

# Year 3 Reading Knowledge Organiser

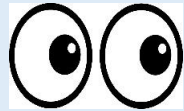


## Reading Skills

### Retrieve

Find the answers in the text.

Look for key words and phrases.



### Vocabulary

Think about what the word means in the sentence. Use the text to help you

In the text the word **magnificent** means wonderful because it says a magnificent, incredible sight!



### Infer

Find the clues in the text to help you work out the answer.

Look for key words and phrases.



### Explain

Explain why something happens in the text.

The boy was angry in the text because he couldn't do his maths work.



### Summarise

What were the main events that happened in the text?  
In the beginning..  
In the middle..  
In the end..  
In the text it says...

### Predict

What do you think will happen next?  
What do you think about this part of the text?

I predict..

## Reading Strategies

When you get stuck...

Look at the picture.

Sound it out.

Look for small words or chunks

Make the first sound.

Skip the word, then reread.



Chunk the word!

Look for a chunk you know.

stand jumping flat

Go back and reread



### Visualising

Picture what you read in your mind. How would the setting and the characters look if you could see them?

Kara and Lucy knew they would have to follow the ranger's directions perfectly if they wanted to find the waterfall.

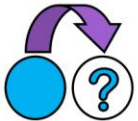


### Inference

Use the CLUES in the text to discover what is NOT directly stated

Text: Ana collected shells. Then she went for a swim in the cool, salty water.

Inference: Ana is at the Ocean.



### Connecting

Connect what you READ with what you KNOW



### Questioning

Ask yourself questions while you read:

- Who, what, where, when, why, and how?
- What are you confused about?
- What do you wonder?
- What does the author want you to know?



# Year 4 Reading Knowledge Organiser

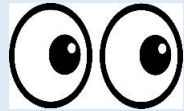


## Reading Skills

### Retrieve

Find the answers in the text.

Look for key words and phrases.



### Vocabulary

Think about what the word means in the sentence. Use the text to help you

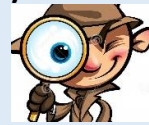
In the text the word **magnificent** means wonderful because it says a magnificent, incredible sight!



### Infer

Find the clues in the text to help you work out the answer.

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### Explain

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### Summarise

What were the main events that happened in the text?  
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## Reading Strategies

### Visualising

Picture what you read in your mind. How would the setting and the characters look if you could see them?

Kara and Lucy knew they would have to follow the ranger's directions perfectly if they wanted to find the waterfall.



### SUMmarise It

**S**horter than the text  
**U**se your own words  
**M**ain ideas only

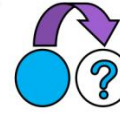


### Inference

Use the CLUES in the text to discover what is NOT directly stated

Text: Ana collected shells. Then she went for a swim in the cool, salty water.

Inference: Ana is at the Ocean.



### Connecting

Connect what you READ with what you KNOW



### Questioning

Ask yourself questions while you read:

- Who, what, where, when, why, and how?
- What are you confused about?
- What do you wonder?
- What does the author want you to know?



Go back and reread



Look at the picture.  
Sound it out.



Look for small words or chunks  
Make the first sound.  
Skip the word, then reread.

# Year 5 Reading Knowledge Organiser

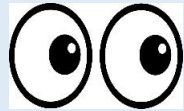


## Reading Skills

### Retrieve

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Look for key words and phrases.



### Vocabulary

Think about what the word means in the sentence. Use the text to help you

In the text the word **magnificent** means wonderful because it says a magnificent, incredible sight!



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Find the clues in the text to help you work out the answer.

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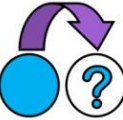


### Inference

Use the CLUES in the text to discover what is NOT directly stated

Text: Ana collected shells. Then she went for a swim in the cool, salty water.

Inference: Ana is at the Ocean.



### Connecting

Connect what you READ with what you KNOW



### Compare and Contrast

Ask yourself:

What is the same?  
What is different?



### Questioning

Ask yourself questions while you read:

- Who, what, where, when, why, and how?
- What are you confused about?
- What do you wonder?
- What does the author want you to know?



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**U**se your own words

**M**ain ideas only



# Year 6 Reading Knowledge Organiser

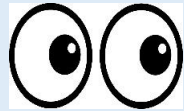


## Reading Skills

### Retrieve

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### Vocabulary

Think about what the word means in the sentence. Use the text to help you

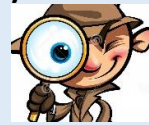
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## Reading Strategies

### Visualising

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Kara and Lucy knew they would have to follow the ranger's directions perfectly if they wanted to find the waterfall.



### Connecting

Connect what you READ with what you KNOW



### Compare and Contrast

Ask yourself:

What is the same?

What is different?



### Author's Purpose is as easy as PIE.

The author is trying to get you to believe or to do something.



The author is giving you information about a topic.

The author is trying to hold your attention often by telling a story

### SUMmarise It

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**U**se your own words

**M**ain ideas only

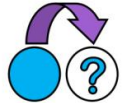


### Inference

Use the CLUES in the text to discover what is NOT directly stated

Text: Ana collected shells. Then she went for a swim in the cool, salty water.

Inference: Ana is at the Ocean.



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