

Our Lady Star of the Sea Key Learning in Reading Year 1

Word Reading	Comprehension
<p>As above and:</p> <p>Read aloud accurately books that are consistent with their developing phonic knowledge.</p> <p>Apply phonic knowledge and skills as the route to decode words.</p> <p>Respond speedily with the correct sound to grapheme for the 44 phonemes.</p> <p>Recognise and use the different ways of pronouncing the same grapheme; e.g. <i>ow</i> in <i>snow</i> and <i>cow</i>.</p> <p>Read accurately by blending sounds in unfamiliar words.</p> <p>Read common exception words, noting tricky parts (see below).</p> <p>Read words containing <i>-s, -es, -ing, -ed, -er, -est</i> endings.</p> <p>Split two and three syllable words into the separate syllables to support blending for reading.</p> <p>Read words with contractions e.g. <i>I'm, I'll, we'll</i> and understand that the apostrophe represents the omitted letter.</p> <p>Develop fluency, accuracy and confidence by re-reading books.</p> <p>Read more challenging texts using phonics and common exception word recognition.</p>	<p>Developing pleasure in reading and motivation to read</p> <p>Listen to and discuss a range of texts at a level beyond that at which they can read independently, including stories, non-fiction and poems.</p> <p>Relate texts to own experiences.</p> <p>Recognise and join in with language patterns and repetition.</p> <p>Use patterns and repetition to support oral retelling, e.g. fairy stories, traditional tales and stories by well-known authors.</p> <p>Orally retell familiar stories in a range of contexts e.g. <i>small world, role play, storytelling</i>.</p> <p>Enjoy and recite rhymes and poems by heart.</p> <p>Make personal reading choices and explain reasons for choices.</p> <p>Understanding books which they can read themselves and those which are read to them</p> <p>Introduce and discuss key vocabulary, linking meanings of new words to those already known.</p> <p>Activate prior knowledge e.g. <i>what do you know about minibeasts?</i></p> <p>Check that texts make sense while reading and self-correct.</p> <p>Develop and demonstrate their understanding of characters and events through role play and drama, drawing on language from the text.</p> <p>Give opinions and support with reasons e.g. <i>I like the Little Red Hen because she..</i></p> <p>Explain clearly their understanding of what is read to them.</p> <p>Demonstrate understanding of texts by answering questions related to who, what, where, when, why, how.</p> <p>Identify and discuss the main events in stories.</p> <p>Identify and discuss the main characters in stories.</p> <p>Recall specific information in fiction and non-fiction texts.</p> <p>Locate parts of text that give particular information, e.g. <i>titles, contents page and labelled diagram</i>.</p> <p>Discuss the title and how it relates to the events in the whole story e.g. <i>Peace at Last by Jill Murphy</i>.</p> <p>Make basic inferences about what is being said and done.</p> <p>Make predictions based on what has been read so far.</p> <p>Participating in discussion</p> <p>Listen to what others say.</p> <p>Take turns.</p>

Our Lady Star of the Sea Key Learning in Reading Year 2

Word Reading	Comprehension
<p>As above and:</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 books to build up fluency and confidence in word reading.</p> <p>Read frequently encountered words quickly and accurately without overt sounding and blending.</p> <p>Read accurately by blending the sounds in words, especially recognising alternative sounds for graphemes.</p> <p>Read accurately words of two or more syllables that contain alternative sounds for grapheme e.g. <i>shoulder, roundabout, grouping</i>.</p> <p>Read longer and less familiar texts independently.</p> <p>Apply phonic knowledge and skills to read words until automatic decoding has become embedded and reading is fluent.</p> <p>Work out unfamiliar words by focusing on all letters in the word, e.g. not reading <i>place</i> for <i>palace</i>.</p> <p>Read words containing common suffixes e.g. <i>-ness, -ment, -ful, -less -ly, -ing, -ed, -er, -est, -y</i>.</p> <p>Read further common exception words, noting tricky parts (see below).</p>	<p>As above and:</p> <p>Developing pleasure in reading and motivation to read</p> <p>Listen, discuss and express views about a range of texts at a level beyond that at which they can read independently, including stories, non-fiction, and contemporary and classic poetry.</p> <p>Orally retell a wider range of stories, fairy tales and traditional tales.</p> <p>Sequence and discuss the main events in stories and recounts.</p> <p>Read a range of non-fiction texts which are structured in different ways, including information, explanations, instructions, recounts, reports.</p> <p>Recognise the use of repetitive language within a text or poem (e.g. <i>run, run as fast as you can</i>) and across texts (e.g. <i>long, long ago in a land far away...</i>).</p> <p>Learn and recite a range of poems using appropriate intonation.</p> <p>Make personal reading choices and explain reasons for choices.</p> <p>Understanding books which they can read themselves and those which are read to them</p> <p>Identify, discuss and collect favourite words and phrases.</p> <p>Introduce and discuss words within the context of a text, linking new meanings to known vocabulary.</p> <p>Use morphology to work out the meaning of unfamiliar words e.g. <i>terror, terrorised</i>.</p> <p>Uses tone and intonation when reading aloud.</p> <p>Activate prior knowledge and raise questions e.g. <i>What do we know? What do we want to know? What have we learned?</i></p> <p>Check that texts make sense while reading and self-correct.</p> <p>Demonstrate understanding of fiction and non-fiction texts by asking and answering <i>who, what, where, when, why, how</i> questions.</p> <p>Explain and discuss their understanding, giving opinions and supporting with reasons e.g. <i>Hansel was clever when he put stones in his pocket because...</i></p> <p>Develop and demonstrate their understanding of characters and events through role play and drama, drawing on language from the text.</p> <p>Make inferences about characters and events using evidence from the text e.g. <i>what is the character thinking, saying and feeling?</i></p> <p>Make predictions based on what has been read so far.</p> <p>Identify how specific information is organised within a non-fiction text e.g. <i>sub-headings, contents, bullet points, glossary, diagrams</i>.</p> <p>Locate information from non-fiction texts using the contents page, index, labelled diagrams and charts.</p> <p>Participating in discussion</p> <p>Participate in discussion about what is read to them, taking turns and listening to what others say.</p> <p>Make contributions in whole class and group discussion.</p> <p>Consider other points of view.</p> <p>Listen and respond to contributions from others.</p>

Our Lady Star of the Sea Key Learning in Reading Year 3

Word Reading	Comprehension
<p>As above and:</p> <p>Read books at an age appropriate interest level.</p> <p>Use knowledge of root words to understand meanings of words.</p> <p>Use prefixes to understand meanings e.g. <i>un-, dis-, mis-, re-, pre-, im-, in-</i>.</p> <p>Use suffixes to understand meanings e.g. <i>-ly, -ous</i>.</p> <p>Read and understand words from the Year 3 list (selected from the statutory Year 3/4 word list - see word list on English Curriculum page)</p>	<p>As above and:</p> <p>Developing pleasure in reading and motivation to read</p> <p>Listen to and discuss a range of fiction, poetry, plays and non-fiction, e.g. <i>fables, fairy tales, classic poetry, shape poetry, non-chronological reports, explanations</i>.</p> <p>Regularly listen to whole novels read aloud by the teacher.</p> <p>Read a range of non-fiction texts, e.g. <i>information, discussion, explanation, biography and persuasion</i>.</p> <p>Read books and texts for a range of purposes e.g. <i>enjoyment, research, skills development, reference</i>.</p> <p>Recognise some different forms of poetry e.g. <i>narrative, calligrams, shape poems</i>.</p> <p>Sequence and discuss the main events in stories.</p> <p>Orally retell a range of stories, including less familiar fairy stories, fables and folk tales e.g. <i>Grimm's Fairy Tales</i>.</p> <p>Identify and discuss themes e.g. <i>good over evil, weak and strong, wise and foolish, mean and generous, rich and poor</i>.</p> <p>Identify and discuss conventions e.g. <i>numbers three and seven in fairy tales, magical sentence repeated several times</i>.</p> <p>Prepare poems and play scripts to read aloud, showing understanding through intonation, tone, volume and action.</p> <p>Understanding the text</p> <p>Identify, discuss and collect favourite words and phrases which capture the reader's interest and imagination.</p> <p>Explain the meaning of unfamiliar words by using the context.</p> <p>Use dictionaries to check meanings of words they have read.</p> <p>Use intonation, tone and volume when reading aloud.</p> <p>Take note of punctuation when reading aloud.</p> <p>Discuss their understanding of the text.</p> <p>Raise questions during the reading process to deepen understanding e.g. <i>I wonder why the character</i>.</p> <p>Draw inferences around characters thoughts, feelings and actions, and justify with evidence from the text.</p> <p>Make predictions based on details stated.</p> <p>Justify responses to the text using the PE prompt (Point + Evidence).</p> <p>Discuss the purpose of paragraphs.</p> <p>Identify a key idea in a paragraph.</p> <p>Analyse and evaluate texts looking at language, structure and presentation e.g. <i>persuasive letter, diary and calligram etc</i>.</p> <p>Retrieving and recording information from non-fiction</p> <p>Prepare for research by identifying what is already known about the subject and key questions to structure the task.</p> <p>Evaluate how specific information is organised within a non-fiction text e.g. <i>text boxes, contents, bullet points, glossary, diagrams</i>.</p> <p>Quickly appraise a text to evaluate usefulness.</p> <p>Navigate texts in print and on screen.</p> <p>Record information from a range of non-fiction texts.</p> <p>Participating in discussion</p> <p>Participate in discussion about what is read to them and books they have read independently.</p> <p>Develop and agree on rules for effective discussion.</p> <p>Take turns and listen to what others say.</p> <p>Make and respond to contributions in a variety of group situations e.g. <i>whole class, pairs, guided groups, book circles</i>.</p>

Our Lady Star of the Sea Key Learning in Reading Year 4

Word Reading	Comprehension
<p>As above and:</p> <p>Read books at an age appropriate interest level.</p> <p>Use knowledge of root words to understand meanings of words.</p> <p>Use prefixes to understand meanings e.g. <i>in-</i>, <i>ir-</i>, <i>sub-</i>, <i>inter-</i> <i>super-</i>, <i>ant-</i>, <i>auto-</i>.</p> <p>Use suffixes to understand meanings e.g. <i>-ation</i>, <i>-tion</i>, <i>-ssion</i> <i>-cian</i>, <i>-sion</i>.</p> <p>Read and understand words from the Year 4 list (selected from the statutory Year 3/4 word list - see word list on English Curriculum page)</p>	<p>above and:</p> <p>Developing pleasure in reading and motivation to read</p> <p>Listen to, read and discuss a range of fiction, poetry, plays and non-fiction in different forms e.g. <i>fairy tales, folk tales, classic poetry, kennings, advertisements, formal speeches, magazines, electronic texts.</i></p> <p>Regularly listen to whole novels read aloud by the teacher.</p> <p>Read books and texts, which are structured in different ways, for a range of purposes and respond in a variety of ways.</p> <p>Learn a range of poems by heart and rehearse for performance.</p> <p>Prepare poems and play scripts to read aloud, showing understanding through intonation, tone, volume and action.</p> <p>Orally retell a range of stories, including less familiar fairy stories, myths and legends.</p> <p>Understanding the text</p> <p>Identify, discuss and collect effective words and phrases which capture the reader's interest and imagination e.g. <i>metaphors, similes.</i></p> <p>Explain the meaning of key vocabulary within the context of the text.</p> <p>Use dictionaries to check meanings of words in the texts that they read.</p> <p>Use punctuation to determine intonation and expression when reading aloud to a range of audiences.</p> <p>Make predictions based on information stated and implied.</p> <p>Demonstrate active reading strategies e.g. generating questions, finding answers, refining thinking, modifying questions, constructing images.</p> <p>Justify responses to the text using the PE prompt (Point + Evidence).</p> <p>Identify, analyse and discuss themes e.g. <i>safe and dangerous, just and unjust, origins of the earth, its people and animals.</i></p> <p>Draw inferences around characters' thoughts, feelings, actions and motives, and justify with evidence from the text using point and evidence.</p> <p>Identify main ideas drawn from more than one paragraph and summarise 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> <p>Analyse and evaluate texts looking at language, structure and presentation and how these contribute to meaning.</p> <p>Recognise and analyse different forms of poetry e.g. <i>haiku, limericks, kennings.</i></p> <p>Retrieving and recording information from non-fiction</p> <p>Prepare for research by identifying what is already known about the subject and key questions to structure the task.</p> <p>Navigate texts, e.g. using contents and index pages, in order to locate and retrieve information in print and on screen.</p> <p>Record information from a range of non-fiction texts.</p> <p>Scan for dates, numbers and names.</p> <p>Analyse and evaluate how specific information is organised within a non-fiction text e.g. <i>text boxes, sub-headings, contents, bullet points, glossary, diagrams.</i></p> <p>Explain how paragraphs are used to order or build up ideas, and how they are linked.</p> <p>Participating in discussion</p> <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> <p>Develop, agree on and evaluate rules for effective discussion.</p> <p>Make and respond to contributions in a variety of group situations e.g. <i>whole class, independent reading groups, book circles.</i></p>

Our Lady Star of the Sea Key Learning in Reading Year 5

Word Reading	Comprehension
<p>As above and:</p> <p>Read books at an age appropriate interest level.</p> <p>Use knowledge of root words to understand meanings of words.</p> <p>Use suffixes to understand meanings e.g. <i>-ant, -ance, -ancy, -ent, -ence, -ency, -ible, -able, -ibly, -ably.</i></p> <p>Read and understand words from the Year 5 list (selected from the statutory Year 5/6 word list - see word list on English Curriculum page)</p>	<p>As above and:</p> <p>Maintaining positive attitudes to reading</p> <p>Listen to and discuss a range of fiction, poetry and non-fiction which they might not choose to read themselves.</p> <p>Regularly listen to whole novels read aloud by the teacher from an increasing range of authors.</p> <p>Recommend books to their peers with reasons for choices.</p> <p>Read books and texts that are structured in different ways for a range of purposes.</p> <p>Express preferences about a wider range of books including modern fiction, traditional stories, myths and legends.</p> <p>Learn a wider range of poems by heart.</p> <p>Prepare poems and play scripts to read aloud and perform, showing understanding through intonation, tone, volume and action so the meaning is clear to an audience.</p> <p>Understanding texts they read independently and those which are read to them</p> <p>Explain the meaning of words within the context of the text.</p> <p>Use punctuation to determine intonation and expression when reading aloud to a range of audiences.</p> <p>Check that the book makes sense to them and demonstrate understanding e.g. <i>through discussion, use of reading journals.</i></p> <p>Demonstrate active reading strategies e.g. <i>generating questions to refine thinking, noting thoughts in a reading journal.</i></p> <p>Infer characters' feelings, thoughts and motives from their actions and justify inferences with evidence.</p> <p>Predict what might happen from information stated and implied.</p> <p>Through close reading of the text, re-read and read ahead to locate clues to support understanding.</p> <p>Explore themes within and across texts e.g. <i>loss, heroism, friendship.</i></p> <p>Make comparisons within a text e.g. characters' viewpoints of same events.</p> <p>Distinguish between statements of fact and opinion within a text.</p> <p>Scan for key words and text mark to locate key information.</p> <p>Summarise main ideas drawn from more than one paragraph and identify key details which support this.</p> <p>Justify opinions and elaborate by referring to the text, e.g. using the PEE prompt - Point + Evidence + Explanation.</p> <p>Analyse the conventions of different types of writing e.g. <i>use of first person in autobiographies and diaries.</i></p> <p>Identify how language, structure and presentation contribute to meaning e.g. <i>formal letter, informal diary, persuasive speech.</i></p> <p>Evaluating the impact of the author's use of language</p> <p>Explore, recognise and use the terms metaphor, simile, imagery.</p> <p>Explain the effect on the reader of the authors' choice of language.</p> <p>Participating in discussion and debate</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.</p> <p>Prepare formal presentations individually or in groups.</p> <p>Use notes to support presentation of information.</p> <p>Respond to questions generated by a presentation.</p> <p>Participate in debates on an issue related to reading (fiction or non-fiction).</p>

Our Lady Star of the Sea Key Learning in Reading Year 6

Word Reading	Comprehension
<p>As above and:</p> <p>Read books at an age appropriate interest level.</p> <p>Work out unfamiliar words by focusing on all letters in the word, e.g. not reading <i>inv tation</i> for <i>mi-tation</i>.</p> <p>Use knowledge of root words, prefixes and suffixes to investigate how the meanings of words change e.g. <i>un+happy+ness</i>, <i>dis+repute+able</i>, <i>dis+respect+ful</i>, <i>re+engage+ment</i>.</p> <p>Use suffixes to understand meanings e.g. <i>-cious</i>, <i>-tious</i>, <i>-tial</i>, <i>-cial</i>.</p> <p>Read and understand words from the Year 6 list (selected from the statutory Year 5/6 word list - see word list on English Curriculum page)</p> <p>Use etymology to help the pronunciation of new words e.g. <i>chef</i>, <i>chalet</i>, <i>machine</i>, <i>brochure</i> – <i>French in origin</i>.</p>	<p>As above and:</p> <p>Maintaining positive attitudes to reading</p> <p>Listen to, read and discuss an increasingly wide range of fiction, poetry, plays and non-fiction.</p> <p>Regularly listen to novels read aloud by the teacher from an increasing range of authors, which they may not choose themselves.</p> <p>Independently read longer texts with sustained stamina and interest.</p> <p>Recommend books to their peers with detailed reasons for their opinions.</p> <p>Express preferences about a wider range of books including modern fiction, traditional stories, fiction from our literary heritage and books from other cultures.</p> <p>Learn a wider range of poems by heart.</p> <p>Prepare poems and play scripts to read aloud and perform using dramatic effects.</p> <p>Understanding texts they read independently and those which are read to them</p> <p>Explain the meaning of new vocabulary within the context of the text.</p> <p>Demonstrate active reading strategies e.g. <i>challenging peers with questions, justifying opinions, responding to different viewpoints within a group</i>.</p> <p>Use a reading journal to record on-going reflections and responses to personal reading.</p> <p>Explore texts in groups and deepen comprehension through discussion.</p> <p>Provide reasoned justifications for their views.</p> <p>Justify opinions and elaborate by referring to the text e.g. using the PEE prompt – Point+Evidence+Explanation.</p> <p>Infer characters' feelings, thoughts and motives from their actions, justifying inferences with evidence e.g. Point+Evidence+Explanation.</p> <p>Predict what might happen from information stated and implied.</p> <p>Through close reading, re-read and read ahead to locate clues to support understanding and justify with evidence from the text.</p> <p>Make 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>.</p> <p>Compare characters within and across texts.</p> <p>Compare texts written in different periods.</p> <p>Recognise themes within and across texts e.g. <i>hope, peace, fortune, survival</i>.</p> <p>Distinguish between statements of fact and opinion across a range of texts e.g. first-hand account of an event compared with a reported example such as Samuel Pepys' diary and a history textbook.</p> <p>Skim for gist.</p> <p>Scan for key information e.g. <i>identify words and phrases which tell you the character is frustrated</i>, or <i>find words/phrases which suggest that a theme park is exciting</i>.</p> <p>Use a combination of skimming, scanning and close reading across a text to locate specific detail.</p> <p>Retrieve, record, make notes and present information from non-fiction, including texts used in other subjects.</p> <p>Analyse the conventions of different types of writing e.g. <i>use of dialogue to indicate geographical and/or historical settings for a story</i>.</p> <p>Identify how language, structure and presentation contribute to meaning e.g. <i>persuasive leaflet, balanced argument</i>.</p> <p>Evaluating the impact of the author's use of language</p> <p>Explore, recognise and use the terms personification, analogy, style and effect.</p> <p>Explain the effect on the reader of the author's choice of language and reasons why the author may have selected these words, phrases and techniques.</p> <p>Participating in discussion and debate</p> <p>Participate in discussions about books, 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.</p> <p>Prepare formal presentations individually or in groups.</p> <p>Use notes to support presentation of information.</p> <p>Respond to questions generated by a presentation.</p> <p>Participate in debates on issues related to reading (fiction/non-fiction).</p>