







## RE - Year 3– knowledge & skills map











### Word Reading

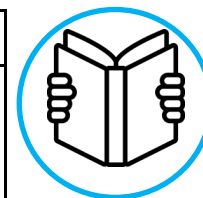
<b>R1</b> (S)	I can apply my knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of new words that I meet.	
<b>R2</b> (S)	I can read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.	

### Comprehension

<b>R3</b> (S)	I can develop positive attitudes to reading and understand what I read by listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.	
<b>R4</b> (K)	I can develop positive attitudes to reading and <b>understand what I read by reading books that are structured in different ways and reading for a range of purposes.</b>	
<b>R5</b> (S)	I can develop positive attitudes to reading and <b>understand what I read by using dictionaries to check the meaning of words that I have read.</b>	
<b>R6</b> (K)	I can develop positive attitudes to reading and <b>understand what I read by increasing my familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.</b>	
<b>R7</b> (S)	I can develop positive attitudes to reading and <b>understand what I read by identifying themes and conventions in a wide range of books.</b>	
<b>R8</b> (S) (K)	I can develop positive attitudes to reading and <b>understand what I read by preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.</b>	

### Comprehension

<b>R9</b> (S)	I can develop positive attitudes to reading and <b>understand what I read by discussing words and phrases that capture the reader's interest and imagination.</b>	 
<b>R10</b> (K)	I can develop positive attitudes to reading and <b>understand what I read by recognising some different forms of poetry [for example, free verse and narrative poetry].</b>	
<b>R11</b> (S)	I can understand what I read. In books I can read independently, by checking that the text makes sense to me, discussing my understanding and explaining the meaning of words in context.	
<b>R12</b> (S)	I can ask questions to improve my understanding of a text.	
<b>R13</b> (S)	I can draw inferences such as inferring characters' feelings, thoughts and motives from their actions. I can justify inferences with evidence.	 
<b>R14</b> (S)	I can predict what might happen from details stated and implied.	 
<b>R15</b> (S)	I can identify main ideas drawn from more than one paragraph and summarise these.	
<b>R16</b> (S)	I can retrieve and record information from a range of texts.	
<b>R17</b> (S) (K)	I can participate in discussion about both books that are read to me and those that I can read for myself, taking turns and listening to what others say.	



# RE –Year 4 - knowledge & skills map



Word Reading		
<b>R1</b> (S)	I can apply my growing knowledge of root words, prefixes and suffixes (etymology and morphology), both to read aloud and to understand the meaning of new words that I meet.	
<b>R2</b> (S)	I can read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.	


Comprehension		
<b>R3</b> (S)	I can develop positive attitudes to reading and understand what I read by listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or text-books.	
<b>R4</b> (K)	I can develop positive attitudes to reading and understand what I read by reading books that are structured in different ways and reading for a range of purposes.	
<b>R5</b> (S)	I can develop positive attitudes to reading and understand what I read by using dictionaries to check the meaning of words that I have read.	
<b>R6</b> (K)	I can develop positive attitudes to reading and understand what I read by increasing my familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.	
<b>R7</b> (S)	I can develop positive attitudes to reading and understand what I read by identifying themes and conventions in a wide range of books.	
<b>R8</b> (S) (K)	I can develop positive attitudes to reading and understand what I read by preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.	

Comprehension		
<b>R9</b> (S)	I can develop positive attitudes to reading and understand what I read by discussing words and phrases that capture the reader's interest and imagination.	
<b>R10</b> (K)	I can develop positive attitudes to reading and understand what I read by recognising some different forms of poetry [for example, free verse and narrative poetry].	
<b>R11</b> (S)	I can understand what I read. In books I can read independently, by checking that the text makes sense to me, discussing my understanding and explaining the meaning of words in context.	
<b>R12</b> (S)	I can ask questions to improve my understanding of a text.	
<b>R13</b> (S)	I can draw inferences such as inferring characters' feelings, thoughts and motives from their actions. I can justify inferences with evidence.	
<b>R14</b> (S)	I can predict what might happen from details stated and implied.	
<b>R15</b> (S)	I can identify main ideas drawn from more than one paragraph and summarise these.	
<b>R16</b> (S)	I can retrieve and record information from a range of texts.	
<b>R17</b> (S) (K)	I can participate in discussion about both books that are read to me and those that I can read for myself, taking turns and listening to what others say.	






# RE - Year 5 – knowledge & skills map





## Word Reading

<b>R1</b> (S)	I can apply my growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that I meet.	
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## Comprehension


<b>R2</b> (S)	I can maintain positive attitudes to reading and understand what I read by continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.	 
<b>R3</b> (S)	I can maintain positive attitudes to reading and understand what I read by reading books that are structured in different ways and reading for a range of purposes.	
<b>R4</b> (K)	I can maintain positive attitudes to reading and understand what I read by increasing my familiarity with a wide range of books. These include myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.	
<b>R5</b> (S)	I can maintain positive attitudes to reading and understand what I read by recommending books that I have read to my peers, giving reasons for my choices.	






## Comprehension



<b>R6</b> (S)	I can maintain positive attitudes to reading and understand what I read by identifying and discussing themes and conventions in and across a wide range of writing.	
<b>R7</b> (S) (K)	I can maintain positive attitudes to reading and understand what I read by making comparisons within and across books.	
<b>R8</b> (K)	I can maintain positive attitudes to reading and understand what I read by learning a wide range of poetry by heart.	
<b>R9</b> (S)	I can maintain positive attitudes to reading and understand what I read by preparing poems and plays to read aloud and to perform. I can show understanding through intonation, tone and volume so that the meaning is clear to an audience.	
<b>R10</b> (S)	I can understand what I read by checking that the book makes sense to me, discussing my understanding and exploring the meaning of words in context.	

# Physical Education - Year 6 – knowledge & skills map



Word Reading		
<b>R1</b> (S)	I can apply my growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that I meet.	

Comprehension		
<b>R2</b> (S)	I can maintain positive attitudes to reading and understand what I read by continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.	 
<b>R3</b> (S)	I can maintain positive attitudes to reading and understand what I read by reading books that are structured in different ways and reading for a range of purposes.	
<b>R4</b> (K)	I can maintain positive attitudes to reading and understand what I read by increasing my familiarity with a wide range of books. These include myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.	
<b>R5</b> (S)	I can maintain positive attitudes to reading and understand what I read by recommending books that I have read to my peers, giving reasons for my choices.	

Comprehension		
<b>R6</b> (S)	I can maintain positive attitudes to reading and understand what I read by identifying and discussing themes and conventions in and across a wide range of writing.	
<b>R7</b> (S)	I can maintain positive attitudes to reading and understand what I read by making comparisons within and across books.	
<b>R8</b> (K)	I can maintain positive attitudes to reading and understand what I read by learning a wide range of poetry by heart.	
<b>R9</b> (S)	I can maintain positive attitudes to reading and understand what I read by preparing poems and plays to read aloud and to perform. I can show understanding through intonation, tone and volume so that the meaning is clear to an audience.	
<b>R10</b> (S)	I can understand what I read by drawing inferences such as inferring characters' feelings, thoughts and motives from my actions. I can justify inferences with evidence.	