

## Essential Knowledge ~ End points ~ Reading

Knowledge	Year 1	Year 2
<b>Word Reading</b>	<ul style="list-style-type: none"> <li>Apply phonic knowledge and skills as the route to decode words</li> <li>Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</li> <li>Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</li> <li>Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings</li> <li>Read other words of more than one syllable that contain taught GPCs</li> <li>Read words with contractions [for example, I’m, I’ll, we’ll], and understand that the apostrophe represents the omitted letter(s) 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</li> </ul>	<ul style="list-style-type: none"> <li>continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</li> <li>Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</li> <li>Read accurately words of two or more syllables that contain the same graphemes as above</li> <li>Read words containing common suffixes</li> <li>Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> <li>Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</li> <li>Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</li> </ul>
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>discuss word meanings, linking new meanings to those already known</li> <li>draw on what they already know or on background information and vocabulary provided by the teacher</li> </ul>	<ul style="list-style-type: none"> <li>Recognise simple recurring literary language in stories and poetry</li> <li>Discuss and clarifying the meanings of words, linking new meanings to known vocabulary</li> <li>Discuss their favourite words and phrases</li> <li>Draw on what they already know or on background information and vocabulary provided by the teacher</li> </ul>
<b>Retrieval</b>	<ul style="list-style-type: none"> <li>listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</li> <li>check that the text makes sense to them as they read and correcting inaccurate reading</li> <li>explain clearly their understanding of what is read to them.</li> <li>draw on what they already know or on background information and vocabulary provided by the teacher</li> </ul>	<ul style="list-style-type: none"> <li>Listen to, discussing and expressing 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</li> <li>Check that the text makes sense to them as they read and correcting inaccurate reading</li> <li>Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</li> </ul>
<b>Inference</b>	<ul style="list-style-type: none"> <li>discuss the significance of the title and events</li> <li>predict what might happen on the basis of what has been read so far</li> <li>make inferences on the basis of what is being said and done</li> </ul>	<ul style="list-style-type: none"> <li>draw on what they already know or on background information and vocabulary provided by the teacher</li> <li>make inferences on the basis of what is being said and done answering and asking questions, predicting what might happen on the basis of what has been read so far</li> </ul>
<b>Text Structure</b>	<ul style="list-style-type: none"> <li>become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</li> </ul>	<ul style="list-style-type: none"> <li>become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</li> <li>be introduced to non-fiction books that are structured in different ways</li> </ul>
<b>Compare and Contrast</b>	<ul style="list-style-type: none"> <li>Begin to link what they read or hear read to their own experiences</li> </ul>	<ul style="list-style-type: none"> <li>Discuss the sequence of events in books and how items of information are related</li> </ul>
<b>Discussion and performance</b>	<ul style="list-style-type: none"> <li>recognise and join in with predictable phrases</li> <li>learn to appreciate rhymes and poems, and to recite some by heart.</li> <li>participate in discussion about what is read to them, taking turns and listening to what others say</li> <li>explain clearly their understanding of what is read to them.</li> </ul>	<ul style="list-style-type: none"> <li>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</li> <li>Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</li> <li>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</li> </ul>

Knowledge	Year 3 ~ evidence of	Year 4 ~ secure
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>• Apply their growing knowledge of root words, prefixes and suffixes to understand the meaning of new words they meet</li> <li>• Using dictionaries to check the meaning of words that they have read</li> <li>• Explaining the meaning of words in context</li> <li>• Discussing words and phrases that capture the reader's interest and imagination</li> <li>• Identifying how language contributes to meaning</li> <li>• Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> </ul>	<ul style="list-style-type: none"> <li>• Apply their growing knowledge of root words, prefixes and suffixes to understand the meaning of new words they meet</li> <li>• Using dictionaries to check the meaning of words that they have read</li> <li>• Explaining the meaning of words in context</li> <li>• Discussing words and phrases that capture the reader's interest and imagination</li> <li>• Identifying how language contributes to meaning</li> <li>• Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> </ul>
<b>Retrieval</b>	<ul style="list-style-type: none"> <li>• Increase their familiarity with a wide range of books and retelling some of these orally</li> <li>• Asking questions to improve their understanding of a text</li> <li>• Identifying main ideas drawn from more than one paragraph and summarising these</li> <li>• Retrieve and record information from non-fiction</li> </ul>	<ul style="list-style-type: none"> <li>• Increase their familiarity with a wide range of books and retelling some of these orally</li> <li>• Asking questions to improve their understanding of a text</li> <li>• Identifying main ideas drawn from more than one paragraph and summarising these</li> <li>• Retrieve and record information from non-fiction</li> </ul>
<b>Inference</b>	<ul style="list-style-type: none"> <li>• Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> <li>• Predicting what might happen from details stated and implied</li> <li>• Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>• Asking questions to improve their understanding of a text</li> </ul>	<ul style="list-style-type: none"> <li>• Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> <li>• Predicting what might happen from details stated and implied</li> <li>• Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>• Asking questions to improve their understanding of a text</li> </ul>
<b>Text Structure</b>	<ul style="list-style-type: none"> <li>• Recognising some different forms of poetry</li> <li>• Retrieve and record information from non-fiction Identifying how structure, and presentation contribute to meaning</li> <li>• Reading books that are structured in different ways and reading for a range of purposes</li> </ul>	<ul style="list-style-type: none"> <li>• Recognising some different forms of poetry</li> <li>• Retrieve and record information from non-fiction Identifying how structure, and presentation contribute to meaning</li> <li>• Reading books that are structured in different ways and reading for a range of purposes</li> </ul>
<b>Compare and Contrast</b>	<ul style="list-style-type: none"> <li>• Identifying themes and conventions in a wide range of books</li> <li>• Reading books that are structured in different ways and reading for a range of purposes</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying themes and conventions in a wide range of books</li> <li>• Reading books that are structured in different ways and reading for a range of purposes</li> </ul>
<b>Discussion and performance</b>	<ul style="list-style-type: none"> <li>• Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>• Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> <li>• 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</li> <li>• Asking questions to improve their understanding of a text</li> <li>• Ask relevant questions to extend their understanding and knowledge</li> <li>• Articulate and justify answers, arguments and opinions</li> <li>• Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li> <li>• Participate in discussions, presentations, performances, role play/improvisations and debates</li> <li>• Consider and evaluate different viewpoints, attending to and building on the contributions of others</li> </ul>	<ul style="list-style-type: none"> <li>• Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>• Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> <li>• 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</li> <li>• Asking questions to improve their understanding of a text</li> <li>• Ask relevant questions to extend their understanding and knowledge</li> <li>• Articulate and justify answers, arguments and opinions</li> <li>• Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li> <li>• Participate in discussions, presentations, performances, role play/improvisations and debates</li> <li>• Consider and evaluate different viewpoints, attending to and building on the contributions of others</li> </ul>

Knowledge	Year 5 ~ evidence of	Year 6 ~ secure
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<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>• Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), to understand the meaning of new words that they meet Identifying how language contributes to meaning</li> <li>• Asking questions to improve their understanding</li> <li>• Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> <li>• Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> </ul>	<ul style="list-style-type: none"> <li>• Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), to understand the meaning of new words that they meet Identifying how language contributes to meaning</li> <li>• Asking questions to improve their understanding</li> <li>• Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> <li>• Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> </ul>
<b>Retrieval</b>	<ul style="list-style-type: none"> <li>• Increasing their familiarity with a wide range of books and retelling some of these orally</li> <li>• Asking questions to improve their understanding of a text</li> <li>• Identifying main ideas drawn from more than one paragraph and summarising these</li> <li>• Retrieve and record information from non-fiction</li> </ul>	<ul style="list-style-type: none"> <li>• Increasing their familiarity with a wide range of books and retelling some of these orally</li> <li>• Asking questions to improve their understanding of a text</li> <li>• Identifying main ideas drawn from more than one paragraph and summarising these</li> <li>• Retrieve and record information from non-fiction</li> </ul>
<b>Inference</b>	<ul style="list-style-type: none"> <li>• Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> <li>• Asking questions to improve their understanding</li> <li>• Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>• Predicting what might happen from details stated and implied</li> <li>• Distinguish between statements of fact and opinion Provide reasoned justifications for their views</li> </ul>	<ul style="list-style-type: none"> <li>• Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> <li>• Asking questions to improve their understanding</li> <li>• Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>• Predicting what might happen from details stated and implied</li> <li>• Distinguish between statements of fact and opinion Provide reasoned justifications for their views</li> </ul>
<b>Text Structure</b>	<ul style="list-style-type: none"> <li>• Reading books that are structured in different ways and reading for a range of purposes</li> <li>• Identifying and discussing conventions in and across a wide range of writing</li> <li>• Identifying how structure and presentation contribute to meaning</li> </ul>	<ul style="list-style-type: none"> <li>• Reading books that are structured in different ways and reading for a range of purposes</li> <li>• Identifying and discussing conventions in and across a wide range of writing</li> <li>• Identifying how structure and presentation contribute to meaning</li> </ul>
<b>Compare and Contrast</b>	<ul style="list-style-type: none"> <li>• Making comparisons within and across books</li> <li>• Reading books that are structured in different ways and reading for a range of purposes</li> <li>• Identifying and discussing themes and conventions in and across a wide range of writing (text types)</li> <li>• Non statutory - Pupils should be shown how to compare characters, settings, themes and other aspects of what they read</li> </ul>	<ul style="list-style-type: none"> <li>• Making comparisons within and across books</li> <li>• Reading books that are structured in different ways and reading for a range of purposes</li> <li>• Identifying and discussing themes and conventions in and across a wide range of writing (text types)</li> <li>• Non statutory - Pupils should be shown how to compare characters, settings, themes and other aspects of what they read</li> </ul>
<b>Discussion and performance</b>	<ul style="list-style-type: none"> <li>• Learning a wider range of poetry by heart</li> <li>• Preparing 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</li> <li>• Asking questions to improve their understanding</li> <li>• Recommending books that they have read to their peers, giving reasons for their choices</li> <li>• Participate in discussions about books, building on their own and others' ideas and challenging views courteously</li> <li>• Explain and discuss their understanding of what they have read, including through formal presentations and debates,</li> <li>• Ask relevant questions to extend their understanding and knowledge</li> <li>• Articulate and justify answers, arguments and opinions</li> <li>• Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li> <li>• Participate in discussions, presentations, performances, role play/improvisations and debates</li> <li>• Consider and evaluate different viewpoints, attending to and building on the contributions of others</li> </ul>	<ul style="list-style-type: none"> <li>• Learning a wider range of poetry by heart</li> <li>• Preparing 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</li> <li>• Asking questions to improve their understanding</li> <li>• Recommending books that they have read to their peers, giving reasons for their choices</li> <li>• Participate in discussions about books, building on their own and others' ideas and challenging views courteously</li> <li>• Explain and discuss their understanding of what they have read, including through formal presentations and debates,</li> <li>• Ask relevant questions to extend their understanding and knowledge</li> <li>• Articulate and justify answers, arguments and opinions</li> <li>• Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li> <li>• Participate in discussions, presentations, performances, role play/improvisations and debates</li> <li>• Consider and evaluate different viewpoints, attending to and building on the contributions of others</li> </ul>