Our Reading Curriculum

To be read in conjunction with our:

- Phonics and reading policy
- Early Years curriculum

Our reading curriculum is based upon the National Curriculum which '*provides an outline of the core knowledge around which teachers can develop exciting and stimulating lessons to promote the development of the pupils' knowledge, understanding and skills as part of the wider school curriculum*' (2014: 6).

As a school, we have strengthened our curriculum by adding additional areas, which we know help our children become fluent, confident readers with a lifelong interest in reading. These add to the two dimensions of the two dimensions of the National Curriculum's programmes of study:

- word reading
- comprehension (both listening and reading).

We have developed our reading curriculum on a year-by-year basis and use this to ensure our children are ready for the next stage in their learning.

With reference to:

- Early Years Statutory Framework (2021)
- Little Wandle Letters and Sounds Revised 2021: Programme progression Reception and Year 1 overviews
- National Curriculum for English

Reading Curriculum

	Early Years Foundation Stage	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attitudes to reading *Develop the habit of reading widely and often, for pleasure and for information (NC Aims)*	Enjoy listening to a range of familiar texts that are age appropriate and beyond. Join in with sections of or whole poems with predictable phrases and repeating patterns.	Enjoy listening to a range of texts beyond that at which they can read independently. Recognise and join in with predictable phrases in rhymes, poems and key stories.	Enjoy listening to and discuss a range of texts including contemporary and classic poetry, stories and non-fiction that are age appropriate and beyond.	Enjoy listening to and discuss a wide range of texts including fiction, poetry, plays and non-fiction which are age appropriate and beyond.	Enjoy listening to and discuss a wide range of texts including fiction, poetry, plays and non-fiction which are age appropriate and beyond.	Enjoy listening to a range of texts that are age appropriate and beyond.	Enjoy listening to a range of texts that are age appropriate and beyond.
	Select books they like and give reasons for choices.	Discuss books they like and give reasons for choices, referring to examples.	Justify their choice of books and their preferences from the books they have read or have had read to them.	Discuss with others why they like particular books or authors, giving reasons, and beginning to read for a range of purposes.	Discuss with others their feelings and opinions about different authors, books, genres and poetry, and beginning to read for a wider range of purposes.	Talk about a range of book and author preferences referring to details and examples in the text, and and reading for a range of purposes.	Discuss their personal reading with others and their personal response to their reading, challenging the views of others and supporting their ideas with evidence in a wide range of text types.
	Select books they would like to read.	Read and listen to whole books, making choices for their personal reading.	Select books for personal reading and give reasons for choices.	Sustain their reading for enjoyment and to identify their personal preferences.	Sustain their reading for enjoyment and to give a reason when identifying their personal preferences.	Share authors and book choices with their peers, offering recommendations and giving reasons why.	Share enthusiasm and new finds.
	Join in and respond to familiar rhymes, poems and songs. Use story language and plot in play.	Become very familiar with key stories, fairy stories and traditional tales, retelling them.	Become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales.	Increase familiarity with a range of books, including fairy stories, myths and legends and play scripts, retelling and performing some orally.	Increase familiarity with a range of books, including fairy stories, myths and legends and play scripts, retelling and performing some orally.	Increase familiarity with a wide range of books including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions, preparing some to read aloud and perform.	Increase familiarity with a wide range of books including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions, preparing some to read aloud and perform.
Fluency **Accuracy (via decoding) + automaticity = fluency** *Read easily, fluently and with good understanding (NC Aims)*	Begin to read by sound-blending, with less emphasis on decoding each individual sound (ELG)	Read individually with less emphasis on decoding each individual sounds. In age-appropriate texts, check reading makes sense and self-correct any inaccurate reading. Re-read books to build fluency.	Read most (80%) words accurately with sufficient fluency to allow them to focus on their understanding rather than decoding individual words. In age-appropriate texts, they check reading makes sense to them, self-correcting any inaccurate reading.	Read, with fluency and automaticity, a range of age-appropriate text types. In age-appropriate texts, they check reading makes sense to them, self-correcting any inaccurate reading.	Read, with fluency and automaticity, a range of age-appropriate text types. In age-appropriate texts, they check reading makes sense to them, self-correcting any inaccurate reading	Fluently and effortlessly reads a wide range of age-appropriate texts. In age-appropriate texts, they check reading makes sense to them, self-correcting any inaccurate reading	Fluently and effortlessly read a full range of age-appropriate texts. In age-appropriate texts, they check reading makes sense to them, self-correcting any inaccurate reading
	Start to show awareness of punctuation such as full stops.	Show awareness of punctuation, e.g. full stops, question marks and exclamation marks.	Read with an accurate awareness of punctuation taught e.g. question marks, exclamations.	Read with a growing awareness of a wider range of punctuation.	Read with an awareness of a wider range of punctuation.	Develop good phrasing; adhering to punctuation, stress and intonation.	Read with good phrasing; adhering to punctuation, stress and intonation.
	Read aloud simple sentences and books which are consistent with their phonic knowledge, including common exception words (ELG)	When reading phonically decodable texts, Read between 60 – 70+ words a minute	Re-read books with automaticity. This means accurately, silently and speedily .Read approximately 90 words per minute	Read at a speed sufficient enough for them to focus on understanding. Start to read multi-clause sentences using re-reading to develop control.	Read at a speed sufficient enough for them to focus on understanding. Read multi-clause sentences with increasing control, re-reading where necessary.	Read at a conversational pace throughout the reading. Read complex sentences with increasing control.	Read at conversational pace throughout the reading. Read complex sentences with control.
	Start to experiment with prosody/expression. In the initial stages, this might replicate the adult sharing the text.	Read sentences with expression. E.g. 'Oh no!'	Use appropriate expression and intonation.	Show a growing use of expression, intonation and volume.	Read using expression, intonation and are developing their use of volume.	Read with varied volume, intonation and expression.	Read confidently with varied volume and expression across a range of text types
		Recite, by heart, some poems with predictable phrases and repeating patterns.	Begin to build up a repertoire of familiar poems which can be recited, by heart, with growing intonation.	Prepare and recite age appropriate poetry and plays, with increasing accuracy and a growing use of intonation and expression.	Prepare and recite age appropriate poetry and plays, which has been learnt by heart, with a growing use of intonation and expression.	Recite age appropriate poetry and plays, which has been learnt by heart, using varied volume, intonation and expression.	Recite age appropriate poems and plays confidently with varied volume and expression so that the meaning is clear to an audience.
Word Reading (Decoding)	***St. Giles CE Primary school uses the Little Wandle SSP to deliver an effective, daily systematic synthetic phonics programme.***			When reading age appropriate Year 3 texts:	When reading age appropriate Year 4 texts:	When reading age appropriate Year 5 texts:	When reading age appropriate Year 6 texts:
	Hear initial, final and middle sounds	Autumn 1: Phase 5 Know all the letters of the alphabet	Apply phonic knowledge and skills consistently to decode quickly and accurately so they can read fluently and accurately.	Know the full range of GPCs, and use phonic skills consistently and automatically to address unfamiliar or challenging words.	Know the full range of GPCs, and use phonic skills consistently and automatically to address unfamiliar or challenging words.	Know securely the different pronunciations of words with the same letter-string e.g. bought, rough, cough, though, plough.	
	Autumn 1: Phase 2 graphemes	Apply phonic knowledge and skills as the route to decode words, to read loud phonically-decodable books, matched to phonic knowledge.	Decode alternative sounds for graphemes.				
	Autumn 2: Phase 2 graphemes (digraphs)	Respond speedily with the correct sound to graphemes for all 40+ phonemes, including alternative sounds.	Read accurately words of two or more syllables that contain alternative sounds for graphemes.				
	Spring 1: Phase 3 graphemes	Read accurately by blending sounds in unfamiliar words containing GPCs taught.	Read a wider range of common exception words which have been taught, including most (80%) words from the Year2 Spelling appendix	Read most (80%) of the Year 3/4 common exception words by sight (including all those in the Year 2 Spelling appendix) noting unusual correspondence between spelling and sound.	Read all of the Year 3/4 common exception words by sight noting unusual correspondence between spelling and sound.		
	Spring 2: Phase 3 graphemes (no new tricky words)	Read a range of common exception words e.g. the, said, they, once, she, friend, school.	Read words containing common suffixes such as: -ment, -less, -ness, -ful and -ly.	Determine the meaning of new words by sometimes applying knowledge of root words and their affixes e.g. disagree, misbehave, incorrect.	Determine the meaning of new words by sometimes applying knowledge of root words and their affixes e.g. disagree, misbehave, incorrect.	Determine the meaning of new words by applying morphological knowledge of root words and affixes e.g. suspect/suspicious, change/changeable, receive/reception.	Determine the meaning of new words by applying morphological knowledge of root words and affixes e.g. ambitious, infectious, observation, innocence.
	Summer 1: Phase 4 graphemes	Read words with the endings -s, -es, -er, -ing, -ed and -est.					
	Summer 2: Phase 4 graphemes (no new tricky words)	Read words of more than one syllable which contain known GPCs.					
	Say a sound for letter of the alphabet and at least 10 digraphs	Read contractions e.g. I'm, can't, we'll. Know that apostrophes represent omitted letters.					
Stamina	Read aloud simple sentences and books containing GPCs taught.	Re-read books which are consistent with their developing phonic knowledge to build fluency and confidence	Re-read books to continue to build up their fluency and confidence in word reading	Extend the range of books to independently read by browsing and selecting texts from a carefully curated book corner and library.	Developing their reading stamina as they read longer and more challenging texts.	Able to plan personal reading goals which reflect their interests and extend their range.	Developing their reading stamina and completes the independent reading of some longer texts.

			Early Years Foundation Stage	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Comprehension skills (both listening and reading)	Vocabulary		Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes, poems and during role-play.	Draw on interesting words and use them when talking about books and stories.	Develop understanding of words met in reading, making links with known vocabulary and discussing favourite words and phrases.	Identify where an author uses alternatives and synonyms for common or over used words and speculates about the shades of meaning implied.	Consider a writer's use of specific and precise vocabulary, including the meaning of technical or subject specific words (for example nouns, adjectives, verbs and adverbs) and discuss the meanings conveyed.	Distinguish between everyday word meanings and their subject specific use, e.g. the specific meaning of *force* in scientific texts.	Collect unfamiliar vocabulary from texts they have read, including technical vocabulary met in other subjects, defining meanings and using the vocabulary when recording ideas about the text.
			Show interest in unfamiliar words by asking what they mean.	Speculate about the possible meanings of unfamiliar words met in reading and checks whether the suggested meanings make sense in the context of the text.	Begin to use strategies to find the meaning of an unfamiliar word, both in fiction and non-fiction, and checks whether a suggested meaning of an unfamiliar word makes sense in the context of the text. (E.g. where this is explained in preceding or subsequent sentences or in a glossary).	Develop further strategies to find the meaning of an unfamiliar word, both in fiction and non-fiction, and checks whether a suggested meaning of an unfamiliar word makes sense in the context of the text. (E.g. Practises re-reading a sentence and reading on in order to locate or infer the meaning of unfamiliar words.)	Identify unfamiliar vocabulary in a text and adopts appropriate strategies to locate or infer the meaning. (E.g.re-reading surrounding sentences and/ or paragraphs to identify an explanation or develop a sensible inference, by identifying root words and derivatives, using the context and syntax, or using aids such as glossaries or dictionaries.)	Identify when they do not understand the vocabulary used in a text and uses taught strategies to check the plausibility and accuracy of their explanation or inference of the word to clarify the meaning. (E.g. re – reading, reading on, using the context).	Identify when they do not understand the vocabulary used in a text and uses taught strategies to check the plausibility and accuracy of their explanation or inference of the word to clarify the meaning. (E.g. re – reading, reading on, using the context, knowledge of syntax or word roots).
					Use appropriate dictionaries to locate words by using the initial letter. Use terms such as definition.	Locate words in an appropriate dictionary by using the first two letters.	Locate words in a dictionary by the third and fourth place letters.	Use dictionaries effectively to locate word meanings and other information about words, e.g. by using alphabetical order, understanding abbreviations, determining which definition is the most relevant to the context.	Use dictionaries, glossaries and other alphabetically ordered texts confidently and efficiently in order to locate information about words met in reading.
	Retrieval		Begin to understand that some texts are for finding information and some are for stories. With support from an adult, uses picture clues to describe what has just happened.	Model reading to gain an overview of a page/text by focussing on significant parts, names, captions, titles. Scan the text to locate specific information using titles and labels.	Speculate about the meaning of the section or page by skim reading title, contents page, illustrations, headings and sub-headings.Scan pages to find specific information using keywords or phrases and headings.	Skim opening sentences of each paragraph to get an overview of a page or section of text. Scan contents, indexes and pages to locate and record specific non-fiction information.	Skim reads a text to get an overview of it. Scan for key words, phrases and headings to decide which sections of text to read more carefully to fulfil a particular purpose e.g. to summarise a text.	Scan texts to gain specific information and identify sections of text to read more carefully/reads on as appropriate in order to retrieve and record information.	To skim and scan to retrieve, record and present information, explaining their understanding of what they have read, including through formal presentation and debate.
			When the *adult* is reading: Recall information from a page, which they have listened to, to answer simple questions.	Recall information from a text, which they have listened to or read, to answer simple questions.	Read sections of text more carefully to answer a specific question.	Identify sections of a text needed to read carefully in order to find specific information or answer the question.	Identify sections of a text needed to read carefully in order to find specific information or answer the question.	Carefully reads sections of text to research information and to answer questions, distinguishing between fact and opinion.	Carefully reads sections of text to research information and to answer questions, distinguishing between fact and opinion.
			When the *adult* is reading: Ask relevant questions about what is read to them	Ask questions to understand what has happened in stories they have read or been read to them.	Ask what, where and when questions about a text to support and develop their understanding.	Clarify their understanding of events, ideas and topics by asking questions about them.	Identify elements of a text which they do not understand and asks questions about it.	Ask questions to clarify their understanding of words, phrases, events and ideas in different texts.	Ask questions to clarify their understanding of words, phrases, events and ideas in different texts.
	Inference – justifying evidence		Respond to a picture from a story with their ideas about what might be happening and why.	Respond to a picture, front cover or title with their ideas about what might be happening and why. Draw on what they already know or on background information and vocabulary provided by the teacher to further develop understanding of the text.	Talk around a topic or front cover / title prior to reading, linking to their experiences. Draw on what they already know or on background information and vocabulary provided by the teacher to further develop understanding of the text.	Link what they read to their knowledge and experience of a topic and to their knowledge of similar texts.	Link what they read reading to prior knowledge and experience and to their knowledge of similar texts.	Find evidence and uses this to explain how and why it shows that a character's mood has changed over time.	Find evidence and uses this to explain how it shows a character's thoughts and motives and the atmosphere of the text.
			Ask questions about a character or events in a story.	Ask questions to explore what a character might say and do.	Ask questions to understand more than what we are told about the characters and events in the text.	Ask questions to develop understanding of characters' feelings, thoughts and motives as a result of their actions or events.	Ask questions to clarify their understanding of what is implied about main ideas, themes and events in texts they have read.	Refer to the text when asking questions to understand what is implied about main ideas and details.	Ask questions to clarify and explore their understanding of what is implied in the text.
			Can respond to questions about what characters have said and done, including how they might be feeling.	Make simple inferences on the basis of what is being said and done.	Make inferences on the basis of what is being said and done.	Think about clues and hints they have picked up on to begin to make inferences about events and characters.	Think about what they've read and re-reads sections of the text to find evidence to support their interpretations of characters and events.	Deduce the reasons for the way that characters behave throughout the text.	Refer to dialogue and description to make judgements about a character's motivations and attitudes.
	Predicting		Anticipate – where appropriate – key events in stories.	Make predictions based on what has been read so far including using clues such as pictures, illustrations and titles.	Use immediate clues, and what has been read already, to make predictions about what is going to happen or what they will find out.	Make predictions about a text based on prior knowledge of the topic, event or type of text and what is stated.	Make and modify predictions about the events, characters or ideas in a text throughout their reading, based on what is stated and implied.	Make and modify regular and increasingly plausible predictions as they read, based on what is stated and implied.	Make plausible predictions and explains what they are basing them on. Discuss how and why they need to modify their predications as they read on based on what is stated and implied.
	Summarising		Retelling stories and narratives using their own words and recently introduced vocabulary.	Explain clearly their understanding of what is read to them and retell some important information they found out from non-fiction texts.	Retell main points of story or key facts from a non fiction text in sequence, drawing information from a number of sentences, and discuss how items of information are related.	Sequence information and/or events from a text and identify a few key points from across a passage/paragraph of text. Discuss how items of information are related.	Sequence information and/or events from a text, including summarising a sentence or paragraph/s by identifying the most important elements. Discuss how items of information are related.	Summarise the main ideas drawn from more than one paragraph, identifying the key details which support the main idea and sequence these. Discuss how items of information are related.	Sequence information and/or events from a text and discuss how items of information are related. Summarise information and make notes from across a text to explain events or ideas.
	Making connections and comparing		Begin to show awareness of similarities and differences between features of different stories, e.g characters, settings, events, story endings.	Talk about similarities and differences between features of different stories, e.g characters, settings, events, story endings, illustrations, rhyming patterns.	Compare themes, characters and events in stories and poems. Compare information in non-fiction texts.	Identify themes and conventions across different genres of text. Compare and contrast similar styles of writing by different authors.	Collect information to compare and contrast themes and conventions of texts.	Compare and contrast themes and conventions within the work of a single author and/or across a wide range of texts.	Compare and contrast themes and conventions within the work of a single author and/or across a wide range of texts.
	Author's intent	Language	Begin to show awareness of story language, e.g once upon a time, happily ever after	Explore the effect of patterned language or repeated words and phrases in familiar words.	Investigate traditional story language, e.g. story openers and endings, scene openers, language which signals a time shift or magical event. Recognise simple recurring literacy language in stories and poetry	Discuss the language used in a text and how the writer implies as well as tells.	Understand how authors use expressive language to capture interest.	Consider the authors of choice of words and phrases including why an author might have used figurative language in texts and how these impact the reader.	Identify the hints and suggestions that authors make through their choice of words and phrases, including figurative language and consider the impact it has on the reader.
		Structure and presentation	Discuss the title, events and basic story elements e.g. beginning and ending in different stories.	Discuss the significance of the title, events and basic story elements e.g. beginning and ending in different stories.	Identify and discusses story elements such as setting, events, characters, and the way that problems develop and get resolved.	Investigate the features of traditional stories – openings and endings, how events and new characters are introduced, how problems are resolved.	Explore narrative order (introduction, build up, crisis, resolution, and conclusion) the purpose of description, action and dialogue are how they are used within scenes.	Discuss and compare the structure of different stories to discover how they differ in pace, build up, sequence, complication and resolution.	Understand aspects of narrative structure, e.g. how paragraphs build up a narrative, how chapters or paragraphs are linked together and how this contributes to the meaning of the text as a whole.
			Begin to recognise the difference between fiction and non-fiction texts.	Note some of the features of non-fiction texts, including layout, contents, use of pictures, illustrations and diagrams.	Explain organisational features of texts, including alphabetical order layout, diagrams, captions, hyperlinks and bullet points.	Explain how the organisational features of non-fiction texts support the reader in finding information or researching a topic.	Identify the main features of non-fiction texts (both print and computer based) including headings, captions, lists, bullet points and understand how these support the reader in gaining information efficiently.	Identify the features of different non-fiction text, including content, structure, style, layout and purpose, e.g. recounts, instructions, explanations, persuasive writing and argument.	Understand how writers use the features and structure of information texts to help convey their ideas or information and how this contributes to the purpose of the text as a whole.
				Read poems with predictable and repeating patterns, extending and inventing patterns and playing with rhyme.	Identify and discusses patterns of rhythm, rhyme, and other features which influence the sound of a poem.	Distinguish between rhyming and non-rhyming poetry and comments on the impact of the poem's layout.	Identify and discusses the intent of different patterns of rhyme and verse in a range of poetry types, e.g. choruses, rhyming couplets, alternate line rhymes, free-verse and narrative.	Read poems by significant poets and identifies what is distinctive about the style or presentation of their poems and how this contributes to the meaning.	Analyse how the structure or organisation of a poem supports the author's expression of moods, feelings and attitudes.