longer passages) I can summarise familiar stories in my own words (S)

Book talk

EYFS	Nursery - Engage in extended conversations about stories, learning new vocabulary. Reception - Act out stories and begin to retell without pictures or props.
Year 1	Listen to what others say. Take turns. Relate texts to own experiences. 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.
Year 2	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.
Year 3	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.
Year 4	Make and respond to contributions in a variety of group situations e.g. whole class, independent reading groups, book circles. 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. 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. Prepare poems and play scripts to read aloud, showing understanding through intonation, tone, volume and action. Learn a range of poems by heart and rehearse for performance. Orally retell a range of stories, including less familiar fairy stories, myths and legends.
Year 5	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). Recommend books to their peers with reasons for choices. Express preferences about a wider range of books including modern fiction, traditional stories, myths and legends.

Year 6	Participate in discussions about books, building on their own and others' ideas and challenging views courteously.
	Recommend books to their peers with detailed reasons for their opinions.
	Prepare poems and play scripts to read aloud and perform using dramatic effects.
	Explain and discuss their understanding of what they have read, including through formal presentations and debates.
	Prepare formal presentations individually or in groups.