

# Core Skills EYFS Reading



Behaviour	Attitude	Skills	Knowledge	Experience	Technology	Sustained
<p>They are eager to read and share the books they are reading with adults.</p> <p>They enjoy listening to stories as a whole class/group.</p> <p>They 'choose' to select a book from the book box to read for their enjoyment.</p> <p>They enjoy talking about story patterns and familiar characters.</p> <p>They know that practising reading will make them a better reader.</p>	<p>They are developing confidence to read aloud.</p> <p>They are developing a 'can do' attitude with their reading.</p> <p>Children are beginning to understand that they might not be able to do it 'yet'.</p> <p>They are keen to practice their reading at home to an adult.</p>	<p>Develop phonological awareness so that they can:</p> <ul style="list-style-type: none"> <li>*spot and suggest rhymes</li> <li>*Count or clap syllables in words</li> <li>*Recognise words with the same initial sound, such as money and mother</li> </ul> <p>Engage in extended conversations about stories, learning and using new vocabulary in discussions and role play.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read a few common exception words matched to the school's phonics programme.</p> <p>Read simple phrases and sentences in books made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>Re-read these books to build up confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Retell familiar stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate key events in stories.</p>	<p>Understand the five key concepts about print:</p> <ul style="list-style-type: none"> <li>*Print has meaning</li> <li>*The names of different parts of the book</li> <li>*Print can have different purposes</li> <li>*Page sequencing</li> <li>*We read English text from left to right and from top to bottom</li> </ul> <p>Able to answer simple questions about what is being read to them and what they are reading themselves (comprehension).</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read all High Frequency Words outlined in Sounds-Write Units 1-15.</p> <p>Can say some familiar story characters.</p> <p>Can repeat familiar phrases from known books such as The Gruffalo, The Three Little Pigs.</p> <p>Can name 3 traditional tales.</p>	<p>Short sharp daily phonics sessions that build on learning in small steps.</p> <p>Phonics and reading opportunities are built in throughout the day e.g. reading names on register, finding HF words in the environment, reading corner, storytelling.</p> <p>Whole class stories shared twice daily.</p> <p>Weekly school library visit.</p> <p>World Book Day</p> <p>Weekly focus on particular books - fiction/non-fiction</p> <p>Opportunities for storytelling - story spoons, puppets, masks.</p>	<p>Use of interactive white board for phonics games.</p> <p>Online stories/plays/poems</p> <p>Storyphones</p> <p>Story CD's for listening to stories</p>	<p>They are beginning to become independent readers accessing the whole school reading scheme.</p> <p>They are beginning to apply their reading skills across other subjects.</p> <p>They enjoy reading for pleasure.</p> <p>They have some 'favourite' texts.</p> <p>They are using their reading skills across the curriculum.</p>

## Core Skills KS1 Reading



Behaviour	Attitude	Skills	Knowledge	Experience	Technology	Sustained
<p>They are eager to read and share the books they are reading with adults.</p> <p>They like talking about basic story patterns.</p> <p>They know that practicing reading will make them a better reader.</p>	<p>They are starting to want to read out loud with confidence.</p> <p>They want to practice their reading at home.</p>	<p>They can use all their phonetic sounds up to phase 5, to decode unfamiliar words.</p> <p>They can tell you about their favourite traditional tale.</p> <p>Read their Key Stage One common exception words.</p> <p>They can respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes</p>	<p>They know some common nursery rhymes and can recite some of them by heart.</p> <p>They know there are different types of texts. (Poetry, non-fiction, reports, fiction etc).</p> <p>They know the difference between nonfiction and fiction.</p> <p>They can tell you what has happened in a short story.</p> <p>They can infer how a character is feeling.</p> <p>They are starting to be able to predict what can happen in a text.</p> <p>They can retrieve basic information from a text.</p> <p>They give an opinion about what is happening in a text.</p> <p>They know how to use titles and subtitles to navigate a non-fiction text.</p>	<p><i>World Book Day</i></p> <p><i>Author visits.</i></p> <p><i>Learning comprehension Skills with the Pawsome gang.</i></p> <p>Use of the Key Stage One Library.</p> <p>Use of a wide variety of texts across the curriculum.</p>	<p>Use of IWB to play phonics games.</p>	<p>They are beginning to apply their reading skills within other subjects.</p> <p>They are starting to read for pleasure.</p> <p>They are able to apply their reading skills across all other curriculum areas.</p>

## LKS2 Reading Core Skills



Behaviour	Attitude	Skills	Knowledge	Experience	Technology	Sustained
<p>They are eager to read and share the books they are reading with adults and peers.</p> <p>They like talking about the texts they are reading.</p> <p>They are starting to give their opinion about their favourite texts.</p> <p>They want to read on a regular basis.</p>	<p>They want to read out loud with confidence.</p> <p>They are happier to discuss their ideas with their peers.</p> <p>They want to practice their reading at home.</p>	<p>They can quickly decode unfamiliar words.</p> <p>They can read all common suffixes and prefixes</p> <p>They can use a dictionary.</p> <p>They can tell you about their favourite book.</p> <p>They can read all their lower key stage two exception words.</p> <p>They are beginning to read independently.</p>	<p>They know an increasing range of different texts.</p> <p>They understand all the main features of non-fiction texts.</p> <p>They can explain the meaning of year 3 and 4 statutory spellings.</p> <p>They can re-read parts of the text to check their understanding.</p> <p>They are beginning to infer characters' feelings, thoughts and motives from their actions.</p> <p>They can predict the ending of a text using details from the text.</p> <p>They can summarise the main ideas in a paragraph.</p> <p>They are beginning to identify how language, structure, and presentation contribute to the meaning of a text.</p> <p>They can retrieve any information from a text.</p>	<p><i>World Book Day</i></p> <p><i>Author visits.</i></p> <p><i>Learning comprehension Skills with the Pawsome gang.</i></p> <p><i>KS2 Big Talk and Big Write.</i></p>	<p>Use of apps such as epic.</p> <p>Use of the Key Stage Two Library.</p> <p>Use of a wide variety of texts across the curriculum.</p> <p>The use of the Literacy curriculum which integrates texts into the writing curriculum.</p>	<p>They can apply reading skills within other subjects.</p> <p>They are reading for pleasure.</p> <p>They are starting to choose books based on the knowledge of what they enjoy reading.</p>

## UKS2 Reading Core Skills



Behaviour	Attitude	Skills	Knowledge	Experience	Technology	Sustained
<p>They want to read and share the books they are reading with adults and peers.</p> <p>They like discussing the texts they are reading.</p> <p>They are starting to give their opinion about their favourite texts.</p> <p>They are reading for pleasure.</p>	<p>They have a love of reading and have developed an understanding of the types of text they enjoy.</p> <p>They can read out loud with confidence and can perform poems and join in with debates.</p>	<p>They can read fluently both out loud and silently.</p> <p>They can decode complex unfamiliar words successfully.</p> <p>They can differentiate between the different types of text.</p> <p>They can use a dictionary.</p> <p>They can use a thesaurus.</p> <p>They can read all common suffixes and prefixes and identify the root words.</p> <p>They know some of the different, world renowned authors.</p>	<p>They know an increasing range of different texts and their key structures.</p> <p>They can explain the meaning of year 5 and 6 statutory spellings.</p> <p>They can re-read parts of the text and ask questions to check their understanding.</p> <p>They can infer characters' feelings, thoughts and motives from their actions.</p> <p>They can make predictions using details from the text.</p> <p>They can summarise key elements of a text.</p> <p>They can identify how language, structure, and presentation contribute to the meaning of a text.</p> <p>They can explain the use of language within a text and the impact this has on the reader.</p> <p>They can retrieve any information from a text.</p>	<p><i>World Book Day</i></p> <p><i>Author visits.</i></p> <p><i>Learning comprehension Skills with the Pawsome gang.</i></p> <p><i>KS2 Big Talk and Big Write.</i></p>	<p>Use of Epic, an online reading library.</p> <p>Use of read theory to enhance comprehension.</p>	<p>They can apply their reading skills within other subjects.</p> <p>They will continue further education in the English language.</p> <p>They are able to apply their reading skills across all other curriculum areas.</p>

