Hemblington Primary School

A Primary Reading Curriculum : Reception

Texts will be chosen to support the children's writing in English lessons and in other subjects across the curriculum.

Year Group	Fluency and Reading Behaviours	Decoding	Retrieval	Vocabulary	Predicting
Reception	Listens carefully, and responds appropriately when being read to. (PILOT ELG Listening) Express their own ideas using full sentences, with support from the teacher. (PILOT ELG SPEAKING) Starts to be aware of where they have made a mistake. Controls one-to-one pointing on longer sentences. Re-reads to attempt to correct. Attempts to self-correct when sense is lost, with occasional success. Shows through reading that punctuation supports comprehension and expression.	Say a sound for each letter in the alphabet and at least ten digraphs. (PILOT – ELG Word Reading) Phase 2 and 3 phonics. Reads words consistent with their phonic knowledge by sound-blending. (PILOT – ELG Word Reading) Read aloud simple sentences and books that are consistent with their phonic knowledge, including common exception words. (PILOT – ELG Word Reading) Phase 2 and 3 phonics taught through Jolly Phonics. (Phonics books to practise at home.) Sets of words in wordbooks – some decodable and common exception.	Make comments about what they have heard and ask questions to clarify their understanding. (PILOT - ELG Listening) Demonstrate understanding of what they have read and has been read to them by retelling stories using their own words and new vocabulary. (PILOT – ELG Comprehension) Story time in class – small groups. Shared reading groups. Individual reading.	Participate in small-group, whole class, 1:1 discussion, offering their own ideas using new vocabulary. (PILOT – ELG Speaking) Offer explanations for why things might happen, making use of new vocabulary from stories. (PILOT – ELG Speaking) Use new vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. (PILOT – ELG Comprehension) Topics. Questioning through story time. Role play.	Offer explanations for why things might happen, making use of new vocabulary from stories. (PILOT – ELG Speaking) Anticipate - where appropriate – key events in stories, non-fiction, rhymes and poems. (PILOT – ELG Comprehension)

Hemblington Primary School

A Primary Reading Curriculum : Year 1

Texts will be chosen to support the children's writing in English lessons and in other subjects across the curriculum.

Year Group	Fluency and Reading Behaviours	Decoding	Vocabulary (1a)	Retrieval (1b)	Explaining/ Sequencing (1c)	Inference (1d)	Predicting (1e)
Year 1	Aims to correct most errors and sometimes does successfully, using context and grammar to support.

Re-reads to self-correct if meaning is lost.

Re-reads books to build their fluency.

Connects what they read to their own experiences.

Re-reads and shows an understanding of the text through expression.

Uses different voice pitch to indicate if they are reading a (?) or a (!).

Knows the voice telling the story is the narrator.

Reads age-appropriate texts fluently, pauses appropriately, reading in phrases and uses punctuation. | Applies phonic knowledge and skills as the route to decode words.

Reads aloud accurately books that are consistent with their developing phonic knowledge.

Switches between context and grammar in order to self-correct, sometimes needing support. | Explains their understanding of texts that are pitched beyond the level they can read independently.

Begins to understand how written language can be structured differently according to genre.

Refines phrasing to support comprehension.

Identifies recurring words and phrases.

Identifies the meaning of vocabulary in context. | Recognises phrases in texts (repeated phrases and refrains) .

Discusses the significance of a title.

Comments on things that interest them.

Observes the punctuation and uses this to aid understanding.

Identifies where key information is located in non-fiction texts using indexes, glossaries.

With support, justifies their views about texts they have had read to them and uses the word 'because'. | Identifies how non-fiction texts are sequenced (contents, index, glossary).

Identifies the beginning, middle and the end in stories. | Expresses preferences linked to own experiences. (e.g. I like going to the beach too.)

Makes simple inferences with support.

Makes simple inferences about characters' actions.

Uses different voices for characters when reading dialogue.

Identifies goals and motives of the main character on the basis of what they have said and done. (I think she wants her daddy to help her to build a sandcastle.) | Uses brief introduction to make own speculations about the book's content.

Predicts likely actions following a pivotal point in the story. |

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A Primary Reading Curriculum : Year 2

Texts will be chosen to support the children's writing in English lessons and in other subjects across the curriculum.

Year Group	Fluency and Reading behaviours	Decoding	Vocabulary (1a)	Retrieval (1b)	Summarising/Explaining/ Sequencing (1c)	Inference (1d)	Predicting (1e)
Year 2	Asks questions to clarify (Y1). Expands oral and written vocabulary through reading experiences. Self-corrects spontaneously at the point of error. Uses texts for inspiration and information. Picks up, leaves and returns to a text without losing story thread. Re-reads books to build up their fluency.	Continues to apply phonic knowledge and skills as the route to decode until automatic decoding has become embedded. Reads most words quickly and accurately, without overt sounding and blending. Uses knowledge of a growing range of prefixes and suffixes to aid decoding, pronunciation and meaning-making. Reads quietly or silently to self, sustaining attention across longer sentences and paragraphs. Sustains interest in longer narratives (e.g. short chapter books).	Discusses effective language. (Slimy is a good word because…) (The glossary is easy to scan because…) Identifies that adverbs help to tell us how the character is feeling. Begins to use dictionaries to locate the meanings of words.	Retrieves key information from a text. Understands that books can be used to find things out and is beginning to do so. With support, justifies their views about what they have read. Identifies words and phrases that link events. Refers back to the text for evidence. May look back through the text to help them to remember. Recognises that information is grouped according to subject. Picks up, leaves and returns to a text without losing the story thread.	Identifies the sequence of events. (Q Which event happened first? What happened before he fell over?) Explains the difference between, fiction and non-fiction.	Identifies common themes in traditional tales (e.g. the use of magic objects, good overcoming evil, a bad character learning a lesson). Demonstrates empathy with characters. Recognises that characters have different thoughts/feelings about events in the text.	Predicts some key events on the setting described in the story opening. Offers alternative endings or plotlines.

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A Primary Reading Curriculum : Year 3

Texts will be chosen to support the children's writing in English lessons and in other subjects across the curriculum.

Year Group	Decoding	Fluency and Reading Behaviours	Vocabulary (2a)	Retrieval (2b)	Summarising (2c)	Inference (2d)	Predicting (2e)	Analysing (2f)	Authorial Intent (2g)	Compare (2h)
Year 3	*For pupils who did not pass the phonic test: re-test *Year 1/Year 2.* *Re-run phonics screening and identify gaps. Repeat phase 5 if necessary.* Decodes most new words outside of their spoken vocabulary. Self corrects spontaneously. Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of the words they meet. Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.	Self-corrects spontaneously in order to enhance expression, intonation or to reinterpret what has been said. Comments on the use of language using terminology including: alliteration, rhythm, rhyme, simile. Sustains silent reading most of the time.	Uses knowledge of root words, prefixes and suffixes to read unfamiliar words. Identifies new vocabulary and sentence structure and discusses to develop understanding. Identifies how settings are used to create atmosphere. (e.g. What words and phrases in this description indicate that bad things might be about to happen in this place?) Evaluates the effectiveness of texts. (e.g. Discusses words and phrases that capture the reader's imagination.) Deeper Learning Explains how words/phrases in the description are linked to create an overall and consistent impression on the reader. (What other words in this paragraph tell us that he is a sinister character?)	Refers back to the text for evidence and when explaining. Uses contents page and indexes to locate, retrieve and record information from non-fiction texts. Comments on the use of language using terminology, including: alliteration, rhythm, rhyme and simile. Deeper learning Recognises the move from general to specific information.	Summarises the main ideas from the text. Begins to identify themes across texts (e.g. friendship, good and evil, bullying).	Suggests reasons for events and actions. Infers characters' feelings, motives, behaviour and relationships based on descriptions and their actions in the story. Identifies with characters and makes links with own experiences when making judgements about the characters' actions. Justifies their views about what they have read. Deeper Learning Identifies evidence of relationship between characters based on dialogue and behaviour.	Predicts what might happen from details stated and can indicate the strength/likelihood of their prediction being correct.	Recognises the move from general to specific detail.	Evaluates effectiveness of texts and can discuss words/phrases that capture the reader's imagination.	Comments on the effect of scene/setting changes.

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A Primary Reading Curriculum : Year 4

Texts will be chosen to support the children's writing in English lessons and in other subjects across the curriculum.

Year Group	Decoding	Fluency and Reading Behaviours	Vocabulary (2a)	Retrieval (2b)	Summarising (2c)	Inference (2d)	Predicting (2e)	Analyses (2f)	Authorial Intent (2g)	Compare (2h)
Year 4	Self-corrects spontaneously. Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of the words they meet. Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.	Listens to the opinions of others and adjusts own thinking/understanding where appropriate. Re-reads with enhanced expression, intonation to reinterpret what has been said. Reads silently, with good understanding testing out different pronunciations of unfamiliar words with support.	Applies word meaning knowledge to infer the meaning of unfamiliar words. Notes examples of figurative language and explains the moods or atmosphere they create. Identifies how authors use precise vocabulary to meet the intended purpose/ effect. (e.g. They slipped into the room unnoticed.) Identifies figurative and expressive language that builds a fuller picture of a character.	Retrieves information from text where there is competing or distracting information. Identifies key words or phrases when making a point. Identifies the way descriptive language and small details are used to build an impression of an unfamiliar place. Deeper Learning Identifies events that are presented in more detail and those that are skimmed over. Identifies underlying themes in a range of narrative texts.	Explains and justifies an opinion on the resolution of an issue/whole narrative. Summarises the main ideas in texts, including non-fiction. Deeper Learning Comments on differences between what characters do and say.	Recognises techniques used by the author to persuade the reader to feel sympathy or dislike. Justifies opinions of particular characters and/or settings. Distinguishes between fact and opinion. Identifies and makes deductions about the motives and feelings that might lay behind the characters' words. Evaluates texts for their appeal for the intended audience. Deeper Learning Makes deductions about characters' motives and feelings and explains whether their behaviour was predictable or unexpected. Explores alternative outcomes to an issue. Analyses dialogue, making judgements about the extent to which characters reveal their true feelings or motives.	Predicts on the basis of mood or atmosphere (e.g. how a character will behave in a specific setting).	Analyses how authors use sentences.	Explains the decisions that the author has made in setting up problems for the characters and choosing how to resolve them.	Comments on differences between what characters say and do.

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A Primary Reading Curriculum : Year 5

Texts will be chosen to support the children's writing in English lessons and in other subjects across the curriculum.

Year Group	Decoding	Fluency and Reading Behaviours	Vocabulary (2a)	Retrieval (2b)	Summarising (2c)	Inference (2d)	Predicting (2e)	Analyse (2f)	Authorial Intent (2g)	Compare (2h)
Year 5	Uses a range of strategies to work out unfamiliar words. Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of the words they meet. **(Objective repeated in Years 3 and 4.)**	Reads silently with good understanding, using a range of strategies to work out unfamiliar words. Refines questions to deepen understanding of a text. Justifies personal response to particular texts and characters with evidence. Self-corrects spontaneously in order to enhance expression, intonation or to reinterpret what has been said.	Uses a range of strategies to identify the meaning of new vocabulary. Identifies examples of effective description that evoke time or place commenting on both word and sentence choice.	Justifies personal response to particular texts and characters with evidence. Comments on the use of language using terminology including: onomatopoeia, metaphor, personification. Identifies how the author signals change in the narration, time and place and notes the effect this has on them as a reader. Retrieves information, referring to more than one place in the text, and where there is competing or distracting information. Comments on how a character is built and presented referring to dialogue, action and description. Deeper Learning Identifies how an author varies speech by using direct or reported speech at different points in the story.	Identifies balanced or biased viewpoints and discuss texts which explore more than one perspective on an issue. Checks whether viewpoint changes in the story.	Provides evidence of characters changing within a story and discusses possible reasons where reasons are not fully stated in the text. Recognises that characters may have different perspectives in the story. Considers the time and place where a story is set and looks for evidence of how that affects characters' behaviour and/or plot development. Analyses character appearance, actions and relationships and makes deductions about relationships and attitudes. Identifies examples of dialogue that show different degrees of formality and considers what this implies about the relationship/context.	Identifies whether changes in characters met or challenged the reader's expectations.	Analyses paragraph structures in similar texts noting and commenting on differences and similarities.	Explores in-depth the meaning of particular multi-layered (figurative) word/phrases, deciding what effect the author most probably intended on the reader and justifying this with further evidence from the text.	Checks whether the viewpoint changes within the story. Identifies balanced or biased viewpoints and discusses texts which explore more than viewpoint on an issue.

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A Primary Reading Curriculum : Year 6

Texts will be chosen to support the children's writing in English lessons and in other subjects across the curriculum.

Year Group	Fluency and Reading Behaviours	Vocabulary (2a)	Retrieval (2b)	Summarising (2c)	Inference (2d)	Analyse (2f)	Authorial intent (2g)	Compare (2h)
Year 6	Reads silently with good understanding, working out how to pronounce unfamiliar words. Continues to self-correct spontaneously in order to enhance expression, intonation or to reinterpret what has been said. Generates open questions to explore a range of possibilities and justifies responses in relation to the text.	Uses a range of strategies to understand the meaning of new vocabulary. Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of the words they meet. **(Objective repeated in Years 3 and 4.)** Analyses and explains the impact of authors' techniques and use of language (e.g. expressive or figurative language, range of sentence structure, repetition etc). Deeper Learning Notices where the author uses a wider range of cohesive language to create more sophisticated links between and within paragraphs.	Retrieves information, referring to more than one place in the text, and where there is competing (or distracting) information. Recognises how the author of non-fiction texts expresses, sequences and links points. Explains how poets and other writers create shades of meaning, justifying own views with reference to the text. Justifies agreement or disagreement with the narrator's point of view when evaluating a text.	Summarises competing views. Analyses dialogue at certain points in the story and summarises its purpose (e.g. to explain plot, show character and relationships, convey mood or create humour. Analyses why and how scene changes are made and how they affect characters and events. Justifies personal responses to narratives with suitable expansion (e.g whether it was believable, whether dilemmas were resolved satisfactorily). Explains how a personal response has altered at various points across a text as the narrative viewpoint changes. (e.g. I didn't like this character at the beginning because…. but now I understand why…) Deeper Learning Discusses main ideas from a text within a group and summarises the discussion.	Distinguishes between implicit and explicit points of view. Explains the intent of the author (e.g. explains how the author has tried to manipulate the emotions/bias of the reader). Deeper Learning Provides evidence to explain how themes emerge and conventions are applied in a range of fiction and non-fiction. Identifies stock characters (e.g. the mean stepmother, the loyal servant, the ugly sisters) and looks for evidence of characters that challenge stereotypes and surprise the reader.	Justifies personal responses to narratives with suitable expansion, e.g. whether it was believable, whether dilemmas were resolved satisfactorily.	Justifies agreement or disagreement with a narrator's point of view when evaluating a text.	Explains how a personal response has altered at different points across a text. e.g. I didn't like this character at the beginning because…. but now I understand why…

Continue to revisit and develop the following from Year 5:

Identify how an author varies pace by using direct or reported speech at different points in the story.

Provides evidence of characters changing during a story and discusses possible reasons.

Explores in depth the meaning of particular multi-layered (figurative) words/phrases deciding on the effect the author most probably intended on the reader and justifying this with further evidence.

Analyses characters' appearance, actions and relationships and makes deductions about differences in relationships and attitudes.

Appendix 1: Reading in Key Stage 1

In Key Stage 1 we want all our children to have a love of books and reading, to progress towards being fluent readers and to use their reading skills in all areas of the curriculum.

A love of books and reading is encouraged by:
- Reading together - individual, small group and whole class reading.
- Daily story time - reading high quality texts.
- Sharing favourite books from home, which shows the children that we respect their choices.
- Using the school library to offer a wide range of quality books.
- Looking at books by significant authors.

Teaching children to be fluent readers by:
- High quality phonics teaching in daily, discrete systematic phonic lessons.
  (In Year 2, there will be increased emphasis on sight word recognition, alongside using phonics, with children being able to read words with the same sound, but which are spelt differently. Children also need to be able to read tricky words, which cannot be read using their knowledge of phonics.)
- Regular small group guided reading using texts of different genres, which are carefully selected to cover the programmes of study.
- Individual reading to cover next steps.
- Home reading scheme, using a wide range of book banded texts, to practise and reinforce skills taught in school.

Opportunities to use reading in all curriculum areas by:
- Using a range of books linked to topics.
- Encouraging children to read their show and tell presentations, some of which are linked to class topic work.

Appendix 2: Reading in Key Stage 2

In Key Stage 2 we want all our children to continue to have a love of books and reading and be able to use their reading skills to access all areas of the curriculum.

Children's reading skills are developed by:
- Using dictionary and research skills (scanning / skimming) when using texts for topic work.
- Reading summaries are set for some homework activities, which are initially modelled for children, so they can begin to complete book reviews, which include a plot summary, key features of characters and description of any significant events.
- As children progress through Key Stage 2, individual reading requires a particular number of book reviews to be completed each half term. These are marked and monitored to ensure completion and understanding.
- Guided reading sessions use extracts / short stories, or a longer text read over several weeks. They are based around the reading content domains, with children encouraged to make verbal and written responses to their reading. The focus is on inference skills.
- Shared reading of a text takes place across the curriculum, as well as specifically in English lessons.
- As children prepare for SATs in Year 6, they complete an independent reading comprehension twice a week.
- For individual reading, children are expected to choose an appropriate reading book from school / home. Reading time is incorporated into most days, including an adult reading to the children.