

# Curzon Reading Skills Overview

**Blue=reading aloud/decoding**

**Purple=inference**

**Red=vocab and meaning**

## Year 6

I can read age appropriate books with confidence and fluency (including whole novels).

I can read aloud with intonation that shows understanding.

I can use PEE to support inferences.

I can use detailed knowledge of text types to make reasoned predictions.

I know how style and vocabulary are linked to the purpose of the text.

I can comment on and explain the use of expressive, figurative and descriptive language.

I can work out the meaning of unknown words from the context (Y6 texts).

I can recognise more formal vocabulary.

I can give synonyms and antonyms for most words.

I can compare and contrast the styles of individual writers and poets providing examples.

I can recognise ways that a writer presents issues and points of view in fiction and non-fiction (e.g. He has only mentioned the bad points about air travel).

I can distinguish between fact and opinion.

I can comment critically on the overall impact of poetry or prose, with reference to the text.

I am able to talk about themes in a story and recognise thematic links with other texts (e.g. heroism, loss).

I can scan and skim to summarise information, using quotations for illustration.

## **Year 5**

I can read age appropriate books with confidence and fluency.

I can use strategies to decode multi-syllable words, rather than guess.

I can maintain fluency and accuracy when reading complex sentences.

I can respond to more sophisticated punctuation (:, brackets, ellipsis, dash).

I can comment on the impact the structure of the text has on the reader.

I can draw information from different parts of the text to infer meaning.

I can discuss characters' motives and feelings at different parts in a text.

I can give more than one answer to some questions.

I can identify and comment on expressive, figurative and descriptive language.

I can work out the meaning of unknown words from the context (Y5 texts).

I can give synonyms and antonyms for some words.

I can recognise the writer's viewpoint.

I can recognise different points of view within a text.

I understand that texts reflect the time and culture in which they were written and make simple comments.

I can make detailed comparisons between books.

## **Year 4**

I can read age appropriate books with confidence and fluency.

I can recognise when words are exceptions to phonetical rules and patterns.

I can recognise and understand an even greater variety of suffixes and prefixes (all from Y3-4 list).

I can locate key information using skimming and scanning.

I can summarise the main ideas drawn from more than one paragraph in both fiction and non-fiction.

I can identify features of different genres.

I can compare, contrast and evaluate different non-fiction texts.

I can pull together clues from action, dialogue and description to infer meaning.

I can make predictions with evidence from the text and with knowledge of wider reading.

I can describe characters' personalities with examples from the text.

I can explain characters' actions with examples from the text.

I can understand how the author wants the reader to feel/respond and empathise with characters.

I can recognise the effect of patterned language (e.g. alliteration, repetition, rhyme) in a text.

I can work out the meaning of unknown words from the context (Y4 texts).

I can identify themes and conventions in a wide range of books (e.g. good triumphs over evil, use of magical devices in folk tales).

I can make connections between books by the same author (e.g. Morpurgo often starts his stories in the present but then goes back in time).

### **Year 3**

I can read age appropriate books with confidence and fluency.

I can use the context of the sentence help me with unfamiliar words.

I can read aloud confidently understanding how to use simple punctuation.

I can use common root words, prefixes and suffixes to read aloud.

I can use glossaries and dictionaries (alphabetically ordered texts) to find information.

I can summarise the most important information in a paragraph.

I can identify features of different text types.

I can use and understand indexes, labels, diagrams, charts.

I can start to justify inferences with evidence from the text.

I can explain how a character has acted and empathise with characters.

I can discuss words and phrases that capture the reader's interest and imagination.

I can comment on the choice of language to create moods and build tension sometimes giving more than one answer (crept makes you know he was quiet, but also that he was going slowly as he did not want to be heard).

I can work out the meaning of unknown words from the context (Y3 texts)

I am starting to make simple connections between books by the same author (e.g. Dick King Smith often writes about animals).

## **Year 2 (Taken from the end of Key Stage Framework)**

I can read age appropriate books with confidence and fluency.

I can accurately read most words containing two or more syllables

I can read most words containing common suffixes taken from the National Curriculum spelling appendix 1

I can read most common exception words taken from the National Curriculum spelling appendix 1

I can read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute

I can sound out most unfamiliar words accurately, without undue hesitation

I can self-correct when something does not make sense to me

I can answer questions and make some inferences based on what is being said and done

### **Year 1**

I can read some words of 2 or more syllables.

I can read some words with suffixes without overt sounding out.

I can read the year 1 common exception words found in spelling appendix 1.

I can read phase 2,3,4 books without overt sounding and blending.

I can read unfamiliar words by segmenting and blending up to Phase 5.

In a familiar story, I can answer questions by finding key information in a text, verbally and in simple reading comprehensions.

### **Year R (ELG 2020)**

I can say a sound for each letter in the alphabet and at least 10 digraphs;

I can read words consistent with my phonic knowledge by sound-blending;

I can read aloud simple sentences and books that are consistent with my phonic knowledge, including some common exception words.

I can retell stories and narratives using my own words and recently introduced vocabulary;

I can anticipate – where appropriate – key events in stories;

I can use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.