Reading Curriculum

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| Year 1 | Comprehension | Develop pleasure in reading motivation to read vocabulary and understanding by: |
| Year 1 | Comprehension | Listening to and discussing a wide range of poems stories and non-fiction at a level beyond that at which they can read independently |
| Year 1 | Comprehension | Being encouraged to link what they read or hear to their own experiences |
| Year 1 | Comprehension | Becoming very familiar with key stories fairy stories and traditional tales retelling them and considering their particular characteristics |
| Year 1 | Comprehension | Becoming very familiar with key stories fairy stories and traditional tales |
| Year 1 | Comprehension | Recognising and joining in with predictable phrases |
| Year 1 | Comprehension | Learning to appreciate rhymes and poems and to recite some by heart |
| Year 1 | Comprehension | Discussing word meanings linking new meanings to those already known |
| Year 1 | Comprehension | Understands both the books they can already read accurately and fluently and those they listen to by: |
| Year 1 | Comprehension | Drawing on what they already know or on background information and vocabulary provided by the teacher |
| Year 1 | Comprehension | Checking that the text makes sense to them as they read |
| Year 1 | Comprehension | As they read correcting inaccurate reading |
| Year 1 | Comprehension | Discussing the significance of the title and events |
| Year 1 | Comprehension | Making inferences on the basis of what is being said and done |
| Year 1 | Comprehension | Predicting what might happen on the basis of what has been read so far |
| Year 1 | Comprehension | Participate in discussion about what is read to them taking turns and listening to what others say |
| Year 1 | Comprehension | Explain clearly their understanding of what is read to them |
| Year 1 | Word reading | Apply phonic knowledge and skills as the route to decode words |
| Year 1 | Word reading | Responds speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes including where applicable alternative sounds for graphemes |
| Year 1 | Word reading | Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught |
| Year 1 | Word reading | Reads accurately by blending sounds in unfamiliar words |
| Year 1 | Word reading | Read common exception words noting unusual correspondences between spelling and sound and where these occur in the word |
| Year 1 | Word reading | Reads common exception words |
| Year 1 | Word reading | Read words containing taught GPCs and –s –es –ing –ed –er and –est endings |
| Year 1 | Word reading | Read other words of more than one syllable that contain taught GPCs |
| Year 1 | Word reading | Read words with contractions [for example i’m i’ll we’ll] and understand that the apostrophe represents the omitted letter(s) |
| Year 1 | Word reading | Reads aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words |
| Year 1 | Word reading | Reread these books to build up their fluency and confidence in word reading |
| Year 1 | Comprehension | Develop pleasure in reading motivation to read vocabulary and understanding by: |
| Year 1 | Comprehension | Listening to and discussing a wide range of poems stories and non-fiction at a level beyond that at which they can read independently |
| Year 1 | Comprehension | Being encouraged to link what they read or hear to their own experiences |
| Year 1 | Comprehension | Becoming very familiar with key stories fairy stories and traditional tales retelling them and considering their particular characteristics |
| Year 1 | Comprehension | Becoming very familiar with key stories fairy stories and traditional tales |
| Year 1 | Comprehension | Recognising and joining in with predictable phrases |
| Year 1 | Comprehension | Learning to appreciate rhymes and poems and to recite some by heart |
| Year 1 | Comprehension | Discussing word meanings linking new meanings to those already known |
| Year 1 | Comprehension | Understands both the books they can already read accurately and fluently and those they listen to by: |
| Year 1 | Comprehension | Drawing on what they already know or on background information and vocabulary provided by the teacher |
| Year 1 | Comprehension | Checking that the text makes sense to them as they read |
| Year 1 | Comprehension | As they read correcting inaccurate reading |
| Year 1 | Comprehension | Discussing the significance of the title and events |
| Year 1 | Comprehension | Making inferences on the basis of what is being said and done |
| Year 1 | Comprehension | Predicting what might happen on the basis of what has been read so far |
| Year 1 | Comprehension | Participate in discussion about what is read to them taking turns and listening to what others say |
| Year 1 | Comprehension | Explain clearly their understanding of what is read to them |
| Year 1 | Word reading | Apply phonic knowledge and other skills to decode words |
| Year 1 | Word reading | Responds speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes including where applicable alternative sounds for graphemes |
| Year 1 | Word reading | Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught |
| Year 1 | Word reading | Reads accurately by blending sounds in unfamiliar words |
| Year 1 | Word reading | Read common exception words noting unusual correspondences between spelling and sound and where these occur in the word |
| Year 1 | Word reading | Reads common exception words |
| Year 1 | Word reading | Read words containing taught GPCs and –s –es –ing –ed –er and –est endings |
| Year 1 | Word reading | Read other words of more than one syllable that contain taught GPCs |
| Year 1 | Word reading | Read words with contractions [for example i’m i’ll we’ll] and understand that the apostrophe represents the omitted letter(s) |
| Year 1 | Word reading | Reads aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words |
| Year 1 | Word reading | Reread these books to build up their fluency and confidence in word reading |
| Year 2 | Comprehension | Develops pleasure in reading motivation to read vocabulary and understanding by: |
| Year 2 | Comprehension | Listening to discussing and expressing views about a wide range of contemporary and classic poetry stories and non-fiction at a level beyond that at which they can read independently |
| Year 2 | Comprehension | Discussing the sequence of events in books and how items of information are related |
| Year 2 | Comprehension | Becoming increasingly familiar with a wider range of stories fairy stories and traditional tales |
| Year 2 | Comprehension | Retelling a range of stories fairy stories and traditional tales |
| Year 2 | Comprehension | Being introduced to non-fiction books that are structured in different ways |
| Year 2 | Comprehension | Recognising simple recurring literary language in stories and poetry |
| Year 2 | Comprehension | Discussing and clarifying the meanings of words linking new meanings to known vocabulary |
| Year 2 | Comprehension | Discussing their favourite words and phrases |
| Year 2 | Comprehension | Continuing to build up a repertoire of poems learnt by heart appreciating these and reciting some with appropriate intonation to make the meaning clear |
| Year 2 | Comprehension | Understand both the books that they can already read accurately and fluently and those that they listen to by: |
| Year 2 | Comprehension | Drawing on what they already know or on background information and vocabulary provided by the teacher |
| Year 2 | Comprehension | Checking that the text makes sense to them as they read and correcting inaccurate reading |
| Year 2 | Comprehension | Making inferences on the basis of what is being said and done |
| Year 2 | Comprehension | Answering and asking questions |
| Year 2 | Comprehension | Answering questions |
| Year 2 | Comprehension | Predicting what might happen on the basis of what has been read so far |
| Year 2 | Comprehension | Participates in discussion about books poems and other works that are read to them and those that they can read for themselves taking turns and listening to what others say |
| Year 2 | Comprehension | Explain and discuss their understanding of books poems and other material both those that they listen to and those that they read for themselves |
| Year 2 | Word reading | Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent |
| Year 2 | Word reading | Reads accurately by blending the sounds in words that contain the graphemes taught so far especially recognising alternative sounds for graphemes |
| Year 2 | Word reading | Reads accurately words of two or more syllables that contain the same graphemes as above |
| Year 2 | Word reading | Read words containing common suffixes |
| Year 2 | Word reading | Read further common exception words noting unusual correspondences between spelling and sound and where these occur in the word |
| Year 2 | Word reading | Read most words quickly and accurately without overt sounding and blending when they have been frequently encountered |
| Year 2 | Word reading | Reads most words at an instructional level 93-95 per cent quickly and accurately without overt sounding and blending when they have been frequently encountered |
| Year 2 | Word reading | Reads aloud books closely matched to their improving phonic knowledge sounding out unfamiliar words accurately automatically and without undue hesitation |
| Year 2 | Word reading | Re-reads these books to build up their fluency and confidence in word reading |
| Year 2 | Comprehension | Develops pleasure in reading motivation to read vocabulary and understanding by: |
| Year 2 | Comprehension | Listening to discussing and expressing views about a wide range of contemporary and classic poetry stories and non-fiction at a level beyond that at which they can read independently |
| Year 2 | Comprehension | Discussing the sequence of events in books and how items of information are related |
| Year 2 | Comprehension | Becoming increasingly familiar with a wider range of stories fairy stories and traditional tales |
| Year 2 | Comprehension | Retelling a range of stories fairy stories and traditional tales |
| Year 2 | Comprehension | Being introduced to non-fiction books that are structured in different ways |
| Year 2 | Comprehension | Recognising simple recurring literary language in stories and poetry |
| Year 2 | Comprehension | Discussing and clarifying the meanings of words linking new meanings to known vocabulary |
| Year 2 | Comprehension | Discussing their favourite words and phrases |
| Year 2 | Comprehension | Continuing to build up a repertoire of poems learnt by heart appreciating these and reciting some with appropriate intonation to make the meaning clear |
| Year 2 | Comprehension | Understand both the books that they can already read accurately and fluently and those that they listen to by: |
| Year 2 | Comprehension | Drawing on what they already know or on background information and vocabulary provided by the teacher |
| Year 2 | Comprehension | Checking that the text makes sense to them as they read and correcting inaccurate reading |
| Year 2 | Comprehension | Making inferences on the basis of what is being said and done |
| Year 2 | Comprehension | Answering and asking questions |
| Year 2 | Comprehension | Answering questions |
| Year 2 | Comprehension | Predicting what might happen on the basis of what has been read so far |
| Year 2 | Comprehension | Participates in discussion about books poems and other works that are read to them and those that they can read for themselves taking turns and listening to what others say |
| Year 2 | Comprehension | Explain and discuss their understanding of books poems and other material both those that they listen to and those that they read for themselves |
| Year 2 | Word reading | read accurately most words of 1 or 2 syllables |
| Year 2 | Word reading | Read words containing common suffixes |
| Year 2 | Word reading | Read further common exception words noting unusual correspondences between spelling and sound and where these occur in the word |
| Year 2 | Word reading | Read most words quickly and accurately without overt sounding and blending when they have been frequently encountered |
| Year 2 | Word reading | In an age appropriate book - Reads most words accurately and fluently without overt sounding and blending at over 90 words per minute. |
| Year 3 | Comprehension | Develops positive attitudes to reading and an understanding of what they read by: |
| Year 3 | Comprehension | Listening to and discussing a wide range of fiction poetry plays non-fiction and reference books or textbooks |
| Year 3 | Comprehension | Reading books that are structured in different ways and reading for a range of purposes |
| Year 3 | Comprehension | Using dictionaries to check the meaning of words that they have read |
| Year 3 | Comprehension | Increasing their familiarity with a wide range of books including fairy stories myths and legends and retelling some of these orally |
| Year 3 | Comprehension | Identifying themes and conventions in a wide range of books |
| Year 3 | Comprehension | Preparing poems and play scripts to read aloud and to perform showing understanding through intonation tone volume and action |
| Year 3 | Comprehension | Discussing words and phrases that capture the reader’s interest and imagination |
| Year 3 | Comprehension | Recognising some different forms of poetry [for example free verse narrative poetry] |
| Year 3 | Comprehension | Understands what they have read independently by: |
| Year 3 | Comprehension | Checking that the text makes sense to them discussing their understanding and explaining the meaning of words in context |
| Year 3 | Comprehension | Asking questions to improve their understanding of a text |
| Year 3 | Comprehension | Drawing inferences such as inferring characters’ feelings thoughts and motives from their actions and justifying inferences with evidence |
| Year 3 | Comprehension | Predicting what might happen from details stated and implied |
| Year 3 | Comprehension | Identifying main ideas drawn from more than one paragraph and summarising these |
| Year 3 | Comprehension | Identifying how language structure and presentation contribute to meaning |
| Year 3 | Comprehension | Retrieves and records information from non-fiction |
| Year 3 | Comprehension | Participate in discussion about both books that are read to them and those they can read for themselves taking turns and listening to what others say |
| Year 3 | Word reading | Apply their growing knowledge of root words prefixes and suffixes (etymology and morphology) as listed in - see [[English appendix 1 -- https://www.gov.uk/government/uploads/system/uploads/attachment\_data/file/239784/English\_Appendix\_1\_-\_Spelling.pdf]] both to read aloud and to understand the meaning of new words they meet |
| Year 3 | Word reading | Reads further exception words noting the unusual correspondences between spelling and sound and where these occur in the word |
| Year 4 | Comprehension | Develop positive attitudes to reading and an understanding of what they read by: |
| Year 4 | Comprehension | Reading books that are structured in different ways and reading for a range of purposes |
| Year 4 | Comprehension | Increasing their familiarity with a wide range of books including fairy stories myths and legends and retelling some of these orally |
| Year 4 | Comprehension | Preparing poems and play scripts to read aloud and to perform showing understanding through intonation tone volume and action |
| Year 4 | Comprehension | Discussing words and phrases that capture the reader’s interest and imagination |
| Year 4 | Comprehension | Recognising some different forms of poetry [for example free verse narrative poetry] |
| Year 4 | Comprehension | Understand what they read in texts they can read independently by: |
| Year 4 | Comprehension | Asking questions to improve their understanding of a text |
| Year 4 | Comprehension | Identifying how language structure and presentation contribute to meaning |
| Year 4 | Comprehension | Listens to and discusses a wide range of fiction poetry plays non-fiction and reference books or textbooks |
| Year 4 | Comprehension | Uses dictionaries to check the meaning of words that have been read |
| Year 4 | Comprehension | Identifies themes and conventions in a wide range of books |
| Year 4 | Comprehension | Checks that the text makes sense to the individual discussing his understanding and explaining the meaning of words in context |
| Year 4 | Comprehension | Draws inferences such as inferring characters’ feelings thoughts and motives from their actions and justifies inferences with evidence |
| Year 4 | Comprehension | Predicts what might happen from details stated and implied |
| Year 4 | Comprehension | Identifies main ideas drawn from more than one paragraph and summarises these |
| Year 4 | Comprehension | Retrieves and record information from non-fiction |
| Year 4 | Comprehension | Participate in discussion about both books that are read to them and those they can read for themselves taking turns and listening to what others say |
| Year 4 | Word reading | Applies a growing knowledge of root words prefixes and suffixes (etymology and morphology) as listed in [[English appendix 1 of the national curriculum document-- https://www.gov.uk/government/uploads/system/uploads/attachment\_data/file/239784/English\_Appendix\_1\_-\_Spelling.pdf]] both to read aloud and to understand the meaning of new words they meet |
| Year 4 | Word reading | Reads further exception words noting the unusual correspondences between spelling and sound and where these occur in the word |
| Year 5 | Comprehension | Maintain positive attitudes to reading and an understanding of what they read by: |
| Year 5 | Comprehension | Continuing to read and discuss an increasingly wide range of fiction poetry plays non-fiction and reference books or textbooks |
| Year 5 | Comprehension | Reading books that are structured in different ways and reading for a range of purposes |
| Year 5 | Comprehension | Increasing their familiarity with a wide range of books including myths legends and traditional stories modern fiction fiction from our literary heritage and books from other cultures and traditions |
| Year 5 | Comprehension | Understand what they read by: |
| Year 5 | Comprehension | Asking questions to improve their understanding |
| Year 5 | Comprehension | Drawing inferences such as inferring characters’ feelings thoughts and motives from their actions and justifying inferences with evidence |
| Year 5 | Comprehension | Predicting what might happen from details stated and implied |
| Year 5 | Comprehension | Identifying how language structure and presentation contribute to meaning |
| Year 5 | Comprehension | Checks that the book makes sense to the reader discussing the individual’s understanding and exploring the meaning of words in context |
| Year 5 | Comprehension | Summarises the main ideas drawn from more than one paragraph identifying key details that support the main ideas |
| Year 5 | Comprehension | Discuss and evaluate how authors use language including figurative language considering the impact on the reader |
| Year 5 | Comprehension | Distinguish between statements of fact and opinion |
| Year 5 | Comprehension | Retrieves records and presents information from non-fiction |
| Year 5 | Comprehension | Participate in discussions about books that are read to them and those they can read for themselves building on their own and others’ ideas and challenging views courteously |
| Year 5 | Comprehension | Participates in discussions about books that are read to the child and those that can be read independently |
| Year 5 | Comprehension | Explain and discuss their understanding of what they have read including through formal presentations and debates maintaining a focus on the topic and using notes where necessary |
| Year 5 | Comprehension | Provide reasoned justifications for their views |
| Year 5 | Comprehension | Provides reasoned justifications for their views about a book |
| Year 5 | Word reading | Applies a growing knowledge of root words prefixes and suffixes (morphology and etymology) as listed in [[English appendix 1 of the national curriculum -- https://www.gov.uk/government/uploads/system/uploads/attachment\_data/file/239784/English\_Appendix\_1\_-\_Spelling.pdf]] both to read aloud and to understand the meaning of new words that are met |
| Year 6 | Comprehension | Maintain positive attitudes to reading and an understanding of what they read by: |
| Year 6 | Comprehension | Continuing to read and discuss an increasingly wide range of fiction poetry plays non-fiction and reference books or textbooks |
| Year 6 | Comprehension | Reading books that are structured in different ways and reading for a range of purposes |
| Year 6 | Comprehension | Increasing their familiarity with a wide range of books including myths legends and traditional stories modern fiction fiction from our literary heritage and books from other cultures and traditions |
| Year 6 | Comprehension | Understand what they read by: |
| Year 6 | Comprehension | Asking questions to improve their understanding |
| Year 6 | Comprehension | Drawing inferences such as inferring characters’ feelings thoughts and motives from their actions and justifying inferences with evidence |
| Year 6 | Comprehension | Predicting what might happen from details stated and implied |
| Year 6 | Comprehension | Identifying how language structure and presentation contribute to meaning |
| Year 6 | Comprehension | Checks that the book makes sense to the reader discussing the individual’s understanding and exploring the meaning of words in context |
| Year 6 | Comprehension | Summarises the main ideas drawn from more than one paragraph identifying key details that support the main ideas |
| Year 6 | Comprehension | Discuss and evaluate how authors use language including figurative language considering the impact on the reader |
| Year 6 | Comprehension | Distinguish between statements of fact and opinion |
| Year 6 | Comprehension | Retrieves records and presents information from non-fiction |
| Year 6 | Comprehension | Participate in discussions about books that are read to them and those they can read for themselves building on their own and others’ ideas and challenging views courteously |
| Year 6 | Comprehension | Participates in discussions about books that are read to the individual and those that can be read independently |
| Year 6 | Comprehension | Explain and discuss their understanding of what they have read including through formal presentations and debates maintaining a focus on the topic and using notes where necessary |
| Year 6 | Comprehension | Provides reasoned justifications for their views about a book |
| Year 6 | Word reading | Applies a growing knowledge of root words prefixes and suffixes (morphology and etymology) as listed in [[English appendix 1 of the national curriculum -- https://www.gov.uk/government/uploads/system/uploads/attachment\_data/file/239784/English\_Appendix\_1\_-\_Spelling.pdf]] both to read aloud and to understand the meaning of new words that they meet |