

English Reading Crucial Knowledge Expanded Knowledge

Word Reading		
	Letters, Phonemes, Graphemes	Word
Year 1	<p>Letter has a name and a sound</p> <p>Phoneme – the sound of a letter(s)</p> <p>Grapheme – what the sound looks like</p> <p>Vowel a e i o u</p> <p>Consonant letters which are not vowels</p> <p>Word a group of letters to make meaning</p> <p>Phonics a way of teaching reading by knowing the sounds of letters</p> <p>Digraph two letters that make a single sound</p> <p>Trigraph three letters that make a single sound E.g. igh</p> <p>Split digraph – a digraph that has a consonant in-between</p> <p>Silent Letter - letters within a word that are not sounded out and stay silent (for example: climb, knee)</p>	<p>Common exception words -words that cannot be sounded out using phonics</p> <p>High frequency words - words that are used often</p> <p>Vocabulary – words / meanings</p>
Year 2	<p>Letter has a name and a sound</p> <p>Phoneme – the sound of a letter(s)</p> <p>Grapheme – what the sound looks like</p> <p>Vowel a e i o u</p> <p>Consonant letters which are not vowels</p> <p>Word a group of letters to make meaning</p> <p>Phonics a way of teaching reading by knowing the sounds of letters</p> <p>Digraph two letters that make a single sound</p> <p>Trigraph three letters that make a single sound E.g. igh</p> <p>Split digraph – a digraph that has a consonant in-between</p> <p>Silent Letter - letters within a word that are not sounded out and stay silent (for example: climb, knee)</p> <p>Phonics families - (also called phoneme or sound families) when different letters or groups of letters make the same sound (for example: ai, ay, a_e)</p>	<p>Common exception words -words that cannot be sounded out using phonics</p> <p>High frequency words - words that are used often</p> <p>Vocabulary – words / meanings</p>

<p>Year 3</p>	<p>Letter has a name and a sound Phoneme – the sound of a letter(s) Grapheme – what the sound looks like Vowel a e i o u Consonant letters which are not vowels Word a group of letters to make meaning Phonics a way of teaching reading by knowing the sounds of letters Digraph two letters that make a single sound Trigraph three letters that make a single sound E.g. igh Split digraph – a digraph that has a consonant in-between Silent Letter - letters within a word that are not sounded out and stay silent (for example: climb, knee) Phonics families - (also called phoneme or sound families) when different letters or groups of letters make the same sound (for example: ai, ay, a_e) Spelling rules – that words can follow different rules and be grouped together by a shared spelling rule</p>	<p>Common exception words -words that cannot be sounded out using phonics High frequency words - words that are used often Vocabulary – words / meanings</p>
<p>Year 4</p>	<p>Letter has a name and a sound Phoneme – the sound of a letter(s) Grapheme – what the sound looks like Vowel a e i o u Consonant letters which are not vowels Word a group of letters to make meaning Phonics a way of teaching reading by knowing the sounds of letters Digraph two letters that make a single sound Trigraph three letters that make a single sound E.g. igh Split digraph – a digraph that has a consonant in-between Silent Letter - letters within a word that are not sounded out and stay silent (for example: climb, knee) Phonics families - (also called phoneme or sound families) when different letters or groups of letters make the same sound (for example: ai, ay, a_e) Spelling rules – that words can follow different rules and be grouped together by a shared spelling rule</p>	<p>Common exception words -words that cannot be sounded out using phonics High frequency words - words that are used often Vocabulary – words / meanings</p>

<p>Year 5</p>	<p>Letter has a name and a sound Phoneme – the sound of a letter(s) Grapheme – what the sound looks like Vowel a e i o u Consonant letters which are not vowels Word a group of letters to make meaning Phonics a way of teaching reading by knowing the sounds of letters Digraph two letters that make a single sound Trigraph three letters that make a single sound E.g. igh Split digraph – a digraph that has a consonant in-between Silent Letter - letters within a word that are not sounded out and stay silent (for example: climb, knee) Phonics families - (also called phoneme or sound families) when different letters or groups of letters make the same sound (for example: ai, ay, a_e) Spelling rules – that words can follow different rules and be grouped together by a shared spelling rule</p>	<p>Common exception words -words that cannot be sounded out using phonics High frequency words - words that are used often Vocabulary – words / meanings</p>
<p>Year 6</p>	<p>Letter has a name and a sound Phoneme – the sound of a letter(s) Grapheme – what the sound looks like Vowel a e i o u Consonant letters which are not vowels Word a group of letters to make meaning Phonics a way of teaching reading by knowing the sounds of letters Digraph two letters that make a single sound Trigraph three letters that make a single sound E.g. igh Split digraph – a digraph that has a consonant in-between Silent Letter - letters within a word that are not sounded out and stay silent (for example: climb, knee) Phonics families - (also called phoneme or sound families) when different letters or groups of letters make the same sound (for example: ai, ay, a_e) Spelling rules – that words can follow different rules and be grouped together by a shared spelling rule</p>	<p>Common exception words -words that cannot be sounded out using phonics High frequency words - words that are used often Vocabulary – words / meanings</p>

Reading		
	Text	Skills
Year 1	<p>Text – written words</p> <p>Non-fiction – text written about true facts and information</p> <p>Fiction – text written about made up stories (imaginary)</p> <p>Rhyme - where words have or end in the same sound</p> <p>Verse - grouping of words in a poem</p>	<p>Fluency - reading words without stopping to ‘sound them out’</p> <p>Expression – reading aloud demonstrating meaning</p>
Year 2	<p>Text – written words</p> <p>Non-fiction – text written about true facts and information</p> <p>Fiction – text written about made up stories (imaginary)</p> <p>Rhyme - where words have or end in the same sound</p> <p>Verse - grouping of words in a poem</p> <p>True - real</p> <p>False – not real</p> <p>Dictionary - a book of words with their meaning</p> <p>Genre – a style or type</p>	<p>Fluency - reading words without stopping to ‘sound them out’</p> <p>Expression – reading aloud demonstrating meaning with tone and intonation</p>
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Year 4	<p>Text – written words</p> <p>Non-fiction – text written about true facts and information</p> <p>Fiction – text written about made up stories (imaginary)</p> <p>Rhyme - where words have or end in the same sound</p> <p>Verse - grouping of words in a poem</p> <p>True - real</p> <p>False – not real</p> <p>Dictionary - a book of words with their meaning</p>	<p>Fluency - reading words without stopping to ‘sound them out’</p> <p>Expression – reading aloud demonstrating meaning with tone and intonation</p>

	Genre – a style or type	
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Year 6	Text – written words Non-fiction – text written about true facts and information Fiction – text written about made up stories (imaginary) Rhyme - where words have or end in the same sound Verse - grouping of words in a poem True - real False – not real Dictionary - a book of words with their meaning Genre – a style or type	Fluency - reading words without stopping to ‘sound them out’ Expression – reading aloud demonstrating meaning with tone and intonation

Understanding Reading		
	Comprehension – Written and Verbal	Comprehension – Key Questions
Year 1	<p>VIPERS</p> <p>Vocabulary – the meaning of words</p> <p>Infer – make inferences from the text using clues within the text and your own knowledge</p> <p>Predict – what do you think will happen</p> <p>Explain – detail your thoughts / feelings about the text</p> <p>Retrieve – find the answer from the text</p> <p>Sequence – putting the events in order</p>	<p>Find and copy - look for and copy exactly</p> <p>Who – a person</p> <p>When – a time</p> <p>Where – a place</p> <p>What - a thing (something), asks for information</p> <p>Skim and scan – search for key words or phrases without reading fully.</p>
Year 2	<p>VIPERS</p> <p>Vocabulary – the meaning of words</p> <p>Infer – make inferences from the text using clues within the text and your own knowledge</p> <p>Predict – what do you think will happen</p> <p>Explain – detail your thoughts / feelings about the text</p> <p>Retrieve – find the answer from the text</p> <p>Sequence – putting the events in order</p>	<p>Find and copy - look for and copy exactly</p> <p>Who – a person</p> <p>When – a time</p> <p>Where – a place</p> <p>What - a thing (something), asks for information</p> <p>How – a way to explain</p> <p>Why – a cause or reason</p> <p>Skim and scan – search for key words or phrases without reading fully.</p>
Year 3	<p>VIPERS</p> <p>Vocabulary – the meaning of words in context</p> <p>Infer – make and justify inferences from the text using clues within the text and your own knowledge</p> <p>Predict – what do you think will happen based on details given or implied</p> <p>Explain – how content is related / how meaning is enhanced by choice of language / themes and patterns that develop across the text</p> <p>Retrieve – find and record information</p> <p>Summarise – sum up the main ideas from a paragraph</p>	<p>Find and copy - look for and copy exactly</p> <p>Who – a person</p> <p>When – a time</p> <p>Where – a place</p> <p>What - a thing (something), asks for information</p> <p>How – a way to explain</p> <p>Why – a cause or reason</p> <p>Skim and scan – search for key words or phrases without reading fully.</p> <p>Evidence – facts to show something</p>
Year 4	<p>VIPERS</p> <p>Vocabulary – the meaning of words in context</p> <p>Infer – make and justify inferences from the text using clues within the text and your own knowledge</p>	<p>Find and copy - look for and copy exactly</p> <p>Who – a person</p> <p>When – a time</p> <p>Where – a place</p>

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<p>Year 6</p>	<p>VIPERS</p> <p>Vocabulary – the meaning of words in context</p> <p>Infer – make and justify inferences from the text using clues within the text and your own knowledge</p> <p>Predict – what do you think will happen based on details given or implied</p> <p>Explain – how content is related / how meaning is enhanced by choice of language / themes and patterns that develop across the text</p> <p>Retrieve – find and record information</p>	<p>Find and copy - look for and copy exactly</p> <p>Who – a person</p> <p>When – a time</p> <p>Where – a place</p> <p>What - a thing (something), asks for information</p> <p>How – a way to explain</p> <p>Why – a cause or reason</p> <p>Skim and scan – search for key words or phrases without reading fully.</p> <p>Evidence – facts to show something</p>

	<p>Summarise – sum up the main ideas from more than one paragraph</p>	<p>Suggest – put forward an idea Support – use evidence from text to back up your answer Complete – finish a sentence / phrase / answer Produce – make Section – a smaller part of text Opinion – thoughts – yours or someone else's According to – using evidence from the text to justify an answer Impression – an idea about something or someone Approximately – not exact, a rough idea.</p>
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