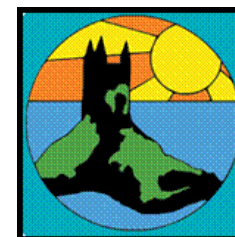


Marazion School Skills Matrix

Reading skills should be taught when linked to projects where possible to ensure real world application.



Key Skills
Decoding
Inferring and deducing
Comparing
Evaluating

English - Reading

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Reading Word	<p>Read and understand simple sentences</p> <p>Use phonic knowledge to decode regular words</p> <p>Read regular words aloud</p> <p>Read some irregular words</p> <p>Continues a rhyming string</p>	<p>Apply phonic knowledge to decode words.</p> <p>Know 40+ phonemes and graphemes, know alternative sounds.</p> <p>Blend sounds accurately in unfamiliar words.</p> <p>Read words with suffixes, e.g, -ing.</p> <p>Read common tricky words.</p> <p>Read words with more than one syllable.</p> <p>Read words with contractions</p> <p>Read aloud accurately applying known phonic knowledge.</p> <p>Re-read books with fluency and confidence.</p>	<p>Continue to apply phonic knowledge to decode words until embedded and reading is fluent.</p> <p>Read accurately by blending sounds in words, especially alternative sounds.</p> <p>Read words with common suffixes.</p> <p>Read common tricky words.</p> <p>Read words with two or more syllables.</p> <p>Read frequently encountered words quickly and accurately.</p> <p>Read aloud books suited to improving phonic knowledge including sounding out unfamiliar words accurately.</p> <p>Re-read books with fluency and confidence.</p>	<p>Apply knowledge of root words, prefixes and suffixes.</p> <p>Read common tricky words, noting the unusual correspondence between spelling and sound.</p> <p>Test out different pronunciations in longer words.</p> <p>Teaching should be aimed more at developing vocabulary and breadth of reading.</p>	<p>Apply knowledge of root words, prefixes and suffixes to understand the meaning of new words.</p> <p>Read common tricky words, noting the unusual correspondence between spelling and sound.</p> <p>Work out any unfamiliar words.</p>	<p>No direct teaching of reading word skills for almost all pupils.</p> <p>Work out any unfamiliar words.</p> <p>Pay attention to new vocabulary, meaning and pronunciation.</p>	<p>No direct teaching of reading word skills for almost all pupils.</p> <p>Read a wide range of fiction and non-fiction with different form and authors, particularly whole books, short stories, poems and plays.</p> <p>Re-read books to increase familiarity and provide a basis for making comparisons.</p>
Comprehension	<p>Demonstrate understanding when discussing what they have read</p> <p>Know information can come from books and computers</p>	<p>Listen to and discuss a wide range of texts beyond what can be read independently.</p> <p>Link what has been read to own experiences.</p> <p>Retell familiar key stories.</p>	<p>Listen to, discuss and express views on a wide range of texts beyond what can be read independently.</p> <p>Discuss the sequence of events in books and how information is related.</p>	<p>Increase familiarity with a wide range of books.</p> <p>Read books that are structured in different ways.</p> <p>Use dictionaries to check meaning of words.</p>	<p>Independently justify views about what has been read.</p> <p>Identify themes in a wide range of texts.</p> <p>Discuss words and phrases that capture a</p>	<p>Read books for a range of purposes.</p> <p>Increase familiarity with a wide range of books, including books from other cultures and traditions.</p>	<p>Learn new vocabulary.</p> <p>Make inferences referring to all aspects of the text.</p> <p>Know the purpose, audience and context for writing and use this knowledge to support comprehension.</p>

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		<p>Check text makes sense.</p> <p>Discuss the effect of titles and main events.</p> <p>Make predictions about the main events of a text.</p> <p>Talk about what they have heard and explain their understanding of this.</p> <p>Make inferences on the basis of what is being said and done.</p>	<p>Begin to use alphabetical ordered texts.</p> <p>Become increasingly familiar with retelling a wider range of texts.</p> <p>Relate stories to own experiences.</p> <p>Look at the structure of a variety of non-fiction books.</p> <p>Identify basic themes in a text.</p> <p>Consider the meaning of words, linking new meaning to known vocabulary, e.g. when adding the prefix un-unhappy.</p> <p>Discuss interesting/favourite words and phrases.</p> <p>Understand texts by drawing on previously learnt or background information.</p> <p>Check text makes sense and correct inaccurate reading.</p> <p>Answer and ask questions about a text.</p> <p>Make predictions about the main events of a text.</p> <p>Make inferences on the basis of what has been read so far.</p> <p>Begin to understand the effect of words or phrases, e.g. repeated words.</p>	<p>Recognise themes in a wide range of texts.</p> <p>Discuss words and phrases that capture a readers interest and imagination.</p> <p>Recognise different forms of poetry.</p> <p>Skim and scan a text to find information.</p> <p>Discuss understanding and explain meaning of words in context. Ask questions to improve understanding of a text.</p> <p>Draw inferences from characters feelings, thoughts and motives for their actions.</p> <p>Predict what may happen from details stated and implied.</p> <p>Identify main ideas drawn from text and summarise these.</p> <p>Identify how language, structure and presentation contribute to meaning.</p> <p>Consider the difference between facts and opinion.</p> <p>Know how to locate key information in non-fiction texts. Participate in discussions about books read to them and read by them.</p>	<p>readers interest and imagination.</p> <p>Talk about the authors purpose.</p> <p>Discuss understanding and explain meaning of words in context.</p> <p>Generate and ask questions to improve understanding of a text.</p> <p>Draw inferences from characters feelings, thoughts and motives for their actions. Justify this with evidence.</p> <p>Predict what may happen from details stated and implied.</p> <p>Identify how language, structure and presentation contribute to meaning.</p> <p>Retrieve and record information from non-fiction.</p> <p>Make comparisons with texts.</p> <p>Know the difference between facts and opinion.</p>	<p>Recommend books to others and give reasons for this.</p> <p>Identify and discuss themes across a wide range of texts.</p> <p>Make simple comparisons across texts – characters, events, etc.</p> <p>Skim and scan a text to find information efficiently.</p> <p>Ask probing questions to improve understanding of a text.</p> <p>Make accurate predictions about what may happen from details stated and implied.</p> <p>Study authors in depth.</p> <p>Discuss and evaluate how the authors choice of language impacts on the reader.</p> <p>Distinguish between statements of fact and opinion.</p> <p>Retrieve, record and present information from non-fiction.</p> <p>Discuss own understanding of a text provide justification for this.</p> <p>Build on own and others view of a text.</p>	<p>Clearly identify the writer’s viewpoints and explain this with specific evidence from the text. Explain how this has an effect on the reader.</p> <p>Know how figurative language, vocab choice, grammar, text structure and organizational features present meaning in a text. Evaluate this.</p> <p>Discuss how a writer’s language choices contribute to the overall effect on the reader .</p> <p>Study the setting, plot and characterization and the effect of these.</p> <p>Make critical comparisons across texts.</p> <p>Study authors in depth.</p> <p>Compare and identify features used by writers from different periods.</p> <p>Discuss own understanding of a text maintaining a focus on the topic and provide justification for this.</p> <p>Build on others view of a text and challenge ideas.</p>
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