Hook Norton CE Primary School Reading Curriculum Skills, Knowledge and Progression

LIVE LOVE CARE THINK LEARN DARE

Foundation Stage	Children will be developing the following knowledge and understanding: - what books are and how they work - the difference between pictures and print - that print carries meaning - that we read for meaning - that books are pleasurable and informative - that stories have a sequence - that there are different types of books: poetry, fiction, non-fiction - that their own talk can be represented in print - that pictures can help interpret a story - that there is a relation between a letter shape & sound - the difference between letters, words & sentences - an awareness of the difference between upper and lower case letters and punctuation - that there is an author for all writing - that they can be readers and authors - how to analyse texts, e.g. making inference about characters, considering the representation of gender, race and cultures, predicting ends, etc. - having a concept of rhyme and an ability to recognise rhyme - that reading is necessary in everyday life - an awareness of literary language: "once upon a time" repetition. - one-to-one correspondence that there are a range of ways to decode print: using pic's context, phonics, graphics etc. - that words can be broken into groups of letters to help decoding - that letters can be blended to make particular sounds - that phonic rules cannot always be applied in English - that print is used in a variety of languages.	Children will be developing the following skills: - noticing and making connections with print in the environment - talking about stories - recognising their own name - relating stories to their own experiences - seeing patterns in print - hear and say initial, final and short vowel sounds in words. - recognising and knowing letter sounds and beginning to use some letter names -recognising Set 1 and 2 digraphs - reading words by sound blending - using a range of strategies to decode text - developing a sight vocabulary of high-frequency, common exception and personally significant words - being aware that there are different scripts - raising questions about stories and being critical about texts. - making links between stories - making informed choices about books - re-telling stories - identifying known words and letters within text - predicting - key elements of stories: character sequence openings and events. - How information can be found in non-fiction text to answer questions: where/ who/ why/ how

Hook Norton CE Primary School Reading Curriculum Skills, Knowledge and Progression

LIVE LOVE CARE THINK LEARN DARE

	Word Reading	Comprehension
Year 1	Match 40+ graphemes to their phonemes. Blend sounds in unfamiliar words. Divide words into syllables Read compound words Read words with contractions and understand the apostrophe represents the missing letters Read phonetically decodable words. Read words with s, ing, ed, est Read words with un Add ing, er, and ed to verbs. Read words of more than one syllable that contain taught GPCs.	Say what do and do not like about a text. Link what heard or read to own experiences. Retell key stories orally using narrative language. Talk about main characters within a well-known story. Learn some poems and rhymes by heart. Use what I know to understand texts. Check that reading makes sense and go back to correct when it doesn't. Draw inferences from the text and/or illustrations. Make predictions about the events in the text. Explain what a text is about.
Year 2	Decode automatically and fluently. Blend sounds in words that contain the graphemes learnt. Recognise and read alternative sounds for graphemes. Read accurately words of two or more syllables that contain the same GPCs Read words with common suffixes Read common exception words. Read and comment on unusual correspondences between grapheme and phoneme. Read most words quickly and accurately when read before, without sounding out and blending. Read most suitable books accurately, showing fluency and confidence.	Give an opinion on a range of texts. Discuss the sequence of events in books and how they relate to each other. Use prior knowledge, including context and vocabulary, to understand texts. Retell stories, including fairy stories and traditional tales. Read for meaning and check that the text makes sense. Go back and re-read when it does not make sense.

Hook Norton CE Primary School Reading Curriculum Skills, Knowledge and Progression

LIVE LOVE CARE THINK LEARN DARE

	Word Reading	Comprehension
Year 3	Apply knowledge of root words, prefixes and suffixes to read aloud and understand the meaning of unfamiliar words. Read further exception words, noting the unusual correspondences between spelling and sound Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words	Read a range of fiction, poetry, plays and non-fiction texts, including the work of black authors Discuss texts read Read aloud and independently, taking turns and listening to others Explain how non-fiction books are structured in different ways and use them effectively Describe some of the different types of non-fiction books. Ask relevant questions to get a better understanding of a text. Predict what might happened based on the details read Draw inferences, such as inferring a characters feelings, thoughts and motives from their actions. Use a dictionary to check the meaning of unfamiliar words Identify the main point of a text Explain how structure and presentation contribute to the meaning of texts Use non-fiction texts to retrieve information Prepare poems to read loud and to perform.
Year 4	Apply knowledge of root words, prefixes and suffixes to read aloud and understand the meaning of unfamiliar words. Read further exception words, noting the unusual correspondences between spelling and sound Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words	Know which books to select for specific purposes e.g. science, geography, history learning. Use a dictionary to check the meaning of unfamiliar words. Discuss and record words and phrases that writers use to engage and impact on the reader. Identify some of the literary conventions in different texts. Identify the simple themes in texts Prepare poems to read aloud and to perform, showing understanding through intonation, volume and action. Explain the meaning of words in context. Ask relevant questions to improve understanding of texts. Infer meanings and begin to justify them with evidence from texts. Predict what might happen from details stated and from information deduced. Identify where a writer has used precise word choices for effect to impact on the reader. Identify some text type organisational features. Retrieve information from non-fiction texts. Build on others' ideas and opinions about a text in discussion.

Hook Norton CE Primary School Reading Curriculum Skills, Knowledge and Progression

LIVE LOVE CARE THINK LEARN DARE

	Word Reading	Comprehension
Year 5	Apply knowledge of root words, prefixes and suffixes to read aloud to understand the meaning of unfamiliar words. Read further exception words, noting the unusual correspondence between spelling and sound. Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words. Re-read and read ahead to check for meaning.	To be familiar with and can talk about a wide range of books and text types, including myths, legends and traditional stories and books from other cultures and traditions by black authors. Read non-fiction texts and identify the purpose, structure and grammatical features Identify significant ideas, events and characters and discuss their significance Recite poems by heart. Prepare poems and plays to read aloud and perform, showing understanding through intonation, tone, volume and action. Use meaning seeking strategies to explore the meaning of words in context. Use meaning seeking strategies to explore the meaning idiomatic and figurative language. Identify and comment on a writer's use of language for effect. Identify grammatical features used by the writer to impact on the reader Draw inferences such as inferring characters' feelings, thoughts and motives from their actions Justify inferences with evidence from the texts Make predictions from what has been read Summarise the main ideas drawn from a text Identify the effect of the connect on a text Identify how language, structure and presentation contribute to the meaning of a text. Express a personal point of view about a text giving reasons Make connection between other similar texts, giving prior knowledge and experience. Compare different versions of texts and talk about their differences and similarities Listen to and build on others' ideas and opinions on a text. Present an oral overview or summary of a text Present the author's viewpoint of a text Present a personal point of view based on what has been read Listen to others' personal point of view Explain a personal point of view and give reasons Know the different between fact and opinion Use knowledge of structure of text type to find key information Use text marking to identify key information in a text. Make notes from text marking.

Hook Norton CE Primary School Reading Curriculum Skills, Knowledge and Progression

LIVE LOVE CARE THINK LEARN DARE

	Word Reading	Comprehension
Year 6	Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words. Use combined knowledge of phonemes and word derivatives to pronounce words correctly. Attempt the pronunciation of unfamiliar words drawing on prior knowledge of similar looking words. Read fluently, using punctuation to inform meaning.	Be familiar with and talk about a wide range of books and text types, including myths, legends and traditional stories and books from other cultures and traditions and by black authors. To discuss the features of each. Read books that are structured in different ways. Recognise texts that contain features from more than one text type. Evaluate how effectively texts are structured and presented. Read non-fiction texts to help with my learning. Read accurately and check that I understand. Recommend books to others and give reasons for recommendation. Identify themes in texts. Identify and discuss the conventions in different text types. Identify the key points in a text. Recite a range of poems by heart, e.g. narrative verse, sonnet. Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action. Identify and comment on the writer's choice of vocabulary, giving examples and explanation. Identify and explain how writers use grammatical features for effect Show awareness of the writer's craft by commenting on use of language, grammatical features and structure of texts. Express a personal point of view about a text, giving reasons linked to evidence from texts. Raise queries about texts. Make connections between other similar texts, prior knowledge and experience and explain the links. Compare different versions of texts and explain the differences and similarities. Listen to others' ideas and opinions about a text. Build on others' ideas and opinions about a text in discussion. Explain and comment on explicit and implicit points of view. Summarise key information from different parts of a text. Recognise the writer's point of view and discuss it. Present a personal point of view based on what has been read. Present a counter-argument in response to others' points of view. Provide reasoned justifications for my views. Refer to the text to support opinion. Distinguish between statements of fact and opinion. Find information using skimming to establish the main idea. Use scanning to find specific information. Text mark to make research efficient and fast. Organise information or evidence appropriately.