

# Crockerne Church of England Primary

## Non-Negotiables

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



**Key Skills**  
 Decoding  
 Inferring and deducing  
 Comparing  
 Evaluating

### English - Reading

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Word Reading</b>	<p>Begin to understand that books have written words in them.</p> <p>Be able to find words in books.</p>	<p>Read and understand simple sentences.</p> <p>Use phonic knowledge to decode regular words.</p> <p>Read regular words aloud.</p> <p>Read some irregular words.</p> <p>Continues a rhyming string.</p>	<p>Apply phonic knowledge to decode words.</p> <p>Know 40+ phonemes and graphemes, know alternative sounds.</p> <p>Blend sounds accurately in unfamiliar words.</p> <p>Read words with a range of prefixes and suffixes, e.g. ing.</p> <p>Read common tricky words.</p> <p>Read words with more than one syllable.</p>	<p>Continue to apply phonic knowledge to decode words until embedded and reading is fluent.</p> <p>Read accurately by blending sounds in words, especially alternative sounds.</p> <p>Read words with common suffixes.</p> <p>Read common tricky words. (exception words)</p> <p>Read words with two or more syllables.</p> <p>Read frequently encountered words quickly and accurately.</p>	<p>Decode most words outside of spoken vocabulary.</p> <p>Apply knowledge of root words, prefixes and suffixes.</p> <p>Read longer words with support from others.</p> <p>Read common tricky words, noting the unusual correspondence between spelling and sound.</p> <p>Test out different pronunciations in longer words.</p>	<p>Apply knowledge of root words, prefixes and suffixes to understand the meaning of new words.</p> <p>Understand where words come from.</p> <p>Read common tricky words, noting the unusual correspondence between spelling and sound. (exemption words)</p>	<p>Apply my knowledge of root words, prefixes and suffixes (See NC).</p> <p>Read further exception words.</p> <p>Read familiar and unfamiliar words that give meaning to a sentence.</p> <p>Pay attention to new vocabulary, meaning and pronunciation.</p>	<p>Apply a growing knowledge of root words, prefixes and suffixes (see NC).</p> <p>Focus on all letters in a word so that I read them accurately e.g. imitation and invitation.</p> <p>Apply knowledge when needed from previous year groups.</p>

			<p>Read words with contractions, e.g. I'll</p> <p>Read aloud</p>	<p>Read words, taking into account the punctuation.</p> <p>Re-read books with fluency and confidence.</p>	<p>Read words that don't follow a regular spelling pattern.</p>	<p>Use knowledge of vocabulary to decode new</p>		
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			accurately applying known phonic knowledge.  Re-read books with fluency, expression and confidence.	Check a text makes sense by re-reading.		words.  Work out unfamiliar words with increasing fluency and speed.		
Comprehension	Begin to talk about the pictures in a book.  Begin to say what they can see happening / what might happen next / in the story.	Demonstrate understanding when discussing what they have read.  Know information can come from books and computers.	Listen to and discuss a wide range of texts beyond what can be read independently.  Link what has been read to own experiences.  Retell familiar key stories and discuss similarities and differences.  Read for pleasure and make choices about books.  Check text makes sense.  Discuss the effect of titles and main events.  Make predictions about the main	Listen to, discuss and express views on a wide range of texts beyond what can be read independently.  Read for pleasure and make choices about books based on knowledge.  Discuss the sequence of events in books and how information is related and discuss main features.  Generate questions before and during reading.  Become increasingly familiar with retelling a wider range of texts.  Relate stories to own experiences and discuss	Identify the difference between fiction and nonfiction texts.  Discuss a variety of texts including fiction and poetry.  Identify themes in a small range of books.  Use dictionaries to check meaning of words.  Discuss words and phrases that capture a readers interest and imagination.  Recognise different forms of poetry.  Skim and scan a text to find information.  Discuss	Listen and discuss a wide range of poetry, fiction, nonfiction, plays and reference books.  Use dictionaries to check the meaning of words and explain these using a context.  Identify themes in a wide range of texts.  Identify and summarise key ideas drawn from more than one paragraph.  Talk about the authors purpose.  Apply	Demonstrate appropriate intonation, tone and volume when reading texts, plays and poetry aloud.  Read books for a range of purposes and from other cultures and traditions.  Recognise themes, characters and settings and compare these.  Use technical words such as metaphors, similes, analogies, imagery, style and effect.  Understand that different conventions are used for genres of writing.  Make simple comparisons about themes across	Use implicit and explicit details to make a prediction.  Use technical words such as metaphors, similes, analogies, imagery, style and effect.  Explain and discuss understanding by asking key questions.  Know the purpose, audience and context for writing and use this knowledge to support comprehension.  Know the context, audience and purpose for reading.  Make inferences referring to all

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			<p>events of a text.</p> <p>Talk about what they have heard and explain their understanding of this.</p> <p>Make inferences on the basis of what is being said and done.</p> <p>Take information from a text and explain my understanding.</p> <p>Discuss characters actions and perform drama to show understanding.</p> <p>Recognise repeated language in a piece of text.</p> <p>Learn and recite simple poems and rhymes.</p>	<p>similar books.</p> <p>Look at the structure of a variety of non-fiction books.</p> <p>Identify basic themes and key meaning in a text.</p> <p>Link or relate reading to own experiences.</p> <p>Consider the meaning of words, linking new meaning to known vocabulary, e.g. when adding the prefix unhappy.</p> <p>Discuss interesting/favourite words and phrases.</p> <p>Understand the effects of different words and phrases.</p>	<p>understanding and explain meaning of words in context.</p> <p>Understand what I have read at speed.</p> <p>Draw inferences from characters feelings, thoughts and motives for their actions.</p> <p>Predict what may happen from details stated and implied.</p> <p>Identify main ideas drawn from text and summarise these.</p> <p>Identify how language, structure and presentation contribute to meaning.</p> <p>Consider the difference between facts and opinion.</p>	<p>understanding of words to check a text makes sense.</p> <p>Express own views and challenge the opinions of others.</p> <p>Draw inferences from characters feelings, thoughts and motives for their actions. Justify this with evidence.</p> <p>Explain how language structure</p> <p>Predict what may happen from details stated and implied.</p> <p>Identify how language, structure and presentation</p>	<p>texts - characters, events, etc.</p> <p>Plan what information I need before a text.</p> <p>Skim and scan a text to find information efficiently.</p> <p>Ask probing questions to improve understanding of a text.</p> <p>Make accurate predictions about what may happen from details stated and implied.</p> <p>Summarise the main ideas from more than one paragraph and use key details.</p> <p>Discuss and evaluate how the authors choice of language impacts on the reader.</p>	<p>aspects of the text.</p> <p>Know how figurative language, vocab choice, grammar, text structure and organisational features present meaning in a text. Evaluate this.</p> <p>Make critical comparisons across texts.</p> <p>Study a wider range of authors in depth.</p> <p>Discuss own understanding of a text maintaining a focus on the topic and provide justification for this.</p> <p>Build on others view of a text and challenge ideas.</p>

				<p>Check text makes sense and correct inaccurate reading.</p> <p>Discuss characters actions and the meaning.</p> <p>Make predictions about the main events of a</p>	<p>Know how to locate key information in non-fiction texts.</p> <p>Summarise main ideas from a text.</p>	<p>contribute to meaning.</p> <p>Retrieve and</p>	<p>Check a book makes sense by discussing understanding.</p> <p>Retrieve, record and present information from non-fiction.</p>	<p>Summarise the main ideas across a range of texts considering details that support the main ideas.</p>
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				<p>text.</p> <p>Make inferences about thoughts and feelings of a character.</p> <p>Recognise features of fiction genres use these to retell them.</p> <p>Learn and recite poetry by heart using intonation.</p>	<p>Discuss a range of texts that are read to and by me.</p> <p>Recommend books to others based on my own reading preferences.</p> <p>Listen attentively to books I might not choose myself.</p>	<p>record information from non-fiction.</p> <p>Make comparisons with texts.</p> <p>Discuss the authors word choices that engage an audience.</p> <p>Ask relevant questions to develop a better understanding of the text.</p>	<p>Begin to make notes and use them to contribute to discussions and challenge the views of others.</p> <p>Study a range of authors in depth.</p>	

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