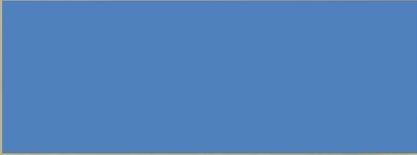


Key Learning in Reading



Lancashire Literacy Team



Key Learning in Reading

What is *Key Learning in Reading*?

The *Key Learning in Reading* statements relate to the age appropriate reading skills, knowledge and understanding for each year group. These key pieces of learning will support pupils in becoming effective and reflective independent readers.

Where have they come from?

The *Key Learning* statements have been identified primarily from the National Curriculum 2014 programmes of study. Other key documents cross referenced in their preparation include the Early Years Foundation Stage documents and Lancashire *Assessment and Progression in Reading*.

How are they different from the National Curriculum programmes of study?

The aim was to specify the key learning in reading for each year group, rather than age-phases in Key Stage 2. Further details have also been added to clarify and exemplify the statements in the programmes of study.

How might *Key Learning in Reading* be useful?

The *Key Learning* statements should help to focus whole class teaching and could be considered as unit objectives. Taught in the context of lively, engaging and creative units of work, they help to ensure that pupils make progress as readers. Teaching should ensure that skills are modelled and scaffolded and that pupils are given opportunities to apply them in a range of different contexts. Regular teaching of skills would normally take place through a combination of lively, engaging shared reading, focused, needs-based guided reading and the daily read-aloud programme. The texts used should be high quality, interesting, engaging and fascinating. Texts from a wide range of genres and authors should be read. Reading skills should be regularly applied across the curriculum.

Why are the *Key Learning in Reading* statements not levelled?

The key skills are age appropriate and are therefore particularly suited to supporting whole class teaching. Levelled statements, useful for supporting next steps teaching for groups (including guided reading) can be found in Lancashire *Assessment and Progression in Reading* and *Children's Targets for Reading*.

Year Group	Word Reading	Comprehension
Y1	<p>As above and: Letters and Sounds Phases 4 to 5</p> <ul style="list-style-type: none"> ▪ Respond speedily with the correct sound to grapheme for the 44 phonemes ▪ Recognise and use the different ways of pronouncing the same grapheme; e.g. <i>ow in snow and cow</i> ▪ Read accurately by blending sounds in unfamiliar words ▪ Read words containing <i>-s, -es, -ing, -ed, -er, -est</i> endings ▪ Split two and three syllable words into the separate syllables to support blending for reading ▪ Read words with contractions e.g. <i>I'm, I'll, we'll</i> and understand that the apostrophe represents the omitted letter ▪ Automatically recognise approximately 150 high frequency words (see bottom) ▪ Apply phonic knowledge for reading ▪ Read aloud accurately books that are consistent with their developing phonic knowledge ▪ Develop fluency, accuracy and confidence by re-reading books ▪ Read more challenging texts using phonics and high frequency word recognition 	<p>As above and: Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> ▪ Listening to a range of texts at a level beyond that at which they can read independently including stories, non-fiction and poems ▪ Identifying and discuss the main events in stories ▪ Identifying and discuss the main characters in stories ▪ Recalling specific information in texts ▪ Recognising and join in with language patterns and repetition ▪ Use patterns and repetition to support oral retelling ▪ Reciting rhymes and poems by heart ▪ Relating texts to own experiences ▪ Re telling familiar stories in a range of contexts e.g. <i>small world, role play, storytelling</i> ▪ Make personal reading choices and explain reasons for choices <p>Understand both the books they can already read accurately and fluently and those that they listen to by:</p> <ul style="list-style-type: none"> ▪ Introducing and discussing key vocabulary ▪ Activating prior knowledge e.g. <i>what do you know about minibeasts?</i> ▪ Checking that texts make sense while reading and self-correct ▪ Making predictions based on what has been read so far ▪ Make basic inferences about what is being said and done ▪ Discussing the title and how it relates to the events in the whole story e.g. <i>Peace at Last by Jill Murphy</i> <p>Participating in discussion about what is read to them, taking turns and listening to what others say</p> <ul style="list-style-type: none"> ▪ Listening to what others say ▪ Taking turns ▪ Giving opinions and supporting with reasons e.g. <i>Hansel was clever when he put stones in his pocket.</i> ▪ Explaining clearly their understanding of what is read to them ▪ Demonstrating understanding of texts by answering questions related to who, what, where, when, why, how

Year Group	Word Reading	Comprehension
Y2	<p>As above and: Letters and Sounds Phase 6</p> <ul style="list-style-type: none"> ▪ Apply phonic knowledge and skills to read words until automatic decoding has become embedded and reading is fluent ▪ Read accurately by blending the sounds in words, especially recognising alternative sounds for graphemes ▪ Read accurately words of two or more syllables that contain alternative sounds for grapheme e.g. <i>shoulder, roundabout, grouping</i> ▪ Read words containing common suffixes e.g. <i>-ness, -ment, -ful, -ly</i> ▪ Read further common exception words, noting tricky parts (see bottom) ▪ Read frequently encountered words quickly and accurately without overt sounding and blending ▪ 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 ▪ Uses tone and intonation when reading aloud ▪ Read longer and less familiar texts independently 	<p>As above and: Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> ▪ Listening to a range of texts at a level beyond that at which they can read independently including stories, non-fiction, and contemporary and classic poetry ▪ Sequencing and discussing the main events in stories ▪ Learning and reciting a range of poems using appropriate intonation ▪ Retelling a wider range of stories, fairy tales and traditional tales ▪ Read a range of non-fiction texts including information, explanations, instructions, recounts, reports ▪ Discussing how specific information is organised within a non-fiction text e.g. <i>text boxes, sub-headings, contents, bullet points, glossary, diagrams</i> ▪ Identifying, discussing and collecting favourite words and phrases ▪ Recognising use of repetitive language within a text or poem e.g. <i>run, run as fast as you can</i> and across texts e.g. <i>long, long ago in a land far away...</i> ▪ Make personal reading choices and explain reasons for choices <p>Understand both the books they can already read accurately and fluently and those that they listen to by:</p> <ul style="list-style-type: none"> ▪ Introducing and discussing key vocabulary within the context of a text ▪ Use morphology to work out the meaning of unfamiliar words e.g. <i>terror, terrorised</i> ▪ Activating prior knowledge and raising questions e.g. <i>What do we know? What do we want to know? What have we learned?</i> ▪ Checking that texts make sense while reading and self-correct ▪ Making predictions using evidence from the text ▪ Making inferences about characters and events using evidence from the text e.g. <i>what is a character thinking, saying and feeling?</i>

		<p>Participating in discussion about what is read to them, taking turns and listening to what others say</p> <ul style="list-style-type: none">▪ Making contributions in whole class and group discussion▪ Listening and responding to contributions from others▪ Giving opinions and supporting with reasons e.g. <i>Was Goldilocks a good or bad character?</i>▪ Considering other points of view <p>Explaining clearly their understanding of what they read themselves and what is read to them.</p> <ul style="list-style-type: none">▪ Demonstrating understanding of texts by asking and answering questions related to who, what, where, when, why, how
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Year Group	Word Reading	Comprehension
Y3	<p>As above and:</p> <ul style="list-style-type: none"> ▪ Use knowledge of root words to understand meanings of words ▪ Use prefixes to understand meanings e.g. <i>un-, dis-, -mis-, re-</i> ▪ Use suffixes to understand meanings e.g. <i>-ation, -ous</i> ▪ Read and understand meaning of words on Y3/4 word list – see bottom ▪ Use intonation, tone and volume when reading aloud ▪ Take note of punctuation when reading aloud 	<p>As above and:</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> ▪ Listening to and discussing a range of fiction, poetry, plays, non-fiction ▪ Regularly listening to whole novels read aloud by the teacher ▪ Reading a range of non-fiction texts including information, explanations, instructions, recounts, reports, persuasion ▪ Analysing and evaluate texts looking at language, structure and presentation e.g. <i>newspaper reports, recipes, etc.</i> ▪ Recognising some different forms of poetry e.g. <i>narrative, free verse</i> ▪ Reading books and texts for a range of purposes e.g. <i>enjoyment, research, skills development, reference</i> ▪ Using dictionaries to check meanings of words they have read ▪ Sequencing and discussing the main events in stories ▪ Retelling a range of stories, including less familiar fairy stories, fables and folk tales e.g. <i>Grimm's Fairy Tales, Rudyard Kipling Just So Stories</i> ▪ Identifying and discussing themes e.g. <i>good over evil, weak and strong, wise and foolish, mean and generous, rich and poor</i> ▪ Identifying and discussing conventions e.g. <i>numbers three and seven in fairy tales, magical sentence repeated several times</i> ▪ Identifying, discussing and collecting favourite words and phrases which capture the reader's interest and imagination ▪ Preparing poems and playscripts to read aloud, showing understanding through intonation, tone, volume and action <p>Understand what they read independently by:</p> <ul style="list-style-type: none"> ▪ Discussing their understanding of the text ▪ Explaining the meaning of unfamiliar words by using the context ▪ Making predictions based on details stated ▪ Raising questions during the reading process to deepen understanding e.g. <i>I wonder why the character ...</i> ▪ Drawing inferences around characters thoughts, feelings and actions, and justify with evidence from the text ▪ Using point and evidence to structure and justify responses

		<ul style="list-style-type: none">▪ Discussing the purpose of paragraphs▪ Identifying a key idea in a paragraph <p>Retrieve and record information from non-fiction</p> <ul style="list-style-type: none">▪ Evaluating how specific information is organised within a non-fiction text e.g. <i>text boxes, sub-headings, contents, bullet points, glossary, diagrams</i>▪ Quickly appraising a text to evaluate usefulness▪ Navigating texts in print and on screen <p>Participating in discussion about what is read to them and books they have read independently, taking turns and listening to what others say</p> <ul style="list-style-type: none">▪ Developing and agreeing on rules for effective discussion▪ Making and responding to contributions in a variety of group situations e.g. <i>whole class, pairs, guided groups, book circles</i>
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Year Group	Word Reading	Comprehension
Y4	<p>As above and:</p> <ul style="list-style-type: none"> ▪ Use knowledge of root words to understand meanings of words ▪ Use prefixes to understand meanings e.g. <i>sub-,inter-, anti-, -auto-</i> ▪ Use suffixes to understand meanings e.g. <i>-ation, -ous, -tion, -sion, -ssion, -cian</i> ▪ Read and understand meaning of words on Y3/4 word list – see bottom ▪ Use punctuation to determine intonation and expression when reading aloud to a range of audiences 	<p>As above and:</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> ▪ Listening to, reading and discussing a range of fiction, poetry, plays and non-fiction in different forms e.g. <i>advertisements, formal speeches, leaflets, magazines, electronic texts</i> ▪ Regularly listening to whole novels read aloud by the teacher ▪ Analysing and evaluate texts looking at language, structure and presentation ▪ Analysing different forms of poetry e.g. <i>haiku, limericks, kennings</i> ▪ Reading books and texts for a range of purposes and responding in a variety of ways ▪ Analysing and comparing a range of plot structures ▪ Retelling a range of stories, including less familiar fairy stories, myths and legends ▪ Identifying, analysing and discussing themes e.g. <i>safe and dangerous, just and unjust, origins of the earth, its people and animals</i> ▪ Identifying, discussing and collecting effective words and phrases which capture the reader's interest and imagination e.g. <i>metaphors, similes</i> ▪ Learning a range of poems by heart and rehearsing for performance ▪ Preparing poems and playscripts to read aloud, showing understanding through intonation, tone, volume and action <p>Discussing their understanding of the text</p> <ul style="list-style-type: none"> ▪ Explaining the meaning of key vocabulary within the context of the text ▪ Making predictions based on information stated and implied ▪ Demonstrating active reading strategies e.g. generating questions, finding answers, refining thinking, modifying questions, constructing images ▪ Drawing inferences around characters' thoughts, feelings, actions and motives, and justify with evidence from the text using point and evidence ▪ Identifying main ideas drawn from more than one paragraph and summarising these e.g. <i>character is evil because...1/2/3 reasons, Clitheroe Castle is a worthwhile place to visit because 1/2/3 reasons across a text</i>

		<p>Retrieve and record information from non-fiction</p> <ul style="list-style-type: none">▪ Analysing and evaluating how specific information is organised within a non-fiction text e.g. <i>text boxes, sub-headings, contents, bullet points, glossary, diagrams</i>▪ Scanning for dates, numbers and names▪ Explaining how paragraphs are used to order or build up ideas, and how they are linked▪ Navigating texts to locate and retrieve information in print and on screen <p>Participate in discussion about what is read to them and books they have read independently, taking turns and listening to what others say</p> <ul style="list-style-type: none">▪ Develop, agree on and evaluate rules for effective discussion▪ Making and responding to contributions in a variety of group situations e.g. <i>whole class, independent reading groups, book circles</i>
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Year Group	Word Reading	Comprehension
Y5	<p>As above and:</p> <ul style="list-style-type: none"> ▪ Use knowledge of root words to understand meanings of words ▪ Apply knowledge of prefixes to understand meaning of new words ▪ Use suffixes to understand meanings e.g. <i>-ant, -ance, -ancy, -ent, -ence, -ency, -ible, -able, -ibly, -ably,</i> ▪ Read and understand meaning of words on Y5/6 word list – see bottom ▪ Use punctuation to determine intonation and expression when reading aloud to a range of audiences 	<p>As above and:</p> <p>Maintain positive attitudes to reading and understanding what they read by:</p> <ul style="list-style-type: none"> ▪ Listening to and discussing a range of fiction, poetry, plays and non-fiction which they might not choose to read themselves ▪ Regularly listening to whole novels read aloud by the teacher from an increasing range of authors ▪ Exploring themes within and across texts e.g. loss, heroism, friendship ▪ Making comparisons within a text e.g. characters' viewpoints of same events ▪ Analysing the conventions of different types of writing e.g. <i>use of first person in autobiographies and diaries</i> ▪ Recommending books to their peers with reasons for choices ▪ Reading books and texts that are structured in different ways for a range of purposes ▪ Expressing preferences about a wider range of books including modern fiction, traditional stories and myths and legends ▪ Learning a wider range of poems by heart ▪ Preparing poems and playscripts to read aloud and perform, showing understanding through intonation, tone, volume and action so the meaning is clear to an audience <p>Understand what they read by:</p> <ul style="list-style-type: none"> ▪ Checking that the book makes sense to them and demonstrating understanding e.g. <i>through discussion, use of reading journals</i> ▪ Exploring meaning of words in context ▪ Demonstrating active reading strategies e.g. <i>generating questions to refine thinking, noting thoughts in a reading journal</i> ▪ Inferring characters feelings, thoughts and motives from their actions and justifying inferences with evidence ▪ Predicting what might happen from information stated and implied ▪ Re-read and reads ahead to locate clues to support understanding ▪ Scanning for key words and text marking to locate key information ▪ Summarising main ideas drawn from more than one paragraph and identifying key details which support this

		<ul style="list-style-type: none"> ▪ Identifying how language, structure and presentation contribute to meaning e.g. <i>formal letter, informal diary, persuasive speech</i> <p>Discuss and evaluate how authors use language including figurative language, considering the impact on the reader</p> <ul style="list-style-type: none"> ▪ Exploring, recognising and using the terms metaphor, simile, imagery ▪ Explaining the effect on the reader of the authors' choice of language <p>Distinguish between statements of fact or opinion within a text</p> <p>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</p> <p>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</p> <ul style="list-style-type: none"> ▪ Preparing formal presentations individually or in groups ▪ Using notes to support presentation of information ▪ Responding to questions generated by a presentation ▪ Participating in debates on an issue related to reading (fiction or non-fiction) <p>Provide reasoned justifications for their views</p> <ul style="list-style-type: none"> ▪ Justifying opinions and elaborating by referring to the text. (Point + Evidence + Explanation)
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Year Group	Word Reading	Comprehension
Y6	<p>As above and:</p> <ul style="list-style-type: none"> ▪ Use knowledge of root words, prefixes and suffixes to investigate how the meanings of words change e.g. <i>un+happy+ness, dis+repute+able, dis+respect+ful, re+engage+ment</i> ▪ Use suffixes to understand meanings e.g. <i>-cious, -tious, -tial, -cial</i> ▪ Read and understand meaning of words on Y5/6 word list – see bottom ▪ Use etymology to help the pronunciation of new words e.g. <i>chef, chalet, machine, brochure – French in origin</i> ▪ Employ dramatic effect to engage listeners whilst reading aloud ▪ Read extensively for pleasure ▪ Skim texts to ascertain the gist ▪ Use a combination of scanning and close reading to locate information <p>As above and:</p> <ul style="list-style-type: none"> ▪ Evaluate texts quickly in order to determine their usefulness or appeal ▪ Understand underlying themes, causes and consequences within whole texts ▪ Understand the structures writers use to achieve coherence; (headings; links within and between paragraphs; connectives) ▪ Recognise authors' techniques to influence and manipulate the reader 	<p>As above and:</p> <p>Maintain positive attitudes to reading and understanding what they read by:</p> <ul style="list-style-type: none"> ▪ Listening to, reading and discussing an increasingly wide range of fiction, poetry, plays and non-fiction. ▪ Regularly listening to whole novels read aloud by the teacher from an increasing range of authors, which they may not choose themselves. ▪ Recognising themes within and across texts e.g. <i>hope, peace, fortune, survival</i> ▪ Making comparisons within and across texts e.g. similar events in different books, such as being an evacuee in <i>Carrie's War</i> and <i>Goodnight Mr Tom</i> ▪ Comparing texts written in different periods ▪ Analysing the conventions of different types of writing e.g. <i>use of dialogue to indicate geographical and/or historical settings for a story</i> ▪ Independently read longer texts with sustained stamina and interest ▪ Recommending books to their peers with detailed reasons for their opinions ▪ Expressing preferences about a wider range of books including modern fiction, traditional stories, fiction from our literary heritage and books from other cultures and traditions ▪ Learning a wider range of poems by heart ▪ Preparing poems and playscripts to read aloud and perform using dramatic effects <p>Understand what they read by:</p> <ul style="list-style-type: none"> ▪ Using a reading journal to record on-going reflections and responses to personal reading ▪ Exploring texts in groups and deepening comprehension through discussion ▪ Exploring new vocabulary in context ▪ Demonstrating active reading strategies e.g. <i>challenging peers with questions, justifying opinions, responding to different viewpoints within a group</i>

- Inferring characters feelings, thoughts and motives from their actions, justifying inferences with evidence e.g. *Point + Evidence + Explanation*
- Predicting what might happen from information stated and implied
- Re-read and reads ahead to locate clues to support understanding and justifying with evidence from the text
- Scanning for key information e.g. looking for descriptive words associated with a setting
- Skimming for gist
- Using a combination of skimming, scanning and close reading across a text to locate specific detail
- Identifying how language, structure and presentation contribute to meaning e.g. *persuasive leaflet, balanced argument*

Discuss and evaluate how authors use language including figurative language, considering the impact on the reader

- Exploring, recognising and using the terms personification, analogy, style and effect
- Explaining the effect on the reader of the authors' choice of language and reasons why the author may have selected these

Distinguish between statements of fact or opinion across a range of texts e.g. *first-hand account of an event compared with a reported example such as Samuel Pepys' diary and a history textbook*

Participate in discussions about books 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

- Preparing formal presentations individually or in groups
- Using notes to support presentation of information
- Responding to questions generated by a presentation
- Participating in debates on issues related to reading (fiction/non-fiction)

Provide reasoned justifications for their views

- Justifying opinions and elaborating by referring to the text e.g. *Point + Evidence + Explanation*

Word lists

Y3/4					
accident(ally)	circle	famous	island	peculiar	sentence
actual(ly)	complete	favourite	knowledge	perhaps	separate
address	consider	February	learn	popular	special
answer	continue	forward(s)	length	position	straight
appear	decide	fruit	library	possession(ion)	strange
arrive	describe	grammar	material	possible	strength
believe	different	group	medicine	potatoes	suppose
bicycle	difficult	guard	mention	pressure	surprise
breath	disappear	guide	minute	probably	therefore
breathe	early	heard	natural	promise	though/although
build	earth	heart	naughty	purpose	thought
busy/business	eight/eighth	height	notice	quarter	through
calendar	enough	history	occasional(ly)	question	various
caught	exercise	imagine	often	recent	weight
centre	experience	increase	opposite	regular	woman/women
century	experiment	important	ordinary	reign	
certain	extreme	interest	particular	remember	

Word lists

Y5/6					
accommodate	communicate	environment	individual	prejudice	stomach
accompany	community	equip(ped)	interfere	privilege	sufficient
according	competition	equip(ment)	interrupt	profession	suggest
achieve	conscience*	especially	language	programme	symbol
aggressive	conscious*	exaggerate	leisure	pronunciation	system
amateur	controversy	excellent	lightning	queue	temperature
ancient	convenience	existence	marvellous	recognise	thorough
apparent	correspond	explanation	mischievous	recommend	twelfth
appreciate	criticise	familiar	muscle	relevant	variety
attached	(critic+ise)	foreign	necessary	restaurant	vegetable
available	curiosity	forty	neighbour	rhyme	vehicle
average	definite	frequently	nuisance	rhythm	yacht
awkward	desperate	government	occupy	sacrifice	
bargain	determined	guarantee	occur	secretary	
bruise	develop	harass	opportunity	shoulder	
category	dictionary	hindrance	parliament	signature	
cemetery	disastrous	identify	persuade	sincere(ly)	
committee	embarrass	immediate(ly)	physical	soldier	

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