Key Skills
Decoding
Inferring and Deducing
Comparing
Evaluating

## Heamoor School Non-Negotiables

Reading skills should be taught when linked to projects where possible to ensure real world application



English - Reading

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Reading Word	Apply phonic knowledge to decode words  Respond speedily to all 40+ phonemes and graphemes, including, alternative sounds for graphemes  Read accurately by blending sounds in unfamiliar words  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  Read other words of more than one syllable that contain taught GPCs	Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent  Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes  Read accurately words of two or more syllables that contain the same graphemes as above  Read words containing common suffixes  Read further common exception words, noting unusual correspondences between spelling and	Apply their growing knowledge of root words, prefixes and suffixes  Read common tricky words noting the unusual correspondences between spelling and sound	Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet  Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word	No direct teaching of reading word skills for almost all pupils  Work out any unfamiliar words  Pay attention to new vocabulary, meaning and pronunciation	No direct teaching of reading word skills for almost all pupils  Read a wide range of fiction and non-fiction with different form and authors, particularly whole books, short stories, poems and plays.  Re-read books to increase familiarity and provide a basis for making comparisons.

	Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)  Read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words  Reread these books to build up their fluency and confidence in word reading	sound and where these occur in the word  Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered  Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation  Re-read these books to build up their fluency and confidence in word reading.				
Comprehension	Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently  Link what they read or hear to their own experiences  Become familiar with key stories, fairy stories and traditional	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  Discuss the sequence of events in books and how items of information are related	Listen to and discuss a wide range of fiction, poetry, plays, nonfiction and reference books or textbooks  Read books that are structured in different ways and reading for a range of purposes  Use dictionaries to check the meaning of words that they have	Listen to and discuss a wide range of fiction, poetry, plays, nonfiction and reference books or textbooks  Read books that are structured in different ways and reading for a range of purposes  Use dictionaries to check the meaning of words that they have	Continue to read and discuss an increasingly wide range of fiction, poetry, plays, nonfiction and reference books or textbooks  Read books that are structured in different ways and read for a range of purposes  Increase familiarity with a wide range of	Continue to read and discuss an increasingly wide range of fiction, poetry, plays, nonfiction and reference books or textbooks  Read books that are structured in different ways and read for a range of purposes  Increase familiarity with a wide range of

tales, retelling them	becoming increasingly	read	read	books, including myths,	books, including myths,
and considering their	familiar with and			legends and traditional	legends and traditional
particular	retelling a wider range	Increase their	Increase their	stories, modern fiction,	stories, modern fiction,
characteristics	of stories, fairy stories	familiarity with a wide	familiarity with a wide	fiction from our	fiction from our
	and traditional tales	range of books,	range of books,	literary heritage, and	literary heritage, and
Recognise and join in		including fairy stories,	including fairy stories,	books from other	books from other
with predictable	Be introduced to non-	myths and legends, and	myths and legends, and	cultures and traditions	cultures and traditions
phrases	fiction books that are	retell some of these	retell some of these		
	structured in different	orally	orally	Recommend books that	Recommend books that
Learn to appreciate	ways			they have read to their	they have read to their
rhymes and poems, and		Identify and discuss	Identify and discuss	peers, giving reasons	peers, giving reasons
to recite some by heart	Recognise simple	themes and conventions	themes and conventions	for their choices	for their choices
	recurring literary	in a wide range of books	in a wide range of books		
Discuss word meanings,	language in stories and			Identify and discuss	Identify and discuss
link new meanings to	poetry	Prepare poems and play	Prepare poems and play	themes and conventions	themes and conventions
those already known		scripts to read aloud	scripts to read aloud	in and across a wide	in and across a wide
	Discuss and clarify the	and to perform, showing	and to perform, showing	range of writing	range of writing
Draw on what they	meanings of words,	understanding through	understanding through		
already know or on	linking new meanings to	intonation, tone, volume	intonation, tone, volume	Make comparisons	Make comparisons
background information	known vocabulary	and action	and action	within and across books	within and across books
and vocabulary provided					
by the teacher	Discuss their favourite	Discuss words and	Discuss words and	Learn a wider range of	Learn a wider range of
	words and phrases	phrases that capture	phrases that capture	poetry by heart	poetry by heart
Check that the text		the reader's interest	the reader's interest		
makes sense to them as	Continue to build up a	and imagination	and imagination	Prepare poems and	Prepare poems and
they read, and correct	repertoire of poems			plays to read aloud and	plays to read aloud and
inaccurate reading	learnt by heart,	Recognise some	Recognise some	to perform, showing	to perform, showing
	appreciate these and	different forms of	different forms of	understanding through	understanding through
Discuss the significance	recite some, with	poetry [for example,	poetry [for example,	intonation, tone and	intonation, tone and
of the title and events	appropriate intonation	free verse, narrative	free verse, narrative	volume so that the	volume so that the
	to make the meaning	poetry]	poetry]	meaning is clear to an	meaning is clear to an
Make inferences on the	clear			audience	audience
basis of what is being		Check that the text	Check that the text		
said and done	Draw on what they	makes sense to them,	makes sense to them,	Check that the book	Check that the book
	already know or on	discuss their	discuss their	makes sense to them,	makes sense to them,
Predict what might	background information	understanding and	understanding and	discussing their	discussing their
happen on the basis of	and vocabulary provided	exploring the meaning	exploring the meaning	understanding and	understanding and
what has been read so	by the teacher	of words in context	of words in context	exploring the meaning	exploring the meaning
far	checking that the text			of words in context	of words in context
	makes sense to them as	Ask questions to	Ask questions to		

Participate in discussion	they read and	improve their	improve their	Ask questions to	Ask questions to
about what is read to	correcting inaccurate	understanding of a text	understanding of a text	improve their	improve their
them, taking turns and	reading			understanding	understanding
listening to what others		Draw inferences such	Draw inferences such		
say	Make inferences on the	as inferring characters'	as inferring characters'	Draw inferences such	Draw inferences such
	basis of what is being	feelings, thoughts and	feelings, thoughts and	as inferring characters'	as inferring characters'
Explain clearly their	said and done	motives from their	motives from their	feelings, thoughts and	feelings, thoughts and
understanding of what		actions, and justify	actions, and justify	motives from their	motives from their
is read to them	Answer and asking	inferences with	inferences with	actions, and justify	actions, and justify
	questions	evidence	evidence	inferences with	inferences with
				evidence	evidence
	Predict what might	Predict what might	Predict what might		
	happen on the basis of	happen from details	happen from details	Predict what might	Predict what might
	what has been read so	stated and implied	stated and implied	happen from details	happen from details
	far			stated and implied	stated and implied
		Identify main ideas	Identify main ideas		
	Participate in discussion	drawn from more than	drawn from more than	Summarise the main	Summarise the main
	about books, poems and	one paragraph and	one paragraph and	ideas drawn from more	ideas drawn from more
	other works that are	summarise these	summarise these	than 1 paragraph,	than 1 paragraph,
	read to them and those	-1	-1	identify key details	identify key details
	that they can read for	Identify how language,	Identify how language,	that support the main	that support the main
	themselves, taking	structure and	structure and	ideas	ideas
	turns and listening to	presentation contribute	presentation contribute	The Art I have been	T.L. A.C. L. L.
	what others say	to meaning	to meaning	Identify how language,	Identify how language, structure and
	Condain and diagona	Retrieve and record	Retrieve and record	structure and	311 331 31 3110
	Explain and discuss	information from non-	information from non-	presentation contribute	presentation contribute
	their understanding of	fiction		to meaning	to meaning
	books, poems and other material, both those	TICTION	fiction	Discuss and evaluate	Discuss and evaluate
	that they listen to and	Participate in discussion	Participate in discussion	how authors use	how authors use
	those that they read	about both books that	about both books that	language, including	language, including
	for themselves.	are read to them and	are read to them and	figurative language,	figurative language,
	To memserves.	those they can read for	those they can read for	considering the impact	considering the impact
		themselves, taking	themselves, taking	on the reader	on the reader
		turns and listening to	turns and listening to	on the reader	on the reador
		what others say	what others say	Distinguish between	Distinguish between
				statements of fact and	statements of fact and
				opinion	opinion
				Retrieve, record and	Retrieve, record and

		present information from non-fiction	present information from non-fiction
		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	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
		Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary	Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
		Provide reasoned justifications for their views	Provide reasoned justifications for their views