Reading – EYFS Content Breadth and Progression

Our reading curriculum is taught within EYFS topics, as part of the daily phonics, continuous provision and during adult enhanced activities.

Three and Four Year Olds

Phonics, Decoding and Fluency

- Develop their phonological awareness, so that they can:
  - spot and suggest rhymes.
  - count or clap syllables in words.
  - recognise words with the same initial sound, such as money and mother.

Reception

Phonics, Decoding and Fluency

- Read individual letters by saying the sounds for them.
- Blend sounds into words, so that they can read short words made up of letter-sound correspondences.
- Read some letter groups that each represent one sound and say sounds for them.
- Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.
- Blend sounds into words, so that they can read short words made up of letter-sound correspondences.
- Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.
- Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.

Communication and Language - Comprehension

- Listen to and talk about stories to build familiarity and understanding.
- Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.
- Listen carefully to rhymes and songs, paying attention to how they sound.
- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary

Early Learning Goal

Phonics, Decoding and Fluency

- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Communication and Language - Comprehension

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate (where appropriate) key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play

Vocabulary Concepts

Key concepts the children will learn during the year include:

Phonics
Decode
Letter
Word
Phoneme
Sentence
Story
Information Text
Rhyme
Character
Feeling
Understand
Reading for Information
Reading for Pleasure

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Reading – Year 1 Content Breadth and Progression

The key indicators and vocabulary concepts of our year 1 reading curriculum are highlighted below.

Read Words Accurately

- Apply phonic knowledge and skills as the route to decode words.
- Respond with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.
- Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.
- Read common exception words.
- Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings.
- Read other words of more than one syllable that contain taught GPCs.
- Read aloud books that are consistent with phonic knowledge and that do not require other strategies to work out words, developing accuracy.
- Re-read these books to build up fluency and confidence in word reading.
- Read accurately by blending the sounds in words that contain the graphemes taught so far.
- Read accurately words of two or more syllables that contain the same graphemes as above.
- Read words containing common suffixes.
- Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.
- Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words.
- Re-read books to build up fluency and confidence in word reading

Understand Texts

- Begin to discuss events.
- Predict events.
- Link reading to own experiences and other books.
- Join in with stories or poems.
- Check that reading makes sense and self-correct.
- Infer what characters are like from actions.
- Ask and answer questions about texts.
- Discuss favourite words and phrases.
- Listen to and discuss a wide range of texts.
- Recognise and join in with (including role-play) recurring language.
- Discuss the significance of the title and events.
- Make inferences on the basis of what is being said and done.

Vocabulary Concepts

Key concepts the children will learn during the year include:

Grapheme
Syllables
Suffix
Blending
Segmenting
Decoding
Self-Correct
Reading for information
Predict
Question
Infer

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Reading – Year 2 Content Breadth and Progression

The key indicators and vocabulary concepts of our year 2 reading curriculum are highlighted below.

Read Words Accurately

- Apply phonic knowledge and skills as the route to decode words.
- Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.
- Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.
- Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.
- Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings.
- Read words with contractions (for example, I'm, I'll, we'll) and understand that the apostrophe represents the omitted letter(s).
- Read aloud accurately books that are consistent with phonic knowledge and that do not require other strategies to work out words.
- Re-read these books to build up fluency and confidence in word reading.
- Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.
- Read accurately words of two or more syllables that contain the same graphemes as above.
- Read words containing common suffixes.
- Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.
- Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.
- Re-read books to build up fluency and confidence in word reading

Understands Texts

- Discuss and predict events.
- Link reading to own experiences and other books.
- Join in with stories or poems.
- Check that reading makes sense and self-correct.
- Infer what characters are like from actions.
- Ask and answer questions about texts.
- Discuss favourite words and phrases.
- Listen to and discuss a wide range of texts.
- Recognise and join in with (including role-play) recurring language.
- Explain and discuss understanding of texts.
- Discuss the significance of the title and events.
- Make inferences on the basis of what is being said and done.

Vocabulary Concepts

Key concepts the children will learn during the year include:

Root word
prefix
Unfamiliar words
Fluency
Accuracy
Texts
Inferences
Fiction
Non-fiction

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Reading – Year 3 Content Breadth and Progression

The key indicators and vocabulary concepts of our year 3 reading curriculum are highlighted below.

Read Words Accurately

- Apply a growing knowledge of root words, prefixes and suffixes (etymology and morphology).
- Read further exception words, noting the spellings.

Understands Texts

- Draw inferences from reading.
- Predict from details stated and implied.
- Recall and summarise main ideas.
- Discuss words and phrases that capture the imagination.
- Retrieve and record information from non-fiction, using titles, headings, sub-headings and indexes.
- Prepare poems and plays to read aloud with developing expression, volume, tone and intonation.
- Identify recurring themes and elements of different stories (e.g. good triumphing over evil).
- Begin to recognise some different forms of poetry (eg. haiku, cinquain, kenning, acrostic, shape, limerick, ode).
- Explain and discuss understanding of reading.
- Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
- Predict what might happen from details stated and implied.
- Identify how language, structure and presentation contribute to meaning.
- Ask questions to improve understanding of a text.

Vocabulary Concepts

Key concepts the children will learn during the year include:

Clarify
Summarise
Explain
Evidence (text-based)
Expression
Themes
Character Motivation
Justify
Language
Structure
Stated details
Implied details

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Reading – Year 4 Content Breadth and Progression

The key indicators and vocabulary concepts of our year 4 reading curriculum are highlighted below.

Read Words Accurately

- Apply a growing knowledge of root words, prefixes and suffixes (etymology and morphology).
- Read further exception words, noting the spellings.

Understands Texts

- Draw inferences from reading.
- Predict from details stated and implied.
- Recall and summarise main ideas.
- Discuss words and phrases that capture the imagination.
- Retrieve and record information from non-fiction, using titles, headings, sub-headings and indexes.
- Prepare poems and plays to read aloud with expression, volume, tone and intonation.
- Identify recurring themes and elements of different stories (e.g. good triumphing over evil).
- Recognise some different forms of poetry (eg. haiku, cinquain, kenning, acrostic, shape, limerick, ode).
- Explain and discuss understanding of reading, maintaining focus on the topic.
- Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
- Predict what might happen from details stated and implied.
- Identify main ideas drawn from more than one paragraph and summarise these.
- Identify how language, structure and presentation contribute to meaning.
- Ask questions to improve understanding of a text.

Vocabulary Concepts

Key concepts the children will learn during the year include:

Volume
Tone
Intonation
Explain
Infer/Inference
Stated Evidence: Direct Retrieval
Implied Evidence: Inference and Deduction
Main Ideas
Presentation *(contributing to meaning)*

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Reading – Year 5 Content Breadth and Progression

The key indicators and vocabulary concepts of our year 5 reading curriculum are highlighted below.

Read Words Accurately

- Apply knowledge of root words, prefixes and suffixes.
- Read age-appropriate books with confidence and fluency (including whole novels).
  (Note: this should be through normal reading rather than direct teaching.)

Understands Texts

- Recommend books to peers, giving reasons for choices.
- Identify and discuss themes and conventions in a wide range of writing.
- Make comparisons within and across books.
- Learn a wide range of poetry by heart (by end of milestone).
- Prepare poems and plays to read aloud and to perform.
- Check that the book makes sense, discussing understanding and exploring the meaning of words in context.
- Ask questions to improve understanding.
- Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
- Predict what might happen from details stated and implied.
- Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.
- Identify how language, structure and presentation contribute to meaning.
- Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.
- Retrieve and record information from non-fiction.
- Participate in discussion about books, taking turns and listening and responding to what others say.
- Distinguish between statements of fact and opinion.
- Provide reasoned justifications for views.

Vocabulary Concepts

Key concepts the children will learn during the year include:

Novel
Recommend
Themes and Conventions
Comparison
Words in Context
Predict
Clarify
Summarise
Key Details
Figurative Language
Writer Intention
Fact and Opinion
Justification

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Reading – Year 6 Content Breadth and Progression

The key indicators and vocabulary concepts of our year 6 reading curriculum are highlighted below.

Read Words Accurately

- Apply knowledge of root words, prefixes and suffixes.
- Read age-appropriate books with confidence and fluency (including whole novels).
  (Note: this should be through normal reading rather than direct teaching.)

Understands Texts

- Recommend books to peers, giving reasons for choices.
- Identify and discuss themes and conventions in and across a wide range of writing.
- Make comparisons within and across books.
- Learn a wide range of poetry by heart (by end of milestone).
- 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.
- Check that the book makes sense, discussing understanding and exploring the meaning of words in context.
- Ask questions to improve understanding.
- Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
- Predict what might happen from details stated and implied.
- Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.
- Identify how language, structure and presentation contribute to meaning.
- Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.
- Retrieve and record information from non-fiction.
- Participate in discussion about books, taking turns and listening and responding to what others say.
- Distinguish between statements of fact and opinion.
- Provide reasoned justifications for views.

Vocabulary Concepts

Key concepts the children will learn during the year include:

Figurative Language
Metaphor
Personification
Onomatopoeia
Impact on Reader
Structure
Recurring Theme
Literal Meaning
Figurative Meaning

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