

“As unique individuals, we do our best at work and play for the love of God and others.”



Sticky Knowledge: Reading

Year 3 and Year 4

Pupils can 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 they meet

Pupils can read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

Pupils can develop positive attitudes to reading and understanding of what they have read:

- read and discuss a range of fiction, poetry, plays , non-fiction and reference books or text books
- read books that are structured in different ways and read for a range of purposes
- increase their 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
- recommend books that they have read to their peers, giving simple reasons for their choices and sometimes referring to the text
- identify and discuss themes and conventions in and across a wide range of writing e.g. use of first person when writing diaries or autobiographies
- make comparisons within and across books e.g. plot, genre and theme
- learn a wider range of age appropriate poetry by heart
- prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience

Pupils can understand what they have read, in books they can read independently:

- check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- ask questions to improve their understanding
- with occasional prompting, draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predict what might happen from details stated and implied
- with support, locate relevant information in a text, summarise the main ideas drawn from more than one paragraph and identifying key details that support the main ideas
- identify, discuss and evaluate the difference between literal and figurative language, commenting on the effectiveness of the author's language to create mood and build tension and the impact on the reader
- distinguishing between statements of fact and opinion
- retrieve, record and present some 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 some views

- 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

Word list – years 3 and 4:

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

Year 5 and Year 6

The pupil can:

- apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet

The pupil maintains positive attitudes to reading and understanding of what they read.

The pupil can:

- read and discuss a wide range of fiction, poetry, plays , non-fiction and reference books or text books
- read books that are structured in different ways and read for a range of purposes
- increase their 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
- recommend books that they have read to their peers, giving simple reasons for their choices and sometimes referring to the text
- identify and discuss themes and conventions in and across a wide range of writing e.g. use of first person when writing diaries or autobiographies
- make comparisons within and across books e.g. plot, genre and theme
- learn a wider range of poetry by heart
- prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience

The pupil can understand what they read.

The pupil can:

- check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- ask questions to improve their understanding
- draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predict what might happen from details stated and implied

- summarise the main ideas drawn from more than one paragraph and identifying key details that support the main ideas
- identify how language , structure and presentation contribute to meaning
- discuss and evaluate the how authors use language, including figurative language, considering the impact on the impact on the reader
- distinguishing between statements of fact and opinion
- retrieve, record and 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
- 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

Word list – years 5 and 6

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