



The Newlands Federation of Schools

A partnership of Shere CE Infant & Clandon CE Primary School

play | games | dialogue | stories | nature



Year One Key Knowledge and Skills Expectations for Reading

Aspect	Autumn	Spring	Summer
Applying Phonics	<ul style="list-style-type: none"> Know when to use phonic knowledge and when to decode words. Read common words using phonic knowledge, where possible. Read words of more than one syllable that contain taught GPCs. Read phonetically decodable texts. 	<ul style="list-style-type: none"> Know which parts of words can be decoded using phonics. Blend sounds in unfamiliar words based on known GPCs. Read words with familiar endings – s, es, ing, ed, er, est. Read words which have the prefix -un added. Read phonetically decodable texts, with confidence. Divide words into syllables, for example pocket, rabbit, carrot, thunder, sunset. 	<ul style="list-style-type: none"> Hear and recognise all 40+ phonemes. Match all 40+ graphemes to their phonemes (Phase 3) Identify all 40+ graphemes in reading. Know that all words can have omitted letters and that an apostrophe represents the omitted letters. Find contracted words in reading. Read words with contractions, Read compound words, for example, football, playground, farmyard, bedroom.
Reading for Pleasure	<ul style="list-style-type: none"> Know that there are different kinds of books. Know the difference between a story book and an information book. Find the title, author, and the illustrator of a book. Know some familiar stories. Recognise familiar story language. 	<ul style="list-style-type: none"> Say what they like or dislike about a book. Say if a story reminds them of another story or something they have experienced. Listen to others' ideas about a book. Find familiar story language in stories read aloud to them or ones they have read independently. Retell key stories orally using narrative language. Recognise rhyming language. 	<ul style="list-style-type: none"> Say whether they agree or disagree with other's ideas. Say why they agree or disagree. Recognise repeated or patterned language. Recognise patterned language in the poems and rhymes they know. Know some poems and rhymes by heart.
Reading Accurately with Fluency and with Understanding	<ul style="list-style-type: none"> Use picture clues to support understanding. Identify the characters in a story. Recognise a character's feelings. Say why a character has a feeling. 	<ul style="list-style-type: none"> Use prior knowledge to understand texts. Identify unfamiliar words and ask about meaning. Use the context to make informed guesses about the meaning of unfamiliar words. Make predictions based on the events in the story. Give an opinion about a character. Know that stories can have similar characters. 	<ul style="list-style-type: none"> Discuss the meaning of unfamiliar words with others. Know that stories can have similar patterns of events. Make links to other stories. Make links with characters in other stories. Answer retrieval questions about a book. Use information from the story to support opinion. Understand that a writer can leave gaps for the reader to fill. Answer questions which fill the gaps in a story (inference)

Year Two Key Knowledge and Skills Expectations for Reading

Aspect	Autumn	Spring	Summer
Applying Phonics	<ul style="list-style-type: none"> Understand the importance of decoding words automatically. Understand that some words cannot be decoded with phonic strategies. Use the graphemes taught to blend sounds. Know that phonemes may be represented by different graphemes. Know that familiar words do not need to be sounded out to be blended. Read these familiar words automatically and accurately without sounding out. 	<ul style="list-style-type: none"> Know that the same grapheme may be read in different ways. Recognise alternatives and consider which will make more sense. Recognise syllables in words. Know that breaking words into syllables helps fluent decoding. Know that other strategies can be used to read unfamiliar words. Use other strategies to support fluent decoding. 	<ul style="list-style-type: none"> Read words of two or more syllables accurately. Read aloud books closely matched to improving phonic knowledge sounding out unfamiliar words accurately, automatically and without undue hesitation. Read these books fluently and confidently.
Reading for Pleasure	<ul style="list-style-type: none"> Know that there are different kinds of stories. Listen to or read a range of different kinds of stories. Make choices about the books they read. Know that non-fiction books are organised differently from fiction texts. Know that books or texts have a purpose. 	<ul style="list-style-type: none"> Explain why they prefer certain books or stories. Retell stories with the key events in the correct sequence. Retell a story with the key events and the characters. Know how to find information in a non-fiction book. Identify the purpose of a book or a text. Know that books and stories are set in different places and times. 	<ul style="list-style-type: none"> Decide how useful non-fiction book is to find the information they need. Find the setting or time in books or stories. Discuss the setting or time in books.
Reading for Pleasure Poetry	<ul style="list-style-type: none"> Know the difference between poetry and narrative. Know that are different kinds of poem. Listen to different kinds of poetry. Talk about books or poems read. Know that stories and poems can have patterned or recurring language. 	<ul style="list-style-type: none"> Talk about meaning of different poems. Recognise that a poem can tell a story. Learn a poem by heart. Give an opinion of books or poems read. Find patterned or recurring language literary language in poems in stories. Find favourite words and phrases. 	<ul style="list-style-type: none"> Recite or perform a poem making the meaning clear. Talk about favourite words and phrases. Know that word choice affect meaning. Explain why a writer has a chosen word to affect meaning.
Reading Accurately with Fluency and with Understanding	<ul style="list-style-type: none"> Know that the purpose of reading is to make meaning. Know that there is a range of decoding strategies. Check that text they read makes sense. Re-read when they have lost the meaning. 	<ul style="list-style-type: none"> Self-correct when they have lost the meaning. Use prior knowledge and reading experiences to understand text. Use the context to understand texts. Ask questions to clarify understanding. Find the answers to retrieval questions about stories, poems, or non-fiction texts. Recognise that a writer can have a message for the reader. Make predictions about possible events. 	<ul style="list-style-type: none"> Know what inference – ‘reading between the lines’ – means. Find inferences about characters’ feelings and thoughts. Explain inferences about characters’ feelings and thoughts. Give reasons for characters’ actions or behaviour. Recognise key ideas in a text. Explain a writer’s message. <p>Make predictions about how characters might behave.</p>

Year Three Key Knowledge and Skills Expectations for Reading

Aspect	Autumn	Spring	Summer
Applying Phonics	<ul style="list-style-type: none"> ○ Know that phonics is one strategy to help read unfamiliar words. ○ Know when phonic strategies will help to read a word and when they will not. ○ Know what a root word is. ○ Understand how to use a root word to help read unfamiliar words. ○ Use root words to help understand the meaning of unfamiliar words. ○ Know what prefixes and suffixes are. ○ Understand how prefixes and suffixes can change the meaning of a word. ○ Use prefixes and suffixes to read unfamiliar words. ○ Use prefixes and suffixes to understand the meaning of unfamiliar words. 	<ul style="list-style-type: none"> ○ Apply knowledge of root words, prefixes, and suffixes to read aloud and to understand the meaning of unfamiliar words. ○ Know that some words may have a similar pronunciation, but it may be written differently. ○ Use knowledge of unusual phonemes/grapheme correspondence to help read unfamiliar words. ○ Know that unfamiliar words can be read using knowledge of similar words (analogy). 	<ul style="list-style-type: none"> ○ Use analogy, drawing on the pronunciation of similar known words to read others.
Reading for Pleasure	<ul style="list-style-type: none"> ○ Know that there are different kinds of narrative stories. ○ Understand that a sequence of events in a narrative is called a plot. ○ Identify the plot in a narrative. ○ Use a dictionary to check or find the meaning of new words. ○ Know that there are different kinds of non-fiction books. ○ Know that non-fiction books are structured in different ways. ○ Know how to use a non-fiction book to find identified information. ○ Identify any words that are unfamiliar. 	<ul style="list-style-type: none"> ○ Understand that narratives can have differently structured plots. ○ Talk about the different plot structures in genres read. ○ Know that writers choose words and language to create an effect on the reader. ○ Find effective words and language in reading that writers have used to create effects. ○ Discuss a range of narrative stories and their similarities and differences. ○ Choose books for specific purposes. ○ Discuss the meaning of unfamiliar words identified. 	<ul style="list-style-type: none"> ○ Recognise the literary language typical of narrative genres read. ○ Recognise words and language that show how the setting of a book – historical, cultural, or social. ○ Explain why a writer makes choices about words and language used. ○ Discuss meaning of specific or unusual words used by authors to create effects. ○ Explain why a writer has chosen specific words and language. ○ Record words and language from reading to use in own writing. ○ Make connections between books written by the same author. ○ Re-tell some stories written by the same author by heart.
Reading for Pleasure Poetry	<ul style="list-style-type: none"> ○ Know that there are different kinds of poetry. ○ Recognise and name different types of poetry which have been introduced. ○ Know that words and language in poems create effects. 	<ul style="list-style-type: none"> ○ Discuss the meaning of words and language in poems. ○ Understand that there can be more than one interpretation of a poem. ○ Understand that the meaning of poems can be enhanced through performance. ○ Watch performance of poems 	<ul style="list-style-type: none"> ○ Discuss how the meaning of poems is enhanced by performance. ○ Identify that intonation, tone, volume and action can be used to enhance meaning. ○ Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.

<p>Reading Accurately with Fluency and with Understanding</p>	<ul style="list-style-type: none"> ○ Check understanding in any book or text they read. ○ Ask questions to ensure understanding of a text. ○ Know that there will be unfamiliar words in a text. ○ Know that texts have a main idea. ○ Identify the main ideas of a text. ○ Know that the organisation and layout of a book helps the reader to understand it. ○ Know how to find key words or information in a non-fiction text. 	<ul style="list-style-type: none"> ○ Ask questions to deepen understanding of a text. ○ Use the context of unfamiliar words to explain their meaning. ○ Give a personal response to a text. ○ Use evidence from a text to predict what might happen next. ○ Know that the main idea in a narrative may also have a message for the reader. ○ Know that the message in a book is called a theme. ○ Recognise that books may have similar themes. ○ Understand that the organisation and layout of a book may be different according to the purpose of the book. ○ Record key words or information found in a non-fiction book. 	<ul style="list-style-type: none"> ○ Check the meaning of any unfamiliar words through questioning, discussion or use of dictionaries. ○ Give and explain a personal response. ○ Listen to others' personal responses to a text. ○ Adapt own response in the light of others' responses. ○ Know that characters' actions can tell the reader about their thoughts, feelings, and motives. ○ Infer characters' feelings. Thoughts and motives from their actions. ○ Give reasons for predicting what might happen next. ○ Identify the organisation and layout in books. ○ Explain how the organisation and layout helps the reader understand it.
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Year Four Key Knowledge and Skills Expectations for Reading

Aspect	Autumn	Spring	Summer
Applying Phonics	<ul style="list-style-type: none"> o Know that phonics is one strategy to help read unfamiliar words. o Know when phonic strategies will help to read a word and when they will not. o Understand how to use a root word to help read unfamiliar words. o Use root words to help understand the meaning of unfamiliar words. o Use prefixes and suffixes to read unfamiliar words. o Use prefixes and suffixes to understand the meaning of unfamiliar words. 	<ul style="list-style-type: none"> o Apply knowledge of root words, prefixes, and suffixes to read aloud and to understand the meaning of unfamiliar words. o Know that some words may have a similar pronunciation, but it may be written differently. o Know that some of these are unusual. o Use knowledge of unusual phonemes/grapheme correspondence to help read unfamiliar words. o Know that unfamiliar words can be read using knowledge of similar words (analogy). o Use analogy, drawing on the pronunciation of similar known words to read others. 	
Reading for Pleasure	<ul style="list-style-type: none"> o Know that there is a range of narrative stories. o Discuss the range of narrative stories introduced so far and consider differences and similarities. o Understand that these have different plot patterns. o Know that the plot develops in different ways depending on the plot pattern. o Use a dictionary to check or find the meaning of new words. o Find similarities in books read. o Understand that writers open stories in different ways. 	<ul style="list-style-type: none"> o Understand that a writer can use patterned language for effect. o Find examples of patterned language for effect. o Identify words and language that show the setting of a book, historical, cultural, or social. o Know that writers choose words and language to show atmosphere, mood and/or feelings. o Find words and language in reading that writers have used to show atmosphere, mood and/or feelings. o Find words and language in own reading that writers have used to show atmosphere, mood and/or feelings. o Identify different openings in different books and compare different story openings. 	<ul style="list-style-type: none"> o Explain how a writer has used words and language to show the setting of a book. o Explain how the words and language used show atmosphere, mood, and/or feelings. o Record words and language from reading to use in their writing. o Find similarities in the use of language and openings in books experienced.
Reading for Pleasure Poetry	<ul style="list-style-type: none"> o Know that are different forms of poetry. o Know that words and language in poems create effects. 	<ul style="list-style-type: none"> o Recognise and name different types of poems which have been introduced to them. o Explain the effect created by the poet's choice of words and language. o Know that poems may have patterned language. o Explain the effect of patterned language in poems and why a poet might use it. o Understand that the meaning of poems can be enhanced through performance. o Watch performance of poems 	<ul style="list-style-type: none"> o Discuss how the meaning of poems is enhanced by performance. o Identify that intonation, tone, volume and action can be used to enhance meaning. o Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume, and action.

<p>Reading for Pleasure – Non-Fiction</p>	<ul style="list-style-type: none"> ○ Choose a specific non-fiction book for a specific purpose. ○ Identify any words that are unfamiliar to them. ○ Use dictionaries to check or find the meaning of unfamiliar words. 	<ul style="list-style-type: none"> ○ Know where to find specific information needed in a book. ○ Know how to use a non-fiction book to find identified information. ○ Discuss the meaning of unfamiliar words identified. 	<ul style="list-style-type: none"> ○ Check the meaning of any unfamiliar words through questioning, discussion or use of dictionaries. ○ Give and explain a personal response. ○ Listen to others’ personal responses to a text. ○ Adapt own response in the light of others’ responses. ○ Know that characters’ actions can tell the reader about their thoughts, feelings, and motives. ○ Infer characters’ feelings. Thoughts and motives from their actions. ○ Give reasons for predicting what might happen next. ○ Identify the organisation and layout in books. ○ Explain how the organisation and layout helps the reader understand it.
<p>Reading Accurately with Fluency and with Understanding</p>	<ul style="list-style-type: none"> ○ Frequently empathise with a character. ○ Identify the main idea/s of a text. ○ Know that the main idea of a text can be summarised in a sentence. ○ Know that many books have themes. ○ Discuss the possible theme/s in a book. ○ Identify a theme in a book. ○ Know that the organisation and layout of books may vary according to the purpose of the book. 	<ul style="list-style-type: none"> ○ Understand that a reader needs to interact fully with a book to understand it. ○ Check understanding in any book or text read. ○ Actively seek the meaning of any unfamiliar words through questioning, discussion or use of dictionaries. ○ Understand that a writer wants the reader to respond in a certain way. ○ Explain how the writer made sure of the reader’s response, using evidence from the text. ○ Compare with others’ personal responses to a text. ○ Understand why a character acted, responded, or felt a certain way. ○ Make predictions based on the text and from knowledge of other books. ○ Identify the main ideas from paragraphs in a text. ○ Summarise the main idea of a text in a sentence. ○ Find evidence which shows what the theme of a books is. ○ Explain why the evidence points to that theme. ○ Use the organisation and layout of a book to find specific information. 	<ul style="list-style-type: none"> ○ Ask questions to deepen understanding of a text – between and beyond the lines. ○ Find where the writer has written to make the reader respond in a certain way. ○ Adapt own response in the light of others’ responses. ○ Understand why a writer wanted the character to respond in a certain way. ○ Infer meaning using evidence from events, description and dialogue. ○ Make connections with books with similar themes. ○ Scan to find specific information on a page or in a paragraph. ○ Scan a page or a paragraph to find key words or information.

Year Five Key Knowledge and Skills Expectations for Reading

Aspect	Autumn	Spring	Summer
Applying Phonics	<ul style="list-style-type: none"> ○ Apply knowledge of root words, prefixes, and suffixes to read aloud and to understand the meaning of unfamiliar words. ○ Read further exception words, noting the unusual correspondence between spelling and sound and where these occur in a word. ○ Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words. 		
Reading for Pleasure – Maintaining a positive attitude about reading	<ul style="list-style-type: none"> ○ Know that there is a range of narrative genres which includes classic and traditional stories, myths and legends, poems and play scripts. ○ Know that these are structured in different ways. ○ Know that non-fiction texts are structures to guide the reader to information. ○ Explain how the structure guides the reader to find specific information, ○ Find words and language that are used for effect. ○ Explain how the words and language create a precise effect. 	<ul style="list-style-type: none"> ○ Discuss and explore how and why different books have different structures. ○ Explain why they enjoyed a book or a poem and who might also enjoy it. ○ Evaluate the usefulness of a non-fiction book to research questions raised. ○ Understand that a writer moves events forward through a balance of dialogue, action, and description. ○ Record effective words and language from reading to use in own writing. 	<ul style="list-style-type: none"> ○ Explain how dialogue is used to develop a character. ○ Explore how actions are added to dialogue to move events forward. ○ Understand that writers use language for precise effect. ○ Understand that this may include precise nouns, precisely chosen adjectives, well developed noun-phrases, similes, metaphors, personification etc. ○ Understand that a writer uses different sentence structures and techniques to create effects. ○ Explore the structures and techniques used. For example, short sentences, rhetorical questions, ellipses, flashbacks. ○ Record examples of effective techniques and structures from reading to use in their own writing.
Reading for Pleasure Comprehension	<ul style="list-style-type: none"> ○ Understand that there will be unfamiliar words in the texts they read. ○ Use dictionaries to check or find the meaning of unfamiliar words. ○ Ask questions to improve understanding. ○ Re-read to check that the text is meaningful. ○ Draw inferences such as inferring characters' feelings, thoughts, and motives from their actions at different points in the text. 	<ul style="list-style-type: none"> ○ Use meaning seeking strategies to explore the meaning of words in context. ○ Understand that inference can be drawn from different parts of a text. ○ Justify inference with evidence from a text. ○ Make predictions from evidence found and implied. ○ Summarise the main ideas drawn from a text. 	<ul style="list-style-type: none"> ○ Use meaning seeking strategies to explore the meaning of idiomatic and figurative language. ○ Understand that inference can be made by reading between and beyond the lines. ○ Know that the context in which it was written can affect a text. For example, a classic text reflects who an audience of that time would react. ○ Explain how the context of a text reflects the reaction of the audience it was written for

<p>Reading for Pleasure – Justification of views</p>	<ul style="list-style-type: none"> ○ Give a personal point of view about a text. ○ Explain the reasons for their own viewpoint using evidence from the text. ○ Listen to others' ideas and opinions about a text. ○ Make connections between similar texts, prior knowledge, and experience. ○ Explain why these are connected using evidence. ○ Compare books with similar themes. 	<ul style="list-style-type: none"> ○ Build on others' ideas and opinions about a text in a discussion. ○ Question others' ideas about a text. ○ Compare different versions of texts, ○ Explain the similarities and differences between different versions of texts. ○ Explain how books written in different contexts can have similar themes. 	<ul style="list-style-type: none"> ○ Evaluate the effectiveness of different versions of texts.
<p>Explaining and Discussing own Understanding.</p>	<ul style="list-style-type: none"> ○ Identify key information from text. ○ Summarise key information in a sentence. ○ Find key information from different parts of a text. ○ Understand the difference between fact and opinion. ○ Find examples of fact and opinion in texts and explain why one is fact and the other opinion. 	<ul style="list-style-type: none"> ○ Use skimming and scanning to find the information needed. ○ Make notes in the information needed. ○ Organise notes and present information. ○ Summarise key information from different parts of a text. ○ Present an oral overview or summary of a text. ○ Understand that a narrative can be told from different points of view – narrator, character. ○ Identify the point of view of a narrative. ○ Understand that the writer may have a viewpoint. 	<ul style="list-style-type: none"> ○ Explore how events are viewed from another perspective. ○ Explain the writer's viewpoint with evidence from the text. ○ Identify the writer's viewpoint, for example how different characters are presented.

Year Six Key Knowledge and Skills Expectations for Reading

Aspect	Autumn	Spring	Summer
Applying Phonics	<ul style="list-style-type: none"> ○ Apply knowledge of root words, prefixes, and suffixes to read aloud and to understand the meaning of unfamiliar words. ○ Read further exception words, noting the unusual correspondence between spelling and sound and where these occur in a word. ○ Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words. 		
Reading for Pleasure – Maintaining a positive attitude about reading	<ul style="list-style-type: none"> ○ Now familiar with a range of narrative genres which includes classic and traditional stories, myths and legends, poems and playscripts. ○ Know that texts can have elements of more than one text type. ○ Identify the elements included in a text type. ○ Explain why they enjoyed a book or a poem and who might also enjoy it. ○ Evaluate the usefulness of a non-fiction book to research questions raised. 	<ul style="list-style-type: none"> ○ Know that non-fiction texts may contain a creative fictional element. ○ Explain how the choices a writer has made about the structure of a text support its purpose. ○ Make predictions using knowledge of the conventions of different genres and text types. ○ Understand that non-fiction texts may present the same information from different viewpoints. ○ Identify the characteristics of a writer's style. ○ Know that the words and language choices support the writer's purpose. ○ Record examples of words and language from reading to use in their writing. 	<ul style="list-style-type: none"> ○ Know that style and vocabulary are linked to the purpose of a text. ○ Explain how the style and vocabulary are linked to the purpose of a text using evidence. ○ Evaluate the usefulness of different non-fiction texts by comparing how different writer's present the same information. ○ Explain the characteristics of a writer's style, using evidence. ○ Explain how the words and language choices support the writer's purpose, using evidence. ○ Record examples of techniques and structures from reading to use in their writing. ○ Comment on the effectiveness of the writer's use of language structure and techniques.
Reading for Pleasure Comprehension	<ul style="list-style-type: none"> ○ Understand that there will be unfamiliar words in the texts they read. ○ Use dictionaries to check or find the meaning of unfamiliar words. ○ Use meaning seeking strategies to explore the meaning of words in context. ○ Use meaning seeking strategies to explore the meaning of idiomatic and figurative language. 	<ul style="list-style-type: none"> ○ Ask questions to improve and deepen understanding. ○ Re-read to check that a text is meaningful. ○ Know that a text may need to be read slowly or re-read to deepen understanding. ○ Know that texts have different layers of meaning – between the lines and beyond the lines. ○ Summarise the main ideas drawn from a text. 	<ul style="list-style-type: none"> ○ Find the different layers of meaning in a text. ○ Explain how they contribute to the reader's understanding of the overall meaning, characters, themes. ○ Know that the context in which it was written can affect a text. For example, a classic text reflects who an audience of that time would react. ○ Explain how the context of a text reflects the reaction of the audience it was written for
Reading for Pleasure – Justification of views	<ul style="list-style-type: none"> ○ Give a personal point of view about a text. ○ Explain the reasons for their own viewpoint using evidence from a text. ○ Listen to others' ideas and opinions about a text. 	<ul style="list-style-type: none"> ○ Build on others' ideas and opinions about a text in a discussion. ○ Question others' ideas about a text. ○ Compare different versions of texts, 	<ul style="list-style-type: none"> ○ Identify themes in books which have different cultural, social, or historical contexts. ○ Compare and contrast themes in a range of books.

		<ul style="list-style-type: none"> ○ Make connections between texts which may not initially seem similar. ○ Explore why there are connections, using evidence. ○ Explain the similarities and differences between different versions of a text. 	<ul style="list-style-type: none"> ○ Explain how there are common themes in different books, using evidence from reading.
Explaining and Discussing own Understanding.	<ul style="list-style-type: none"> ○ Identify key information from a text. ○ Summarise key information in sentences. ○ Find key information from different parts of a text. ○ Present an oral overview or summary of a text. ○ Understand the difference between fact and opinion. ○ Find examples of fact and opinion in texts and explain why one is fact and the other opinion. ○ Use point, evidence and explanation (PEE) or answer it, prove it, explain it (APE) to respond to questions about texts. 	<ul style="list-style-type: none"> ○ Present an oral overview or summary of a text. ○ Understand that a narrative can be told from different points of view – narrator, character. ○ Identify the point of view of a narrative. ○ Understand that the writer may have a viewpoint. ○ Explore how events are viewed from another perspective. ○ Identify the techniques used to create feelings, atmosphere, mood, or messages. ○ Comment on how the writer's intent affects the reader. 	<ul style="list-style-type: none"> ○ Know that points of view can also be implied. ○ Identify implied points of view. ○ Explain implied points of view, using evidence. ○ Understand that the writer may have a viewpoint. ○ Identify the writer's viewpoint with evidence from the text. ○ Explain the effect of the writer's viewpoint on the reader. ○ Explain how the techniques used have create feelings, atmosphere, mood or messages.