

Gisburn Road Community Primary School
Key Skills in READING

| | Word Reading | Comprehension |
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| Year 1 | <p>As above and: Letters and Sounds Phases 4 to 5.</p> <ul style="list-style-type: none"> ▪ 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. <i>ow in snow and cow</i>. ▪ Read accurately by blending sounds in unfamiliar words. ▪ Read words containing <i>-s, -es, -ing, -ed, -er, -est</i> endings. ▪ Split two and three syllable words into the separate syllables to support blending for reading. ▪ Read words with contractions e.g. <i>I'm, I'll, we'll</i> and understand that the apostrophe represents the omitted letter. ▪ Automatically recognise approximately 150 high frequency words (see bottom). ▪ Apply phonic knowledge for reading. ▪ Read aloud accurately books that are consistent with their developing phonic knowledge. ▪ Develop fluency, accuracy and confidence by re-reading books. <p>Read more challenging texts using phonics and high frequency word recognition.</p> | <p>As above and: Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> ▪ Listening to a range of texts at a level beyond that at which they can read independently including stories, non-fiction and poems. ▪ Identifying and discuss the main events in stories. ▪ Identifying and discuss the main characters in stories. ▪ Recalling specific information in texts. ▪ Recognising and join in with language patterns and repetition. ▪ Use patterns and repetition to support oral retelling. ▪ Reciting rhymes and poems by heart. ▪ Relating texts to own experiences. ▪ Re telling familiar stories in a range of contexts e.g. <i>small world, role play, storytelling</i>. ▪ Make personal reading choices and explain reasons for choices. <p>Understand both the books they can already read accurately and fluently and those that they listen to by:</p> <ul style="list-style-type: none"> ▪ Introducing and discussing key vocabulary. ▪ Activating prior knowledge e.g. <i>what do you know about minibeasts?</i> ▪ Checking that texts make sense while reading and self-correct. ▪ Making predictions based on what has been read so far. ▪ Make basic inferences about what is being said and done. ▪ Discussing the title and how it relates to the events in the whole story e.g. <i>Peace at Last by Jill Murphy</i>. <p>Participating in discussion about what is read to them, taking turns and listening to what others say by:</p> <ul style="list-style-type: none"> ▪ Listening to what others say. ▪ Taking turns. ▪ Giving opinions and supporting with reasons e.g. <i>Hansel was clever when he put stones in his pocket</i>. ▪ Explaining clearly their understanding of what is read to them. <p>Demonstrating understanding of texts by answering questions related to who, what, where, when, why, how.</p> |
| Year 2 | <p>As above and: Letters and Sounds Phase 6.</p> <ul style="list-style-type: none"> ▪ Apply phonic knowledge and skills to read words until automatic decoding has become embedded | <p>As above and: Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> ▪ Listening to a range of texts at a level beyond that at which they can read independently including stories, non-fiction, and contemporary and classic poetry. |

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| | <p>and reading is fluent.</p> <ul style="list-style-type: none"> ▪ 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. <i>shoulder, roundabout, grouping.</i> ▪ Read words containing common suffixes e.g. <i>-ness, -ment, -ful, -ly.</i> ▪ Read further common exception words, noting tricky parts (see bottom). ▪ Read frequently encountered words quickly and accurately without overt sounding and blending. ▪ Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. ▪ Re-read these books to build up their fluency and confidence in word reading. ▪ Uses tone and intonation when reading aloud. <p>Read longer and less familiar texts independently.</p> | <ul style="list-style-type: none"> ▪ Sequencing and discussing the main events in stories. ▪ Learning and reciting a range of poems using appropriate intonation. ▪ Retelling a wider range of stories, fairy tales and traditional tales. ▪ Read a range of non-fiction texts including information, explanations, instructions, recounts, reports. ▪ Discussing how specific information is organised within a non-fiction text e.g. <i>text boxes, sub-headings, contents, bullet points, glossary, diagrams.</i> ▪ Identifying, discussing and collecting favourite words and phrases. ▪ Recognising use of repetitive language within a text or poem e.g. <i>run, run as fast as you can and across texts e.g. long, long ago in a land far away...</i> ▪ Make personal reading choices and explain reasons for choices. <p>Understand both the books they can already read accurately and fluently and those that they listen to by:</p> <ul style="list-style-type: none"> ▪ Introducing and discussing key vocabulary within the context of a text. ▪ Use morphology to work out the meaning of unfamiliar words e.g. <i>terror, terrorised.</i> ▪ Activating prior knowledge and raising questions e.g. <i>What do we know? What do we want to know? What have we learned?</i> ▪ Checking that texts make sense while reading and self-correct. ▪ Making predictions using evidence from the text. ▪ Making inferences about characters and events using evidence from the text e.g. <i>what is a character thinking, saying and feeling?</i> <p>Participating in discussion about what is read to them, taking turns and listening to what others say:</p> <ul style="list-style-type: none"> ▪ Making contributions in whole class and group discussion. ▪ Listening and responding to contributions from others. ▪ Giving opinions and supporting with reasons e.g. <i>Was Goldilocks a good or bad character?</i> ▪ Considering other points of view. <p>Explaining clearly their understanding of what they read themselves and what is read to them:</p> <p>Demonstrating understanding of texts by asking and answering questions related to who, what, where, when, why, how.</p> |
| <p>Year 3</p> | <p>As above and:</p> <ul style="list-style-type: none"> ▪ Use knowledge of root words to understand meanings of words. ▪ Use prefixes to understand meanings e.g. <i>un-, dis-, -</i> | <p>As above and:</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> ▪ Listening to and discussing a range of fiction, poetry, plays, non-fiction. ▪ Regularly listening to whole novels read aloud by the teacher. ▪ Reading a range of non-fiction texts including information, explanations, instructions, recounts, reports, persuasion. |

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| | <p><i>mis-, re-</i>.</p> <ul style="list-style-type: none"> ▪ Use suffixes to understand meanings e.g. <i>-ation, -ous</i>. ▪ Read and understand meaning of words on Y3/4 word list – see bottom. ▪ Use intonation, tone and volume when reading aloud. ▪ Take note of punctuation when reading aloud. | <ul style="list-style-type: none"> ▪ Analysing and evaluate texts looking at language, structure and presentation e.g. <i>newspaper reports, recipes, etc.</i> ▪ Recognising some different forms of poetry e.g. <i>narrative, free verse</i>. ▪ Reading books and texts for a range of purposes e.g. <i>enjoyment, research, skills development, reference</i>. ▪ Using dictionaries to check meanings of words they have read. ▪ Sequencing and discussing the main events in stories. ▪ Retelling a range of stories, including less familiar fairy stories, fables and folk tales e.g. <i>Grimm's Fairy Tales, Rudyard Kipling Just So Stories</i>. ▪ Identifying and discussing themes e.g. <i>good over evil, weak and strong, wise and foolish, mean and generous, rich and poor</i>. ▪ Identifying and discussing conventions e.g. <i>numbers three and seven in fairy tales, magical sentence repeated several times</i>. ▪ Identifying, discussing and collecting favourite words and phrases which capture the reader's interest and imagination. ▪ Preparing poems/playscripts to read aloud, showing understanding through intonation, tone, volume and action. <p>Understand what they read independently by:</p> <ul style="list-style-type: none"> ▪ Discussing their understanding of the text ▪ Explaining the meaning of unfamiliar words by using the context ▪ Making predictions based on details stated ▪ Raising questions during the reading process to deepen understanding e.g. <i>I wonder why the character</i>. ▪ Drawing inferences around characters thoughts, feelings and actions, and justify with evidence from the text ▪ Using point and evidence to structure and justify responses. ▪ Discussing the purpose of paragraphs. ▪ Identifying a key idea in a paragraph. <p>Retrieve and record information from non-fiction</p> <ul style="list-style-type: none"> ▪ Evaluating how specific information is organised within a non-fiction text e.g. <i>text boxes, sub-headings, contents, bullet points, glossary, diagrams</i>. ▪ Quickly appraising a text to evaluate usefulness. ▪ Navigating texts in print and on screen. <p>Participating in discussion about what is read to them and books they have read independently, taking turns and listening to what others say</p> <ul style="list-style-type: none"> ▪ Developing and agreeing on rules for effective discussion. <p>Making and responding to contributions in a variety of group situations e.g. <i>whole class, pairs, guided groups, book circles</i>.</p> |
| <p>Year 4</p> | <p>As above and:</p> <ul style="list-style-type: none"> ▪ Use knowledge of root words to understand meanings of words. | <p>As above and:</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> ▪ Listening to, reading and discussing a range of fiction, poetry, plays and non-fiction in different forms e.g. |

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| | <ul style="list-style-type: none"> ▪ Use prefixes to understand meanings e.g. <i>sub-, inter-, anti-, -auto-</i>. ▪ Use suffixes to understand meanings e.g. <i>-ation, -ous, -tion, -sion, -ssion, -cian</i>. ▪ Read and understand meaning of words on Y3/4 word list – see bottom. ▪ Use punctuation to determine intonation and expression when reading aloud to a range of audiences. | <p><i>advertisements, formal speeches, leaflets, magazines, electronic texts.</i></p> <ul style="list-style-type: none"> ▪ Regularly listening to whole novels read aloud by the teacher. ▪ Analysing and evaluate texts looking at language, structure and presentation. ▪ Analysing different forms of poetry e.g. <i>haiku, limericks, kennings</i>. ▪ Reading books and texts for a range of purposes and responding in a variety of ways. ▪ Analysing and comparing a range of plot structures. ▪ Retelling a range of stories, including less familiar fairy stories, myths and legends. ▪ Identifying, analysing and discussing themes e.g. <i>safe and dangerous, just and unjust, origins of the earth, its people and animals</i>. ▪ Identifying, discussing and collecting effective words and phrases which capture the reader's interest and imagination e.g. <i>metaphors, similes</i>. ▪ Learning a range of poems by heart and rehearsing for performance. ▪ Preparing poems and playscripts to read aloud, showing understanding through intonation, tone, volume and action. <p>Discussing their understanding of the text</p> <ul style="list-style-type: none"> ▪ Explaining the meaning of key vocabulary within the context of the text. ▪ Making predictions based on information stated and implied. ▪ Demonstrating active reading strategies e.g. generating questions, finding answers, refining thinking, modifying questions, constructing images. ▪ Drawing inferences around characters' thoughts, feelings, actions and motives, and justify with evidence from the text using point and evidence. ▪ Identifying main ideas drawn from more than one paragraph and summarising these e.g. <i>character is evil because...1/2/3 reasons, Clitheroe Castle is a worthwhile place to visit because 1/2/3 reasons across a text.</i> <p>Retrieve and record information from non-fiction.</p> <ul style="list-style-type: none"> ▪ Analysing and evaluating how specific information is organised within a non-fiction text e.g. <i>text boxes, sub-headings, contents, bullet points, glossary, diagrams</i>. ▪ Scanning for dates, numbers and names. ▪ Explaining how paragraphs are used to order or build up ideas, and how they are linked. ▪ Navigating texts to locate and retrieve information in print and on screen. <p>Participate in discussion about what is read to them and books they have read independently, taking turns and listening to what others say.</p> <ul style="list-style-type: none"> ▪ Develop, agree on and evaluate rules for effective discussion. <p>Making and responding to contributions in a variety of group situations e.g. <i>whole class, independent reading groups, book circles</i>.</p> |
| Year 5 | <p>As above and:</p> <ul style="list-style-type: none"> ▪ Use knowledge of root words to understand | <p>As above and:</p> <p>Maintain positive attitudes to reading and understanding what they read by:</p> |

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| <p>meanings of words.</p> <ul style="list-style-type: none">▪ Apply knowledge of prefixes to understand meaning of new words.▪ Use suffixes to understand meanings e.g. <i>-ant, -ance, -ancy, -ent, -ence, -ency, -ible, -able, -ibly, -ably.</i>▪ Read and understand meaning of words on Y5/6 word list – see bottom.▪ Use punctuation to determine intonation and expression when reading aloud to a range of audiences. | <ul style="list-style-type: none">▪ Listening to and discussing a range of fiction/poetry/non-fiction which they might not choose to read themselves.▪ Regularly listening to whole novels read aloud by the teacher from an increasing range of authors.▪ Exploring themes within and across texts e.g. loss, heroism, friendship.▪ Making comparisons within a text e.g. characters' viewpoints of same events.▪ Analysing the conventions of different types of writing e.g. <i>use of first person in autobiographies and diaries.</i>▪ Recommending books to their peers with reasons for choices.▪ Reading books and texts that are structured in different ways for a range of purposes.▪ Expressing preferences about a wider range of books including modern fiction/traditional stories/myths/legends.▪ Learning a wider range of poems by heart.▪ Preparing poems and playscripts to read aloud and perform, showing understanding through intonation, tone, volume and action so the meaning is clear to an audience. <p>Understand what they read by:</p> <ul style="list-style-type: none">▪ Checking that the book makes sense to them and demonstrating understanding e.g. <i>through discussion, use of reading journals.</i>▪ Exploring meaning of words in context.▪ Demonstrating active reading strategies e.g. <i>generating questions to refine thinking, noting thoughts in a reading journal.</i>▪ Inferring characters feelings, thoughts and motives from their actions and justifying inferences with evidence.▪ Predicting what might happen from information stated and implied.▪ Re-read and reads ahead to locate clues to support understanding.▪ Scanning for key words and text marking to locate key information.▪ Summarising main ideas drawn from more than one paragraph and identifying key details which support this.▪ Identifying how language, structure and presentation contribute to meaning e.g. <i>formal letter, informal diary, persuasive speech.</i> <p>Discuss and evaluate how authors use language including figurative language, considering the impact on the reader</p> <ul style="list-style-type: none">▪ Exploring, recognising and using the terms metaphor, simile, imagery.▪ Explaining the effect on the reader of the authors' choice of language. <p>Distinguish between statements of fact or opinion within a text.</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 by:</p> <ul style="list-style-type: none">▪ Preparing formal presentations individually or in groups.▪ Using notes to support presentation of information.▪ Responding to questions generated by a presentation.▪ Participating in debates on an issue related to reading (fiction or non-fiction). <p>Provide reasoned justifications for their views by:</p> <p>Justifying opinions and elaborating by referring to the text. (Point + Evidence + Explanation).</p> |
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| <p>Year 6</p> | <p>As above and:</p> <ul style="list-style-type: none"> ▪ Use knowledge of root words, prefixes and suffixes to investigate how the meanings of words change e.g. <i>un+happy+ness, dis+repute+able, dis+respect+ful, re+engage+ment.</i> ▪ Use suffixes to understand meanings e.g. <i>-cious, -tious, -tial, -cial.</i> ▪ Read and understand meaning of words on Y5/6 word list – see bottom. ▪ Use etymology to help the pronunciation of new words e.g. <i>chef, chalet, machine, brochure – French in origin.</i> ▪ Employ dramatic effect to engage listeners whilst reading aloud. ▪ Read extensively for pleasure. <p>As above and:</p> <ul style="list-style-type: none"> ▪ Evaluate texts quickly in order to determine their usefulness or appeal. ▪ Understand underlying themes, causes and consequences within whole texts. ▪ Understand the structures writers use to achieve coherence; (headings; links within and between paragraphs; connectives). <p>Recognise authors' techniques to influence and manipulate the reader.</p> | <p>As above and:</p> <p>Maintain positive attitudes to reading and understanding what they read by:</p> <ul style="list-style-type: none"> ▪ Listening to, reading and discussing an increasingly wide range of fiction, poetry, plays and non-fiction. ▪ Regularly listening to novels read aloud by the teacher from an increasing range of authors, which they may not choose themselves. ▪ Recognising themes within and across texts e.g. <i>hope, peace, fortune, survival.</i> ▪ Making comparisons within and across texts e.g. similar events in different books, such as being an evacuee in <i>Carrie's War</i> and <i>Goodnight Mr Tom.</i> ▪ Comparing texts written in different periods. ▪ Analysing the conventions of different types of writing e.g. <i>use of dialogue to indicate geographical and/or historical settings for a story.</i> ▪ Independently read longer texts with sustained stamina and interest. ▪ Recommending books to their peers with detailed reasons for their opinions. ▪ Expressing preferences about a wider range of books including modern fiction, traditional stories, fiction from our literary heritage and books from other cultures and traditions. ▪ Learning a wider range of poems by heart. ▪ Preparing poems and playscripts to read aloud and perform using dramatic effects. <p>Understand what they read by:</p> <ul style="list-style-type: none"> ▪ Using a reading journal to record on-going reflections and responses to personal reading. ▪ Exploring texts in groups and deepening comprehension through discussion. ▪ Exploring new vocabulary in context. ▪ Demonstrating active reading strategies e.g. <i>challenging peers with questions, justifying opinions, responding to different viewpoints within a group.</i> ▪ Inferring characters feelings, thoughts and motives from their actions, justifying inferences with evidence e.g. <i>Point;Evidence;Explanation.</i> ▪ Predicting what might happen from information stated and implied. ▪ Re-read and reads ahead to locate clues to support understanding and justifying with evidence from the text. ▪ Scanning for key information e.g. looking for descriptive words associated with a setting. ▪ Skimming for gist. ▪ Using a combination of skimming, scanning and close reading across a text to locate specific detail. ▪ Identifying how language, structure and presentation contribute to meaning e.g. <i>persuasive leaflet, balanced argument.</i> <p>Discuss / evaluate how authors use language including figurative language, considering the impact on the reader by:</p> <ul style="list-style-type: none"> ▪ Exploring, recognising and using the terms personification, analogy, style and effect. ▪ Explaining the effect on the reader of the authors' choice of language and reasons why the author may have selected these. <p>Distinguish between statements of fact or opinion across a range of texts e.g. <i>first-hand account of an event compared with a reported example such as Samuel Pepys' diary and a history textbook.</i></p> <p>Participate in discussions about books building on their own and others' ideas and challenging views courteously.</p> |
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| | | <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 by:</p> <ul style="list-style-type: none">▪ Preparing formal presentations individually or in groups.▪ Using notes to support presentation of information.▪ Responding to questions generated by a presentation.▪ Participating in debates on issues related to reading (fiction/non-fiction). <p>Provide reasoned justifications for their views Justifying opinions and elaborating by referring to the text e.g.<i>Point;Evidence;Explanation</i></p> |
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