



Reading



OUR CURRICULUM INTENT

To nurture independent, resilient, inquisitive learners, who have a breadth of knowledge, experiences and skills, with aspiration to succeed in the wider world.

The GOLDEN THREADS of our Intent

Oracy

Diversity

Independence



Reception Class

READING PROGRESSION OF KNOWLEDGE

30 – 50 months

40 – 60 months

Early Learning Goals

Word Reading

Phonics and Decoding:

- To enjoy rhyming and rhythmic activities.
- To show an awareness of rhyme and alliteration.
- To recognise rhythm in spoken words. To continue a rhyming string.
- To hear and say the initial sound in words.
- To segment the sounds in simple words and blend them together and know which letter represents some of them.
- To link sounds to letters, naming and sounding the letters of the alphabet.
- To use phonic knowledge to decode regular words and read them aloud accurately.
- To read some common irregular words.

Reading Comprehension

Understanding and Correcting

inaccuracies:

- To know that print carries meaning and, in English, is read from left to right and top to bottom.
- To understand humour, e.g. nonsense rhymes, jokes.

Comparing, contrasting and commenting:

- To listen to stories with increasing attention and recall.
- To anticipate key events and phrases in rhymes and stories.
- To begin to be aware of the way stories are structured.
- To describe main story settings, events and principal characters.
- To enjoy an increasing range of books.
- To follow a story without pictures or props.
- To listen to stories, accurately anticipating key events and respond to

Poetry and Performance:

- To listen to and join in with stories and poems, one-to-one and also in small groups.
- To join in with repeated refrains in rhymes and stories.
- To use intonation, rhythm and phrasing to make the meaning clear to others.
- To develop preference for forms of expression.
- To play cooperatively as part of a group to develop and act out a narrative.
- To express themselves effectively, showing awareness of listeners' needs.

Non Fiction:

- To know that information can be relayed in the form of print.
- To know that information can be retrieved from books and computers.



Fluency:

- To show interest in illustrations and print in books and print in the environment.
- To recognise familiar words and signs such as own name and advertising logos.
- To look and handle books independently (holds books the correct way up and turns pages).
- To ascribe meanings to marks that they see in different places.
- To begin to break the flow of speech into words.
- To begin to read words and simple sentences.
- To read and understand simple sentences.

what they hear with relevant comments, questions or actions.

- To demonstrate understanding when talking with others about what they have read.

Words in context and Authorial Voice:

- To build up vocabulary that reflects the breadth of their experiences.
- To extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.
- To use vocabulary and forms of speech that are increasingly influenced by their experiences of books.

Influence and prediction:

- To suggest how a story might end.
- To begin to understand 'why' and 'how' questions.
- To answer 'how' and 'why' questions about their experiences and in response to stories and events.



Year 1

READING PROGRESSION OF KNOWLEDGE

Word Reading

Phonics and Decoding:

- To enjoy rhyming and rhythmic activities.
- To show an awareness of rhyme and alliteration.
- To recognise rhythm in spoken words. To continue a rhyming string.
- To hear and say the initial sound in words.
- To segment the sounds in simple words and blend them together and know which letter represents some of them.
- To link sounds to letters, naming and sounding the letters of the alphabet.
- To use phonic knowledge to decode regular words and read them aloud accurately.
- To read some common irregular words.

Fluency:

- To show interest in illustrations and print in books and print in the environment.

Reading Comprehension

Understanding and Correcting

inaccuracies:

- To know that print carries meaning and, in English, is read from left to right and top to bottom.
- To understand humour, e.g. nonsense rhymes, jokes.

Comparing, contrasting and commenting:

- To listen to stories with increasing attention and recall.
- To anticipate key events and phrases in rhymes and stories.
- To begin to be aware of the way stories are structured.
- To describe main story settings, events and principal characters.
- To enjoy an increasing range of books.
- To follow a story without pictures or props.
- To listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions, or actions.
- To demonstrate understanding when talking with others about what they have read.

Poetry and Performance:

- To listen to and join in with stories and poems, one-to-one and also in small groups.
- To join in with repeated refrains in rhymes and stories.
- To use intonation, rhythm and phrasing to make the meaning clear to others.
- To develop preference for forms of expression.
- To play cooperatively as part of a group to develop and act out a narrative.
- To express themselves effectively, showing awareness of listeners' needs.

Non Fiction:

- To know that information can be relayed in the form of print.
- To know that information can be retrieved from books and computers.



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| <ul style="list-style-type: none">• To recognise familiar words and signs such as own name and advertising logos.• To look and handle books independently (holds books the correct way up and turns pages).• To ascribe meanings to marks that they see in different places.• To begin to break the flow of speech into words.• To begin to read words and simple sentences.• To read and understand simple sentences. | <p><u>Words in context and Authorial Voice:</u></p> <ul style="list-style-type: none">• To build up vocabulary that reflects the breadth of their experiences.• To extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.• To use vocabulary and forms of speech that are increasingly influenced by their experiences of books. <p><u>Influence and prediction:</u></p> <ul style="list-style-type: none">• To suggest how a story might end.• To begin to understand 'why' and 'how' questions.• To answer 'how' and 'why' questions about their experiences and in response to stories and events. | |
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YEAR 2 READING PROGRESSION OF KNOWLEDGE

Word Reading

Phonics and Decoding:

- Begin to apply phonic knowledge to decode words
- Begin to decode automatically and read fluently
- Blend the sounds in words that contain the graphemes taught so far (KPI)
- Recognise alternative sounds for graphemes (KPI)
- Read accurately words of two or more syllables that contain the same graphemes as above (KPI)
- Read words containing common suffixes (KPI)

Common Exception words:

- Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word (KPI)
- Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered (KPI)

Reading Comprehension

Understanding and Correcting

inaccuracies:

- Discuss the sequence of events and characters in books (KPI)
- Discuss how information links in books (KPI)
- Recognise simple recurring literary language in stories and poems (KPI)
- Pick out and discuss favourite words and phrases (KPI)
- Ask questions and find the answers to simple questions in a text (KPI)
- Pick out features used to organise books (KPI)
- Show awareness of the structure of different text types and begin to understand that they have different purposes: Recognise the openings and closings of different stories (KPI)

Comparing, contrasting and commenting:

- Compare the layout of different texts/books and discuss why they are set out in different ways (KPI)

Poetry and Performance:

- Continue to build up a repertoire of poems learnt by heart reciting them with appropriate intonation by performing individually or together. Use actions and sound effects (KPI)
- Retell a wider range of stories, fairy stories and traditional tales (KPI)

Non Fiction:

- Use skimming to read the title, contents page and illustrations and predict what a book is about (KPI)
- Pick out features that will help to locate information and explain them (KPI)
- Pick out and discuss how punctuation helps to organise text (KPI)
- Recognise and use the alphabet to help to locate information in some books (KPI)



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| <p><u>Fluency:</u></p> <ul style="list-style-type: none">• During reading check that the text makes sense and correct inaccurate reading (KPI)• Read aloud books closely matched to improving phonic knowledge with greater fluency (KPI)• Re-read books to build up fluency and confidence in word reading (without overt sounding and blending) (KPI)• Use punctuation to make the reading make sense (KPI)• Understand the use of apostrophes for singular possession in nouns when reading (KPI)• Use different voices/tones to make the reading fluent and interesting (KPI)• | <ul style="list-style-type: none">• Increasingly familiar with wider range of stories & tales: Give an opinion about a character's actions, e.g. He is not a very nice character (KPI)• Discuss the purpose that the writer is intending, e.g. The writer is giving us information, the writer thinks this is not fair (KPI)• Express a preference for a story or text from a selection of those that have been read aloud or read independently (KPI)• Discuss similarities between different fairy stories and traditional tales (KPI)• Discuss the use of present, past and progressive tenses in a text and why they have been used (Vocabulary, grammar and punctuation links in year 2) (KPI) <p><u>Words in context and Authorial Voice:</u></p> <ul style="list-style-type: none">• Identify where language is used to create mood or build tension (KPI)• Comment on the choice of author's words to make a text funny, scary, exciting (KPI)• Pick out key words or phrases in a text, e.g. First/Next, Once upon a time (KPI) <p><u>Influence and prediction:</u></p> | |
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| | <ul style="list-style-type: none">• Predict the events of a story based on the setting described in the opening (KPI)• Predict how characters might behave from what they say and do and from their appearance (KPI)• Discuss why certain words or phrases make a story funny, scary, exciting (KPI)• Talk about and infer what characters might be thinking or feeling using clues in the text (KPI)• Discuss the reasons for events in a story; use evidence to make simple reasoned conclusions (KPI) | |
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Year 3

READING PROGRESSION OF KNOWLEDGE

Word Reading

Phonics and Decoding:

- Read a range of texts accurately and at a speed that is sufficient to focus on understanding what is read rather than on decoding individual words (KPI)
- Read longer words with support and test out different pronunciations (KPI)
- Decode most new words outside the spoken vocabulary (KPI)
- Use knowledge of root words, prefixes and suffixes to read aloud and to understand the meanings of new words met (e.g. -ly, -er, -ing, -sion, -tion, -cian, -sian, -ssion, -sure, -ture, super-, anti-, auto-) (KPI)

Common Exception words:

- Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word (KPI)

Fluency:

Reading Comprehension

Understanding and Correcting

inaccuracies:

- Identify main ideas within a text or within a paragraph (KPI)
- Ask questions to improve understanding of a text (KPI)
- Ask questions and find the answers to simple questions in a section of text (KPI)
- Recognise that authors make decisions about how the plot will develop and use different techniques to provoke readers' reactions (KPI)
- Explain why one story/text is preferred to another by identifying specific elements that are liked and disliked (KPI)
- Discuss how we know a text is set in a different time (KPI)

Comparing, contrasting and

commenting:

- Identify themes and conventions in a range of books (e.g. triumph of good over evil or the use of magical devices in fairy stories and folk tales) (KPI)

Poetry and Performance:

- Show understanding of texts read aloud or performed through intonation (KPI)
- Prepare poems and play scripts to read aloud and to perform with some direction. Include free verse poems (KPI)
- Discuss the choice of words and their impact in poems, noticing how the poet creates sound affects using rhyme or alliteration (KPI)
- Recognise some different forms of poetry (e.g. free verse, calligrams and shape poem) (KPI)

Non Fiction:

- Identify the features of some non-fiction text types (KPI)
- Use a contents page and an index page to locate information (KPI)
- Locate information using skimming (KPI)
- Make use of contents and index pages to locate information in non-fiction texts (KPI)
- Begin to understand the purpose of the paragraph and how they help to group information (KPI)



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| <ul style="list-style-type: none">• Read aloud books with an increasing fluency and accuracy (KPI)• Begin to be aware of direct speech and how this might affect expression when reading aloud (KPI)• Re-read books to build up fluency and confidence in word reading (KPI) | <ul style="list-style-type: none">• Discuss similarities between the same author's books (KPI)• Notice the difference between 1st and 3rd person accounts (KPI) <p><u>Words in context and Authorial Voice:</u></p> <ul style="list-style-type: none">• Discuss why the author has chosen a range of vocabulary to describe a character or a setting (KPI)• Discuss the effect of key words or phrases used to build mood or tension (KPI)• Identify and discuss adverbs to express time, place and cause (then, next, soon, therefore, finally) (KPI)• Identify and discuss prepositions to express time, place and cause (e.g. before dark, during break, in the cave, because of him) (KPI)• Discuss the use of simple and complex sentences and how this influences meaning (e.g. short sentences to build tension, complex sentences to give additional information) (KPI) <p><u>Influence and prediction:</u></p> <ul style="list-style-type: none">• Predict what might happen from details stated and implied/hidden in the text (KPI)• Make predictions about characters' actions and look for evidence of change as a result of events (KPI) | |
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| | <ul style="list-style-type: none">• Identify settings and predict events that are likely to happen (KPI)• Discuss the actions and relationships of the main characters and justify views using evidence from the text (KPI)• Discuss the relationship between characters based on dialogue (KPI)• Use clues from action, dialogue and description to establish meaning (KPI) | |
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Year 4

READING PROGRESSION OF KNOWLEDGE

Word Reading

Phonics and Decoding:

- Use knowledge of root words, prefixes and suffixes to read aloud and to understand the meanings of new words met (e.g. -or, -ous, -ation, dis-, mis-, in, im-, ir-, il-, re-, sub-, inter-) (KPI)

Common Exception words:

- Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word (KPI)

Fluency:

- Read a range of texts with consistent accuracy, fluency and confidence
- Read aloud a wider range of books and poetry with accuracy and at a reasonable speaking pace (KPI)
- Show understanding of texts read aloud or performed through intonation, tone, volume and action (KPI)
- Recognise the functions of punctuation including direct speech and use

Reading Comprehension

Understanding and Correcting

inaccuracies:

- Ask questions to improve understanding of a text
- Identify main ideas from more than one paragraph and summarise these (KPI)
- Identify the features of different text-types.
- Ask questions and find the answers to simple questions in different types of text
- Understand how paragraphs can organise ideas around a theme and can build up ideas across a text
- Recognise ways in which writers present issues and points of view in fiction and non-fiction (KPI)
- Identify a writer's viewpoint (KPI)
- Develop awareness that the author sets up dilemmas in a story and devise a solution
- Identify themes and conventions in a wide range of books (e.g. heroes, journeys and superhuman beings in myths and legends.

Poetry and Performance:

- Recognise some different forms of poetry (e.g. narrative poetry, limericks, kennings)
- Prepare poems and play scripts to read aloud and to perform. Include shorter narrative poems, limericks and kenning
- Vary volume, pace and use appropriate expression when performing (KPI)
- Use actions, sound effects, musical patterns and images to enhance a poem's meaning

Non Fiction:

- Retrieve and record information from non-fiction
- Make use of non-fiction features to find information from the text (index, contents, headings and sub-headings, illustrations)



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| <p>appropriate intonation and expression (KPI)</p> | <ul style="list-style-type: none">• Recognise the conventions of different types of writing, such as a diary written in the first person, the greeting in letters and presentational features in non-fiction texts <p><u>Comparing, contrasting and commenting:</u></p> <ul style="list-style-type: none">• Express personal response with some awareness of the writer’s viewpoint or the effect on the reader (KPI)• Make judgements about the success of the narrative, e.g. do you agree with the way the problem was solved? (KPI)• Discuss similarities between the same author’s books and different authors (KPI) <p><u>Words in context and Authorial Voice:</u></p> <ul style="list-style-type: none">• Comment upon the use and effect of author’s language (KPI)• Describe, with examples, how the author has chosen a range of vocabulary to convey different moods, feelings and attitudes (KPI)• Identify and describe the styles of individual writers and poets (KPI)• Identify and comment on expressive, figurative and descriptive language to create effect in poetry and prose (KPI)• Identify and discuss noun phrases expanded by modifying adjectives, nouns and preposition (e.g. the | |
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| | <p>teacher expanded to the strict teacher with curly hair) (KPI)</p> <ul style="list-style-type: none">• Identify and discuss fronted adverbials and how they add meaning to a text (KPI) <p><u>Influence and prediction:</u></p> <ul style="list-style-type: none">• Discuss the way that descriptive language and small details are used to build an impression of an unfamiliar place (KPI)• Make predictions about how characters might behave in different settings (KPI)• Empathise with different characters' points of view which are both implicit and explicit (KPI)• Identify the use of figurative and expressive language to build a fuller picture of a character (KPI)• Discuss the way that characters respond in a dilemma and make deductions about their motives and feelings (KPI)• Discuss the relationship between what characters say and do- do they always reveal what they are thinking? (KPI)• Discuss, moods, feelings and attitudes using inference and deduction (KPI) | |
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Year 5

READING PROGRESSION OF KNOWLEDGE

Word Reading

Phonics and Decoding:

- Apply the knowledge of root words, prefixes and suffixes to determine the meaning of new words (see appendix 1 of National Curriculum)

Common Exception words:

Fluency:

- Read a range of age appropriate texts fluently (KPI)
- Demonstrate appropriate intonation, tone and volume when reading aloud text, plays and reciting poetry, making the meaning clear to the audience
- Draw on contextual evidence to make sense of what is read

Reading Comprehension

Understanding and comparing:

- Ask questions to enhance understanding of a text (KPI)
- Recommend books to others based on own reading preferences (KPI)
Make comparisons within and across texts (KPI)
- Identify and explain the key features of a range of appropriate texts
- Identify and explain characters and their profiles across a range of texts
- Identify and discuss themes within a text (Social, cultural and historical)
- Identify and discuss the genre-specific language features the author has used to convey information in a non-fiction text and discuss the structural devices the author has used to organise the text

Comment on writer's use of language:

- Identify vocabulary chosen to convey different messages, moods, feelings and attitudes (KPI)
- Describe and compare the styles of individual writers and poets, providing evidence (KPI)

Poetry and Performance:

- Deliver a short presentation to show an understanding of what has been read
- Continue to learn poetry by heart so that a wide range has been learned. Include poems with imagery, similes and narrative poems (KPI)
- Comment on the use of similes and expressive language to create images, sound effects and atmosphere (KPI)
- Vary pitch, pace, volume, expression and use pauses to create impact (KPI)
- Use dramatic interpretation when performing
- Take part in a debate and show an understanding of themes in a text

Non Fiction:

- In non-fiction, retrieve, record and present information with support and guidance from a couple of sources (e.g. 2 texts, a text and a website, a film clip and a book) (KPI)
- Plan what information needs to be found with guidance (e.g. a KWL grid). Make simple notes (KPI)
- Using the skills of skimming and scanning to identify key ideas (KPI)



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| | <ul style="list-style-type: none">• Comment and compare the language choices the author has made to convey information over a range of non-fiction texts (KPI)• Recognise and discuss the use of relative clauses to provide extra information (KPI)• Recognise and discuss the use of adverbials to link ideas across a paragraph (KPI)• Identify where brackets, dashes and commas have been used to indicate parenthesis (year 5 vocabulary, grammar and punctuation) (KPI) <p><u>Writer's purposes and viewpoints and overall effect of the text:</u></p> <ul style="list-style-type: none">• Identify themes and conventions (KPI)• With support discuss themes and conventions and show some understanding of them (KPI)• Identify the writer's main purpose through a general overview (KPI)• Identify common elements of an author's style and discuss how the style of one author differs from another (KPI)• Identify and comment upon an author's or poet's viewpoint in the text and respond to this e.g. re - tell from a different viewpoint (KPI) | <ul style="list-style-type: none">• Referring to the text to support predictions and opinions |
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| | <ul style="list-style-type: none">• Comment on the overall impact of poetry or prose with reference to features, e.g. development of themes (KPI)• Justify preferences for an author, poet or a type of text (KPI) <p><u>Influence and prediction:</u></p> <ul style="list-style-type: none">• Distinguish between statements of fact and opinion with support (KPI)• Identify evidence characters changing in a story and discuss possible reasons (KPI)• Discuss what a character's actions and motives say about their character (KPI)• Recognise that characters may have different perspectives on events in stories (KPI)• Justify inferences with evidence (KPI)• Make predictions for how a character might change during a story or a poem and change predictions as events happen (KPI) | |
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Year 6

READING PROGRESSION OF KNOWLEDGE

Word Reading

Phonics and Decoding:

- Apply the knowledge of root words, prefixes and suffixes to determine the meaning of new words (see appendix 1 of National Curriculum) (KPI)

Common Exception words:

Fluency:

- Read a range of age-appropriate texts in English and across the other subjects fluently and effortlessly (KPI)
- Demonstrate appropriate intonation, tone and volume when reading aloud text, plays and reciting poetry, making the meaning clear to the audience

Reading Comprehension

Understanding and comparing:

- Draw on contextual evidence to make sense of what is read (KPI)
- Ask questions to enhance understanding of a text (KPI)
- Recommend books to others based on own reading preferences (KPI)
- Comment on the genre-specific language features the author has used to convey information in a non-fiction text (KPI)
- Comment on and compare the language choices the author has made to convey information over a range of non-fiction texts (KPI)
- Comment on the structural choices the author has made when organising the text (KPI)
- Explain how the structural choices support the writer's theme and purpose (KPI)
- Compare and contrast the key features of a range of appropriate texts (KPI)
- Compare and contrast characters across a range of appropriate texts (KPI)
- Compare and contrast themes across a range of appropriate texts (social, cultural and historical) (KPI)

Poetry and Presenting:

- Deliver a formal presentation to show an understanding of what has been read using notes where necessary
- Take part in a debate and show an understanding of themes in a text (KPI)
- Continue to learn poetry by heart so that a wide range has been learned. Include poems with similes, metaphors, imagery, style and effect and poems with themes (KPI)
- Comment on the use of unusual or surprising language choices and effects such as onomatopoeia and metaphor and comment on how this influences meaning (KPI)
- Vary pitch, pace, volume, rhythm and expression in relation to the poem's meaning and form (KPI)
- Use dramatic interpretations and ICT to enhance the presentation

Non Fiction:

- retrieve, record and present information from a range of sources (texts, websites, films, leaflets, articles) (KPI)
- In non-fiction: Plan and decide independently what information needs to be searched for (KPI)



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| | <p><u>Comment on writer's use of language:</u></p> <ul style="list-style-type: none">• Analyse how the author has chosen a range of vocabulary to convey different messages, moods, feelings and attitudes (KPI)• Compare, contrast and explore the styles of writers and poets, providing evidence and explanations (KPI)• Describe and evaluate the styles of individual writers and poets, providing evidence and justifying interpretations (KPI)• Identify and discuss irony and its effect (KPI)• Comment and compare the language choices the author has made to convey information over a range of non-fiction texts (KPI)• Recognise and discuss the use of the passive to affect the presentation of information in a sentence (KPI)• Recognise and discuss the difference between informal speech and formal speech (e.g. the use of question tags; "he's your friend, isn't he?", or the use of subjunctive forms such as; "if I were") (KPI) <p><u>Writer's purposes and viewpoints and overall effect of the text:</u></p> | <ul style="list-style-type: none">• Identify key details that support main ideas from more than one paragraph: Use quotations to illustrate ideas (KPI)• Identify key details that support main ideas from more than one paragraph: Use the skills of skimming, scanning, text-marking and note taking to identify key ideas (KPI)• Identify key details that support main ideas from more than one paragraph: Refer to the text to support predictions and opinions |
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| | <ul style="list-style-type: none">• Demonstrate through discussion an understanding of the use of themes and conventions (KPI)• Identify how style is influenced by the intended audience (KPI)• Identify common elements of an author's style and make comparisons between books (KPI)• Interpret poems, explaining how the poet creates shades of meaning; justify own views and explain underlying themes (KPI)• Identify and discuss the viewpoint in the text, e.g. recognise that the narrator can change and be manipulated, i.e. the story has 2 narrators, a different character takes over the storytelling (KPI)• Declare and justify personal preferences for writers and types of text (KPI) <p><u>Influence and prediction:</u></p> <ul style="list-style-type: none">• Distinguish between statements of fact and opinion (KPI)• Identify stock characters in particular genres (KPI)• Identify evidence of characters that challenge stereotypes and surprise the reader (KPI)• Recognise that authors can use dialogue at certain points in a story to explain | |
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| | <p>plot, show character and relationships, convey mood or create humour (KPI)</p> <ul style="list-style-type: none">• Make inferences about the perspective of the author from what is written and implied (KPI)• Justify inferences with evidence (KPI)• Make predictions based on details stated and implied: Predict using more complex narratives, e.g. narratives with flashback, narratives with different viewpoints, narrative with two parallel threads in it (KPI) | |
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