

Reading Skills

	Range	White hat – Facts (retrieval)	Red/Blue hat – Feelings & Explaining (inference)	Purple hat - Organisation	Yellow hat – Effects (word choice and authorial voice)	Green hat – Creativity (prediction, summarising)	Black hat – Caution (word meanings and context)
Rec	<p>Read individual letters by saying the sounds for them.</p> <p>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p> <p>Read common exception words from Phase 2, 3 and 4 of Letters & Sounds.</p> <p>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>	<p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p>				<p>Anticipate (where appropriate) key events in stories</p>	<p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p>
Yr1	<p>Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</p> <p>Learn to appreciate rhymes and poems, and recite some by heart</p>	<p>Discuss a range of text beyond their independent reading level</p> <p>Read aloud books matched to the Year 1 phonic knowledge</p> <p>Answer questions orally about texts (appropriate to phonics reading level)</p> <p>Verbally demonstrate their understanding</p>	<p>Draw on what they already know to understand what they have read</p> <p>Make simple inferences based on what is being said and done</p>	<p>Discuss the significance of the title and events</p> <p>Understand non-fiction texts provide information</p>	<p>Recognise and join in with predictable phrases</p>	<p>Make simple predictions based on their own experiences and on the basis of what has happened so far</p>	<p>Read words associated with the relevant phonic knowledge</p> <p>Read most Year 1 common exception words</p> <p>Check that the text makes sense to them as they read and correct inaccurate reading</p> <p>Discuss word meanings, linking new meanings to those already known</p>
Yr2	<p>Become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales</p> <p>Build up a repertoire of poems learnt by heart, appreciating these and reciting some</p>	<p>Read aloud books matched to the Year 2 phonic knowledge</p> <p>List key information orally or through text marking in response to teachers' questions</p> <p>Answer and ask questions</p>	<p>Draw on what they already know or background information provided to understand what they have read</p> <p>Make inferences on the basis of what is said and done</p>	<p>Identify the sequence of events in non-fiction and how these are related</p> <p>Identify the sequence of events in fiction and how these are related</p> <p>Explore non-fiction books that are structured in different ways</p>	<p>Discuss favourite words and phrases</p> <p>Recognise simple recurring literary language in stories and poetry</p>	<p>Predict what may happen on the basis of what has been read so far</p>	<p>Read aloud books matched to the Year 2 phonic knowledge</p> <p>Read accurately most words of two or more syllables</p> <p>Read most words containing common suffixes</p> <p>Read most common exception words</p> <p>Sound out unfamiliar words accurately, without undue hesitation</p>

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							<p>Check that the text makes sense to them as they read and correct inaccurate reading</p> <p>Clarify and discuss the meanings of new words, by linking to vocabulary they already know</p>
Yr3	<p>Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</p> <p>Prepare poems and play scripts to read aloud and to perform, showing understanding through volume and action</p>	<p>Discuss their understanding of both texts they have read independently and those read to them</p> <p>Use skimming to locate main ideas in the text</p> <p>Use scanning to locate pieces of information</p>	<p>Draw inferences about characters' thoughts and actions and justify inferences with a single piece of evidence from the text to support one specific point</p> <p>Express their views and listen to the views of others</p>	<p>Identify the structural conventions of non-fiction in relation to the text type</p> <p>Identify how the structure and presentation of text contributes to the meaning</p> <p>Read books that are structured in different ways</p>	<p>Identify words and phrases that capture the reader's interest and contribute to the meaning of the text</p> <p>Identify the language conventions of non-fiction in relation to the text type</p>	<p>Predict what may happen based on both what has been stated and implied</p> <p>Summarise the main idea/s within a paragraph or section</p> <p>Identify the main theme</p>	<p>Read accurately most words of two or more syllables</p> <p>Read most words containing common suffixes</p> <p>Ask relevant questions to improve their understanding of a text</p> <p>Identify and discuss the meaning of words in context</p> <p>Use age-appropriate dictionaries to check the meaning of words that they have read</p>
Yr4	<p>Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</p> <p>Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p>	<p>Discuss their understanding of both texts they have read independently and those read to them</p> <p>Make notes from one source to answer key questions</p> <p>Use skimming and scanning to locate specific information in the text</p> <p>Retrieve and record information from non-fiction</p>	<p>Draw inferences about characters' feelings, thoughts and motives from their actions and justify these with evidence</p> <p>Explain their views, listen to others' views and respond</p>	<p>Identify the structural conventions of non-fiction in relation to the text type</p> <p>Identify how the structure and presentation of text contributes to the meaning</p> <p>Read books that are structured in different ways and read for a range of purposes</p> <p>Recognise some different forms of poetry</p>	<p>Identify words and phrases that capture the reader's interest and imagination and how they contribute to the meaning of the text</p> <p>Identify the language conventions of non-fiction in relation to the text type</p> <p>Identify how language, structure and presentation contribute to meaning</p>	<p>Predict what might happen based on what has been stated and implied</p> <p>Summarise ideas from across several paragraphs or sections</p> <p>Sequence events from across the text</p> <p>Identify themes and conventions</p>	<p>Explore the meanings of new words in context</p> <p>Apply their growing knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of new words</p> <p>Read further exception words</p> <p>Use age-appropriate dictionaries to check the meaning of words that they have read</p>
Yr5	<p>Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>Increase familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</p> <p>Learn a wider range of poetry by heart</p> <p>Prepare poems and plays to read and aloud and to perform, showing understanding through intonation, tone and volume</p>	<p>Discuss their understanding of both texts they have read independently and those read to them</p> <p>Retrieve, record and present information from non-fiction</p> <p>Use skimming and scanning to locate information effectively across a range of sources</p> <p>Explain their thinking through making reference to key details</p> <p>Ask questions to improve their understanding</p>	<p>Draw inferences (such as inferring characters' feelings, thoughts and motives) and justify these with a variety of references from across the text</p> <p>Explain and develop their own views and build effectively on those of others</p>	<p>Identify the structural conventions of non-fiction in relation to the text type</p> <p>Identify how the structure and presentation of text contributes to the meaning</p> <p>Read books that are structured in different ways and read for a range of purposes</p>	<p>Evaluate how authors use language to impact the reader</p> <p>Distinguish between fact and opinion</p> <p>Identify how language, structure and presentation contribute to meaning</p>	<p>Predict what might happen based on their understanding of the content of the text – details that are both stated and implied</p> <p>Summarise ideas, events and information from the text as a whole, identifying key details and using some quotations for illustration</p> <p>Identify themes and conventions in and across a wide range of writing</p> <p>Make comparisons across books</p>	<p>Explore the meanings of new words in a given context within fiction and non-fiction</p> <p>Apply their growing knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of new words</p>
Yr6	<p>Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>Increase familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</p> <p>Learn a wider range of poetry by heart</p>	<p>Discuss their understanding of both texts they have read independently and those read to them</p> <p>Retrieve, record and present information from a range of non-fiction sources</p> <p>Use skimming and scanning to locate information selectively and precisely across a range of sources</p> <p>Explain their thinking through making reference to key details and comparisons</p>	<p>Draw inferences across texts about characters' viewpoints and authors' viewpoints</p> <p>Use evidence from across the text to justify and explain inferences in greater detail</p> <p>Provide reasoned justifications for their views</p>	<p>Identify the structural conventions of non-fiction in relation to the text type</p> <p>Identify how the structure and presentation of text contributes to the meaning</p> <p>Read books that are structured in different ways and read for a range of purposes</p>	<p>Evaluate how and why authors use language, shades of meaning and a range of figurative devices to impact the reader</p> <p>Distinguish between fact, opinion and bias</p> <p>Identify how language, structure and presentation contribute to meaning</p>	<p>Predict what may happen based on their understanding of content and theme</p> <p>Summarise ideas, events and information throughout a text and across texts</p> <p>Identify and discuss themes and conventions in and across a wide range of writing</p> <p>Make comparisons within and across books</p>	<p>Explore the meanings of words in different contexts within fiction and non-fiction</p> <p>Apply their growing knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of new words</p>

Reading Skills

	Prepare poems and plays to read and aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience	Ask questions to improve their understanding					
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