

Key Skills
 Decoding
 Inferring and Deducing
 Comparing
 Evaluating

Heamoor School Non-Negotiables

*Reading skills should be taught when linked to projects
 where possible to ensure real world application*



English – Reading

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Reading Word	<p>Apply phonic knowledge to decode words</p> <p>Respond speedily to all 40+ phonemes and graphemes, including, alternative sounds for graphemes</p> <p>Read accurately by blending sounds in unfamiliar words</p> <p>Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</p> <p>Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings</p> <p>Read other words of more than one syllable that contain taught GPCs</p>	<p>Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</p> <p>Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</p> <p>Read accurately words of two or more syllables that contain the same graphemes as above</p> <p>Read words containing common suffixes</p> <p>Read further common exception words, noting unusual correspondences between spelling and</p>	<p>Apply their growing knowledge of root words, prefixes and suffixes</p> <p>Read common tricky words noting the unusual correspondences between spelling and sound</p>	<p>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 that they meet</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</p>	<p>No direct teaching of reading word skills for almost all pupils</p> <p>Work out any unfamiliar words</p> <p>Pay attention to new vocabulary, meaning and pronunciation</p>	<p>No direct teaching of reading word skills for almost all pupils</p> <p>Read a wide range of fiction and non-fiction with different form and authors, particularly whole books, short stories, poems and plays.</p> <p>Re-read books to increase familiarity and provide a basis for making comparisons.</p>

	<p>Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)</p> <p>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</p> <p>Reread these books to build up their fluency and confidence in word reading</p>	<p>sound and where these occur in the word</p> <p>Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</p> <p>Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</p> <p>Re-read these books to build up their fluency and confidence in word reading.</p>				
<p>Comprehension</p>	<p>Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</p> <p>Link what they read or hear to their own experiences</p> <p>Become familiar with key stories, fairy stories and traditional</p>	<p>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</p> <p>Discuss the sequence of events in books and how items of information are related</p>	<p>Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>Read books that are structured in different ways and reading for a range of purposes</p> <p>Use dictionaries to check the meaning of words that they have</p>	<p>Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>Read books that are structured in different ways and reading for a range of purposes</p> <p>Use dictionaries to check the meaning of words that they have</p>	<p>Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>Read books that are structured in different ways and read for a range of purposes</p> <p>Increase familiarity with a wide range of</p>	<p>Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>Read books that are structured in different ways and read for a range of purposes</p> <p>Increase familiarity with a wide range of</p>

	<p>tales, retelling them and considering their particular characteristics</p> <p>Recognise and join in with predictable phrases</p> <p>Learn to appreciate rhymes and poems, and to recite some by heart</p> <p>Discuss word meanings, link new meanings to those already known</p> <p>Draw on what they already know or on background information and vocabulary provided by the teacher</p> <p>Check that the text makes sense to them as they read, and correct inaccurate reading</p> <p>Discuss the significance of the title and events</p> <p>Make inferences on the basis of what is being said and done</p> <p>Predict what might happen on the basis of what has been read so far</p>	<p>becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</p> <p>Be introduced to non-fiction books that are structured in different ways</p> <p>Recognise simple recurring literary language in stories and poetry</p> <p>Discuss and clarify the meanings of words, linking new meanings to known vocabulary</p> <p>Discuss their favourite words and phrases</p> <p>Continue to build up a repertoire of poems learnt by heart, appreciate these and recite some, with appropriate intonation to make the meaning clear</p> <p>Draw on what they already know or on background information and vocabulary provided by the teacher checking that the text makes sense to them as</p>	<p>read</p> <p>Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally</p> <p>Identify and discuss themes and conventions in a wide range of books</p> <p>Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p> <p>Discuss words and phrases that capture the reader's interest and imagination</p> <p>Recognise some different forms of poetry [for example, free verse, narrative poetry]</p> <p>Check that the text makes sense to them, discuss their understanding and exploring the meaning of words in context</p> <p>Ask questions to</p>	<p>read</p> <p>Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally</p> <p>Identify and discuss themes and conventions in a wide range of books</p> <p>Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p> <p>Discuss words and phrases that capture the reader's interest and imagination</p> <p>Recognise some different forms of poetry [for example, free verse, narrative poetry]</p> <p>Check that the text makes sense to them, discuss their understanding and exploring the meaning of words in context</p> <p>Ask questions to</p>	<p>books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</p> <p>Recommend books that they have read to their peers, giving reasons for their choices</p> <p>Identify and discuss themes and conventions in and across a wide range of writing</p> <p>Make comparisons within and across books</p> <p>Learn a wider range of poetry by heart</p> <p>Prepare 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</p> <p>Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</p>	<p>books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</p> <p>Recommend books that they have read to their peers, giving reasons for their choices</p> <p>Identify and discuss themes and conventions in and across a wide range of writing</p> <p>Make comparisons within and across books</p> <p>Learn a wider range of poetry by heart</p> <p>Prepare 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</p> <p>Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</p>
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	<p>Participate in discussion about what is read to them, taking turns and listening to what others say</p> <p>Explain clearly their understanding of what is read to them</p>	<p>they read and correcting inaccurate reading</p> <p>Make inferences on the basis of what is being said and done</p> <p>Answer and asking questions</p> <p>Predict what might happen on the basis of what has been read so far</p> <p>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</p> <p>Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</p>	<p>improve their understanding of a text</p> <p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence</p> <p>Predict what might happen from details stated and implied</p> <p>Identify main ideas drawn from more than one paragraph and summarise these</p> <p>Identify how language, structure and presentation contribute to meaning</p> <p>Retrieve and record information from non-fiction</p> <p>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</p>	<p>improve their understanding of a text</p> <p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence</p> <p>Predict what might happen from details stated and implied</p> <p>Identify main ideas drawn from more than one paragraph and summarise these</p> <p>Identify how language, structure and presentation contribute to meaning</p> <p>Retrieve and record information from non-fiction</p> <p>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</p>	<p>Ask questions to improve their understanding</p> <p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence</p> <p>Predict what might happen from details stated and implied</p> <p>Summarise the main ideas drawn from more than 1 paragraph, identify key details that support the main ideas</p> <p>Identify how language, structure and presentation contribute to meaning</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p> <p>Distinguish between statements of fact and opinion</p> <p>Retrieve, record and</p>	<p>Ask questions to improve their understanding</p> <p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence</p> <p>Predict what might happen from details stated and implied</p> <p>Summarise the main ideas drawn from more than 1 paragraph, identify key details that support the main ideas</p> <p>Identify how language, structure and presentation contribute to meaning</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p> <p>Distinguish between statements of fact and opinion</p> <p>Retrieve, record and</p>
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					<p>present information from non-fiction</p> <p>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</p> <p>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</p> <p>Provide reasoned justifications for their views</p>	<p>present information from non-fiction</p> <p>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</p> <p>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</p> <p>Provide reasoned justifications for their views</p>
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