Reading Curriculum

**Reading Progression**

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| Year  Groups | **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. |
| 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 |
| 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. |
| 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. |
| 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. |