Reading Curriculum

**Reading Progression**

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| YearGroups | **Knowledge and Skills to be acquired** |
|  | **Word Reading** | **Comprehension** |
| EYFS | * Children read simple sentences.
* Use phonic knowledge to decode regular words and read them aloud accurately.
* Read some common irregular words.
 | * Understand simple sentences they read.
* Demonstrate understanding when talking to other about what they have read.
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| Year 1 | * Able to match all 40+ graphemes to their phonemes
* Blend sounds of unfamiliar words
* Divide words into syllables
* Read compound words
* Read words with contractions and understand the apostrophe represents the missing letter
* Read phonetically decodable words
* Read words that end with ‘s, -ing, -ed, -est
* Read words that start with un-
* Add –ing, -ed, and –er, to verbs
* Read words of more than syllable that contain taught grapheme, phoneme correspondents
 | * Say what the like don’t like about a book
* Link what has been read or heard to own experiences
* Retell key stories orally using narrative language
* Talk about the main characters in a story
* Learn poem and rhymes off by heart
* Use what is already known to understand texts
* Check reading makes sense and correct when it doesn’t
* Begin to draw inferences from the text and/or illustrations
* Make predictions about the events
* Explain what I think a text is about
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| Year 2 | * Can decode automatically and fluently.
* Is able to blend sounds in words that contain the graphemes learnt.
* Recognise and read alternative sounds for graphemes.
* Read accurately words of two or more syllables that contain the same GPCs.
* Read words with common suffixes.
* Read common exception words.
* Read and comment on unusual correspondence between grapheme and phoneme.
* Read most words quickly and accurately when they are known words without sounding out and blending.
* Read most suitable books accurately, showing fluency and confidence.
 | * Talk about and give an opinion on a range of texts.
* Discuss the sequence of events in books and how they relate to each other.
* Use prior knowledge, including context and vocabulary, to understand texts.
* Retell stories, including fairy stories and traditional tales.
* Read for meaning and check that the text makes sense, go back and re-read when it does not makes sense.
* Find recurring language in stories and poems. Talk about favourite words and phrases in stories and poems.
* Recite some poems by heart, with appropriate intonation.
* Ask and answer questions.
* Make predictions based on what I has been read.
* Draw (simple) inferences from illustrations, events, characters’ actions and speech.
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| Year 3 | * Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.
* Read further exception words, noting the unusual correspondences between spelling and sound.
* Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.
 | * Read a range of fiction, poetry, plays, and non- fiction texts.
* Discuss the texts read.
* Read aloud and independently, taking turns and listening to others.
* Explain how non-fiction books are structured in different ways and can use them effectively.
* Explain some of the different types of fiction books.
* Ask relevant questions to get a better understanding of a text.
* Predict what might happen based on details known and read.
* Draw inferences such as inferring a characters’ feelings, thoughts and motives from their actions.
* Use a dictionary to check the meaning of unfamiliar words.
* Identify the main point of a text.
* Explain how structure and presentation contribute to the meaning of texts.
* Use non-fiction texts to retrieve information. Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.
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| Year 4 | * Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.
* Read further exception words, noting the unusual correspondences between spelling and sound.
* Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.
 | * Know which books to select for specific purposes, especially in relation to science, geography and history learning.
* Use a dictionary to check the meaning of unfamiliar words.
* Discuss and record words and phrases that writers use to engage and impact on the reader.
* Identify some of the literary conventions in different texts.
* Identify the (simple) themes in texts.
* Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.
* Explain the meaning of words in context.
* Ask relevant questions to improve my understanding of a text.
* Infer meanings and begin to justify them with evidence from the text.
* Predict what might happen from details stated and from the information deduced.
* Identify where a writer has used precise word choices for effect to impact on the reader.
* Identify some text type organisational features, for example, narrative, explanation and persuasion.
* Retrieve information from non-fiction texts.
* Build on others’ ideas and opinions about a text in discussion
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| Year 5 | * Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.
* Read further exception words, noting the unusual correspondences between spelling and sound.
* Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.
* Re-read and read ahead to check for meaning.
 | * Familiar with and can talk about a wide range of books and text types, including myths, legends and traditional stories and books from other cultures and traditions. Able to discuss the features of each.
* Read non-fiction texts and identify the purpose, structure and grammatical features, evaluating how effective they are.
* Identify significant ideas, events and characters; and discuss their significance.
* Recite poems by heart, e.g. narrative verse, haiku.
* Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action.
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| Year 6 | * Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.
* Use my combined knowledge of phonemes and word deriviations to pronounce words correctly, e.g. arachnophobia.
* Attempt the pronunciation of unfamiliar words drawing on my prior knowledge of similar looking words.
* Read fluently, using punctuation to inform meaning.
 | * Read books that are structured in different ways.
* Recognise texts that contain features from more than one text type.
* Evaluate how effectively texts are structured and presented.
* Read non-fiction texts to help with my learning.
* Read accurately and check understanding.
* Able to recommend books to others and give reasons for my recommendation.
* Identify themes in texts.
* Identify and discuss the conventions in different text types.
* Identify the key points in a text.
* Recite a range of poems by heart, e.g. narrative verse, sonnet.
* Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action.
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