

Year 1 Reading Curriculum

Reading: Word Reading

- I can apply phonic knowledge and skills as the route to decode words
- I can respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- I can read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- I can read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- I can read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings
- I can read other words of more than one syllable that contain taught GPCs
- I can read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)
- I can read aloud accurately books that are consistent with my developing phonic knowledge and that do not require me to use other strategies to work out words
- I can re-read these books to build up fluency and confidence in word reading.

Reading: Comprehension

I can listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which I can read independently

- I will be encouraged to link what I read or hear or my experiences
- I can become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
- I can appreciate rhymes and poems, and to recite some by heart
- I can discuss word meanings, linking new meanings to those already known
- I understand both the books I can already read accurately and fluently and those I listen to by drawing on what I already know or on background information
- I can draw on vocabulary provided by the teacher
- I can check that the text makes sense to me as I read and correct inaccurate reading
- I can discuss the significance of the title and events
- I can make inferences on the basis of what is being said and done
- I can predict what might happen on the basis of what has been read so far
- I can recognise and join in with predictable phrases
- I can participate in discussion about what is read to me, taking turns and listening to what others say
- I can explain clearly my understanding of what is read to me.

Year 2 Reading Curriculum

Reading: Word Reading

- I can continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
- I can read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
- I can read accurately words of two or more syllables that contain the same graphemes as above
- I can read words containing common suffixes
- I can read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- I can read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- I can read aloud books closely matched to my improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
- I can re-read these books to build up my fluency and confidence in word reading.
- I can continue to build up a repertoire of poems learnt by heart, and appreciate these, reciting some with appropriate intonation to make the meaning clear

Reading: Comprehension

I can develop pleasure in reading, motivation to read, vocabulary and understanding by 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

- I can discuss the sequence of events in books and how items of information are related
- I can become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales
- I will be introduced to non-fiction books that are structured in different ways
- I can recognise simple recurring literary language in stories and poetry
- I can discuss and clarify the meanings of words, linking new meanings to known vocabulary
- I can discuss my favourite words and phrases
- I understand both the books that I can already read accurately and fluently and those that I listen to by drawing on what I already know or on background information and vocabulary provided by the teacher
- I can check that the text makes sense to me as I read and correct inaccurate reading
- I can make inferences on the basis of what is being said and done
- I can answer and ask questions about what I read
- I can predict what might happen on the basis of what has been read so far
- I can participate in discussion about books, poems and other works that are read to me and those that I can read for myself, taking turns and listening to what others say
- I can explain and discuss my understanding of books, poems and other material, both those that I listen to and those that I read for myself.

Year 3 and 4 Reading Curriculum

Reading: Word Reading

- I can apply my growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words.
- I can read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.
- I can increase my familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally
- I can prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action

Reading: Comprehension

I can develop pleasure in reading, motivation to read, vocabulary and understanding as well as reading for a range of purposes by listening to, discussing and expressing views about a wide range of contemporary and fiction, poetry, plays, non-fiction and reference books or textbooks at a level beyond which I can read independently, including those that are structured in different ways.

- I can identify themes and conventions in a wide range of books
- I understand books by drawing on what I already know or on background information and vocabulary provided by the teacher
- I can discuss words and phrases that capture the reader's interest and imagination
- I can understand what I read in books that I can read independently by: checking that the text makes sense to me, discussing my understanding and explaining the meaning of words in context
- I can ask questions to improve my understanding of a text
- I can draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- I can predict what might happen from details stated
- I can discuss characters' feelings, thoughts and motives from what is said and implied
- I can identify main ideas drawn from more than one paragraph and summarising these
- I can identify how language, structure, and presentation contribute to meaning
- I can retrieve and record information from non-fiction
- I can participate in discussions about both books that are read to me and those I can read for myself, taking turns and listening to what others say.

Year 5 and 6 Reading Curriculum

Reading: Word Reading

- I can apply my growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that I meet.
- I can learn a wider range of poetry by heart
- I can prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience

Reading: Comprehension

I can maintain positive attitudes to reading and understanding of what I read by continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks, reading books that are structured in different ways and reading for a range of purposes, increasing my 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, recommending books that I have read to my peers, giving reasons for my choices.

- I can identify and discussing themes and conventions in and across a wide range of texts
- I can make comparisons within and across books
- I can understand what I read by checking that the book makes sense to me, discussing my understanding and exploring the meaning of words in context
- I can ask questions to improve my understanding
- I can draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- I can predict what might happen from details stated
- I can discuss characters' feelings, thoughts and motives from what is said and implied
- I can summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
- I can identify how language, structure and presentation contribute to meaning
- I can discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- I can retrieve, record and present information from non-fiction
- I can participate in discussions about books that are read to me and those I can read for myself, building on my own and others' ideas and challenging views courteously
- I can explain and discuss my understanding of what I have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
- I can provide reasoned justifications for MY views.