English Core Skills/Knowledge Organiser (Sticky learning – Reading)

	Nursery	Reception	Year 1	Year 2	Lower KS2	Upper KS2
Attitudes	Enjoy listening to stories.	Describe to events in a book they like.	Say what books they like and give reasons for choices.	Select books for personal reading and give reasons for choices.	Discuss a wide range of texts including fiction, poetry, plays and non-fiction	Discuss their personal reading with others, Challenge the views of others and supporting their ideas with evidence.
Decoding	To know some initial sounds.	To know how to decode a word with 'Fred Talk'.	Use set 2 and 3 sounds to decode words. Read Year 1 common exception words.	Read words of two or more syllables Read Year 2 Common Exception words	Know the full range of GPCs, and use phonic skills consistently Read all Y3/4 CEW words.	To use knowledge of root words Read all the Y5/6 words.
Vocabulary and retrieval	To answer simple questions about a story.	To answer simple questions about a story.	To read back and check a sentence makes sense.	Begin to use strategies to find the meaning of an unfamiliar word.	Locate words in a dictionary by the third and fourth place letters.	To recognise unfamiliar words and find their meaning.
Prediction	To predict what the story might be about from the front cover.	To predict a plausible ending for a story.	To use an event to make a prediction.	Make a prediction of a text on prior knowledge.	To modify predictions on what they have read.	To know why they need to modify predictions.
Summarising	To say a word linked to a story,	In one sentence, say what happened at the end of a story.	Retell main points of story in sequence and discuss how items of information are related.	Identify a few key points from across a passage/paragraph of text.	Summarise the main ideas from more than one paragraph.	Summarise evidence across more than one piece of text.
Fluency	Say a nursery rhyme.	To read cvc words using 'Fred in my head'	To read a short phrase with expression eg "Oh no!"	With expression, read sentences punctuated with full stops, question marks, exclamation marks and commas.	Read with varied volume, intonation and expression	Read confidently with varied volume and expression across a range of text types
Inference	To infer a character's mood from a picture.	To think of what a character might say to an event in the story.	Link what they are reading to their own experiences.	To ask a question about the text they are reading.	Find evidence to explain a character's mood.	Use dialogue and description to make judgements about a character.
Author Intent	To think how a book/page made them feel.	Discuss the significance of the title and events of a favourite book.	To know the 'openers' of a traditional story.	To know the main themes of a traditional story.	Consider the author's choice of vocabulary.	What author choices have an impact on the reader.
Making Comparisons	To know some books have the same animals.	To compare events or characters from two different books.	To compare events in two different stories.	To be able to compare to books by the same author.	Compare different versions of the same text.	Compare themes across books.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Reading Attitudes	To enjoy listening to a story . Describe to events in a book they like.	Enjoy listening to a range of text Discuss books they like and give reasons for choices. Read and listen to whole books, making choices for their personal reading. Become familiar with fairy stories and traditional tales..	Enjoy listening to and discuss a range of texts including contemporary and classic poetry, stories and non-fiction. Justify their choice of books and their preferences. Select books for personal reading and give reasons for choices. Become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales.	Enjoy listening to and discuss a wide range of texts including fiction, poetry, plays and non-fiction which are age appropriate and beyond. Discuss with others why they like particular books or authors, giving reasons. Sustain their reading for enjoyment and to identify their personal preferences. In age-appropriate texts, begin to read for a range of purposes. Increase familiarity with a range of books, including fairy stories, myths and legends.	Enjoy listening to a range of texts that are age appropriate and beyond. Talk about a range of book and author preferences referring to details and examples in the text. Share authors and book choices with their peers, offering recommendations and giving reasons why. Begin to read for a range of purposes. Increase familiarity with a wide range of books including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions.		Enjoy listening to a range of texts that are age appropriate and beyond. Discuss their personal reading with others and their personal response to their reading, challenging the views of others and supporting their ideas with evidence. Share enthusiasm and new finds. In age-appropriate texts, begin to read for a range of purposes. Increase familiarity with a wide range of books including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions.
Phonics and Word	To be able to blend a word using 'Fred Talk'	Apply phonic knowledge and skills as the route to decode words, Read accurately by blending sounds in unfamiliar words containing GPCs taught	Apply phonic knowledge and skills consistently to decode quickly and accurately. Decode alternative sounds for graphemes. Read accurately words of two or more syllables that	Know the full range of GPCs, and use phonic skills consistently and automatically to address unfamiliar or challenging words. Determine the meaning of new words by sometimes applying knowledge of root	When reading age appropriate Year 4/ 5 texts: Know securely the different pronunciations of words with the same letter-string e.g. bought, rough, cough, though, plough. Determine the meaning of new words by applying		Determine the meaning of new words by applying morphological knowledge of root words and affixes e.g. ambitious, infectious, observation, innocence. Read all of the Year 5/6 common exception words by sight noting unusual

		Read words of more than one syllable which contain GPCs known. Read words with the endings -s, -es, -ing, -ed and –est . Read contractions e.g. I'm, can't, we'll. Know that apostrophes represent omitted letters. Read a range of simple common exception words e.g. the, said, they, once, she, friend, school.	contain alternative sounds for graphemes Read words containing common suffixes such as: -ment, -less, -ness, -ful and -ly. Read the Year 2 Spelling appendix) noting unusual correspondence between spelling and sound.	words and their affixes e.g. disagree, misbehave, incorrect. Read most (80%) of the Year 3/4 common exception words by sight (including all those in the Year 2 Spelling appendix) noting unusual correspondence between spelling and sound.	morphological knowledge of root words and affixes e.g. ambitious, infectious, observation, innocence. Read all of the Year 3/4 common exception words by sight noting unusual correspondence between spelling and sound. Begin to read and spell the y5/6 CEW.	correspondence between spelling and sound.
Vocabulary and Retrieval	Answer simple questions about a story.	Make collections of interesting words and uses them when talking about books and stories. Speculate about the possible meanings of unfamiliar words met in reading and checks whether the suggested meanings make sense in the context of the text. Use simple dictionaries/word banks and begin to understand their alphabetical organisation	Develop understanding of words met in reading, making links with known vocabulary and discussing favourite words and phrases. Begin to use strategies to find the meaning of an unfamiliar word, both in fiction and non-fiction, and checks whether a suggested meaning of an unfamiliar word makes sense in the context of the text. Use dictionaries to locate words by the initial letter.	Identify where an author uses alternatives and synonyms for common or over used words and speculates about the shades of meaning implied. Develop further strategies to find the meaning of an unfamiliar word, both in fiction and non-fiction, and checks whether a suggested meaning of an unfamiliar word makes sense in the context of the text Locate words in a dictionary by the first two letters.	Consider a writer's use of specific and precise vocabulary, including the meaning of technical or subject specific words (for example nouns, adjectives, verbs and adverbs) and discuss the meanings conveyed. Identify unfamiliar vocabulary in a text and adopts appropriate strategies to locate or infer the meaning. (E.g.re-reading surrounding sentences and/ or paragraphs to identify an explanation or develop a sensible inference, by identifying root words and derivatives, using the context and syntax, or using aids such as glossaries or dictionaries.)	Collect unfamiliar vocabulary from texts they have read, including technical vocabulary met in other subjects, Identify when they do not understand the vocabulary used in a text and use taught strategies to check the plausibility and accuracy of their explanation or inference of the word to clarify the meaning. Use dictionaries, glossaries and other alphabetically ordered texts confidently and efficiently in order to locate information about words met in reading. Identify the most appropriate meaning of a word used in a text from

					Locate words in a dictionary by the third and fourth place letters.	alternative definitions given in a dictionary.
Prediction	To predict a plausible ending for a story.	Make predictions based on what has been read so far including using clues such as pictures, illustrations and titles.	Use immediate clues, and what has been read already, to make predictions about what is going to happen or what they will find out.	Make predictions about a text based on prior knowledge of the topic, event or type of text. Modify predictions as they read on based on what is stated and implied.	Make predictions about the events, characters or ideas in a text throughout their reading. Modify predictions on a regular basis throughout their reading based on what is stated and implied.	Make plausible predictions and explains what they are basing them on. Discuss how and why they need to modify their predications as they read on based on what is stated and implied.
Summarising		Explain clearly what has been read to them. Retell some important information they found out from the text.	Retell main points of story in sequence and discuss how items of information are related. Retell some important information they found out from the text, drawing information from across a number of sentences.	When reading Year 3/4 age appropriate texts: Sequence information and/or events from a text and discuss how items of information are related. Identify a few key points from across a passage/paragraph of text.	When reading Year 4/5 age appropriate texts: Sequence information and/or events from a text and discuss how items of information are related. Summarise the main ideas drawn from more than one paragraph, identifying the key details which support the main ideas.	When reading Year 6 age appropriate texts: Sequence information and/or events from a text and discuss how items of information are related. At regular intervals, summarise evidence from across a text to explain events or ideas.
Fluency	To read cvc words using 'Fred in my head'	Begin to read with less emphasis on decoding each individual word. Show some awareness of punctuation, e.g. full stops. When reading phonically decodable texts, they check reading makes sense to them, correcting any inaccurate reading.	Read most (80%) words accurately with sufficient fluency to allow them to focus on their understanding rather than decoding individual words. Read with an awareness of punctuation taught e.g. question marks, exclamations. Read approximately 90 words per minute. Start to develop expression and intonation.	Read, with fluency and automaticity, a range of age-appropriate text types. Read with a growing awareness of a wider range of punctuation. Read at a speed sufficient enough for them to focus on understanding. Show a growing use of expression, intonation and volume.	Fluently and effortlessly reads a wide range of age-appropriate texts. Develop good phrasing; adhering to punctuation, stress and intonation. Read at a conversational pace throughout the reading. Read with varied volume, intonation and expression. Read complex sentences with increasing control.	Fluently and effortlessly read a full range of age-appropriate texts. Read with good phrasing; adhering to punctuation, stress and intonation. Read at conversational pace throughout the reading. Read confidently with varied volume and expression across a range of text types Read complex sentences with control.

		Read simple phrases/sentences with expression. E.g. 'Oh no!' Re-read phonically decodable books to build fluency and confidence. In phonically decodable sentences, they check reading makes sense to them, correcting any inaccurate reading. Recite, by heart, sections of or whole poems with predictable phrases and repeating patterns.	Re-read books, sounding out without hesitation. In age-appropriate texts, they check reading makes sense to them, correcting any inaccurate reading. Begin to build up a repertoire of familiar poems which can be recited, by heart, with growing intonation.	Start to read multi-clause sentences using re-reading to develop control. In age-appropriate texts, they check reading makes sense to them, correcting any inaccurate reading. Prepare and recite age appropriate poetry and plays, with increasing accuracy and a growing use of intonation and expression.	In age-appropriate texts, they check reading makes sense to them, correcting any inaccurate reading. Recite age appropriate poetry and plays, which has been learnt by heart, using varied volume, intonation and expression.	In age-appropriate texts, they check reading makes sense to them, correcting any inaccurate reading. Recite age appropriate poems and plays confidently with varied volume and expression so that the meaning is clear to an audience.
Inference		Link what they are reading to their own experiences. Ask questions to explore what a character might say and do. Make inferences on the basis of what is being said and done.	Talk around a topic prior to reading. Ask questions to understand more than what we are told about the characters and events in the text. Make inferences on the basis of what is being said and done.	Link what they read to their knowledge and experience of a topic and to their knowledge of similar texts. Ask questions to develop understanding of characters' feelings, thoughts and motives as a result of their actions or events. Think about clues and hints they have picked up on to begin to make inferences about events and characters.	Find evidence and uses this to explain how and why it shows that a character's mood has changed over time. Refer to the text when asking questions to understand what is implied about main ideas and details. Deduce the reasons for the way that characters behave throughout the text.	Find evidence and uses this to explain how it shows a character's thoughts and motives and the atmosphere of the text. Ask questions to clarify and explore their understanding of what is implied in the text. Refer to dialogue and description to make judgements about a character's motivations and attitudes.

Stamina		Select books to read and listen to.	Make choices from a selection of texts to hear and to read themselves.	Extend the range of books to independently read by browsing and selecting texts.	Able to plan personal reading goals which reflect their interests and extend their range.	Developing their reading stamina and completes the independent reading of some longer texts.
Author Intent		Explore the effect of patterned language or repeated words and phrases in familiar words. Discuss the significance of the title, events and basic story elements e.g. beginning and ending in different stories. Note some of the features of non-fiction texts, including layout, contents, use of pictures, illustrations and diagrams. Read poems with predictable and repeating patterns, extending and inventing patterns and playing with rhyme.	Investigate traditional story language, e.g. story openers and endings, scene openers, language which signals a time shift or magical event. Identify and discusses story elements such as setting, events, characters, and the way that problems develop and get resolved. Explain organisational features of texts, including alphabetical order layout, diagrams, captions, hyperlinks and bullet points. Identify and discusses patterns of rhythm, rhyme, and other features which influence the sound of a poem.	Discuss the language used in a text and how the writer implies as well as tells. Investigate the features of traditional stories – openings and endings, how events and new characters are introduced, how problems are resolved. Explain how the organisational features of non-fiction texts support the reader in finding information or researching a topic. Distinguish between rhyming and non-rhyming poetry and comments on the impact of the poem's layout.	Consider the authors of choice of words and phrases including why an author might have used figurative language in texts and how these impact the reader. Discuss and compare the structure of different stories to discover how they differ in pace, build up, sequence, complication and resolution. Identify the features of different non-fiction text, including content, structure, style, layout and purpose, e.g. recounts, instructions, explanations, persuasive writing and argument. Read poems by significant poets and identifies what is distinctive about the style or presentation of their poems and how this contributes to the meaning.	Identify the hints and suggestions that authors make through their choice of words and phrases, including figurative language and consider the impact it has on the reader. Understand aspects of narrative structure, e.g. how paragraphs build up a narrative, how chapters or paragraphs are linked together and how this contributes to the meaning of the text as a whole. Understand how writers use the features and structure of information texts to help convey their ideas or information and how this contributes to the purpose of the text as a whole. Analyse how the structure or organisation of a poem supports the author's expression of moods, feelings and attitudes.

Making connections and comparisons		Discuss and compare events or topics they have read about or listened to. Compare aspects of books. e.g. illustrations and rhyming patterns. Draw on what they already know or on background information and vocabulary provided by the teacher to further develop understanding of the text.	Compare themes, characters and events in stories and poems. Compare information in non-fiction texts. Draw on what they already know or on background information and vocabulary provided by the teacher to further develop understanding of the text.	Identify themes and conventions from a wide range of texts. Compare and contrast similar styles of writing by the different authors.	Compare and contrast themes and conventions within the work of a single author and/or across a wide range of texts. Compare different versions of the same texts, including other media e.g. film.	Compare and contrast themes and conventions within the work of a single author and/or across a wide range of texts. Identify similarities and differences of different versions of a story.

Reading Vocabulary					
Illustration Author Illustrator Title fiction	Blurb Contents diagrams Index Non-fiction Repeated phrases Character Setting sequence	Definition Glossary Paragraph Plot text book review prediction traditional tale phrase	Themes Compare contrast connections inference summary retrieval synonym	Myths Legends Simile Deduction Antonym Stanza	Narrative structure Plausibility Metaphor Personification Hyperbole debate