



# Saint Mary's Catholic Primary Academy

## Reading Curriculum 2025-26

## What do we want for our pupils?

### Intent

At St Mary's we aim to:

- Develop happy, healthy and curious learners who read confidently and fluently and seek to acquire knowledge independently
- Help our pupils to develop a lifelong enjoyment of reading, taking genuine pleasure from what they read
- Give our children the reading skills they need to access all areas of the curriculum
- Enable children to access, understand and begin to manage information
- Help children begin to understand the meaning of what they read and what is read to them
- Help children make responses to what they read and to justify their opinions
- Allow all children to use reading to become immersed in other worlds...both real and imagined!

### Implementation

Reading is a multi-strategy approach to understanding the written word. It is not simply the decoding of black marks on the page but involves the ability to read with understanding a wide range of different texts, including fiction, non-fiction, real world texts such as labels, captions, lists and environmental print.

Competence in reading is the key to independent learning and therefore the teaching of reading should be given a high priority by all staff. Success in reading has a direct effect on progress in all areas of the curriculum and is crucial in developing children's self-esteem, confidence and motivation.

Children should:

- Develop the ability to read aloud fluently and with expression;
- Develop the ability to read for meaning;
- Develop the skills required for the critical reading of texts;
- Be encouraged to read a wide range of fiction, poetry and non-fiction materials;
- Be taught a range of strategies for reading including:
  - ❖ **Phonic** (sounding the letters and blending them together);
  - ❖ **Visual** (whole word recognition and analogy with known words);
  - ❖ **Contextual** (use of picture and background knowledge);
  - ❖ **Grammatical** (which words make sense);

In addition to this children should:

- Be encouraged to listen attentively
- Gain awareness of the close links between reading and writing activities.

In shared whole class reading the teacher's role is to make overt what good readers do and to encourage children to be actively involved in reading in the moment. During shared reading, the children access a text which may be challenging to them individually. Reading skills and strategies are clearly modelled, and discussion helps children to deeper understanding of the text. Shared reading takes place within the daily Reading lesson and also through the reading of information texts related to other curriculum areas. Explicit teaching of reading skills is taught in a whole-class VIPERS and book discussion session on a daily basis.

At St Mary's, we consider ourselves a community of readers. Therefore, all adults model and communicate their love of reading in the following ways:

- Story time
- Opportunities for reading for pleasure at KS1 and KS2

- Shared reading
- Teaching of reading skills to develop vocabulary and comprehension skills
- Providing calming reading areas that inspire our children to read
- Reading with the individual children who need our support the most

## What is our goal?

### Impact

By the time the children leave Saint Mary's, they will:

- develop a love of reading
- have a good knowledge of a range of authors and be able to understand more about the world in which they live
- be fluent, confident readers
- successfully comprehend and understand a wide range of texts.
- be competent readers who can recommend books to their peers
- have a thirst for reading a range of genres including poetry
- participate in discussions about books
- evaluate an author's use of language and the impact this can have on the reader.

## Assessment in Reading

A whole school approach to assessment and record keeping is used, and is recorded on O Track each term. Teaching staff also maintain their own individual class records of achievement in reading. Children's progress in phonics is continually reviewed through daily informal and half termly formal phonic assessments and evidence from their reading and writing. Assessment is used to monitor progress and to identify any child needing additional support as soon as they need it. Assessment for learning is used:

- daily within class to identify children needing support
- weekly in the review sessions to assess gaps, address these immediately and secure fluency of GPCs, words and spellings.

Summative assessment is used:

- termly to assess progress, to identify gaps in learning that need to be addressed, to identify any children needing additional support and to plan the Keep-up support that they need.
- by SLT, SENDCO and the Reading Lead and scrutinised to narrow attainment gaps between different groups of children and so that any additional support for teachers can be put into place.

**READING FOR PLEASURE CLASS STORY OVERVIEW 2025-26**

| <b><u>Year Group</u></b> | <b><u>Advent</u></b>  | <b><u>Lent</u></b>   | <b><u>Pentecost</u></b>  |
|--------------------------|---|--|--|
| <b>FS1</b>               | <ul style="list-style-type: none"> <li>• <i>Dear Zoo – Rod Campbell</i></li> <li>• <i>Hairy Maclary from Donaldson’s Dairy – Lynley Dodd</i></li> <li>• <i>The Very Hungry Caterpillar – Eric Carle</i></li> <li>• <i>We’re Going On a Bear Hunt – Michael Rosen</i></li> </ul>   | <ul style="list-style-type: none"> <li>• <i>Brown Bear, Brown Bear, What Do You See?- Bill Martin Jr &amp; Eric Carle</i></li> <li>• <i>Jasper’s Beanstalk - Nick Butterworth and Mick Inkpen</i></li> <li>• <i>The Train Ride – June Crebbin</i></li> <li>• <i>Each Peach Pear Plum – Allan &amp; Janet Ahlberg</i></li> </ul>  | <ul style="list-style-type: none"> <li>• <i>Mr Wolf’s Pancakes – Jan Fearnley</i></li> <li>• <i>Zog - Julia Donaldson</i></li> <li>• <i>Spinderella – Julia Donaldson</i></li> <li>• <i>Come on Daisy – Jane Simmons</i></li> </ul>  |
| <b>FS2</b>               | <ul style="list-style-type: none"> <li>• <i>Owl Babies – Martin Waddell</i></li> <li>• <i>The Gruffalo – Julia Donaldson</i></li> <li>• <i>Handa’s Surprise – Eileen Browne</i></li> <li>• <i>Rosie’s Walk – Pat Hutchins</i></li> </ul>  | <ul style="list-style-type: none"> <li>• <i>Six Dinner Sid – Inga Moore</i></li> <li>• <i>Whatever Next – Jill Murphy</i></li> <li>• <i>Farmer Duck – Martin Waddell</i></li> <li>• <i>Mrs Armitage on Wheels - Quentin Blake</i></li> </ul>   | <ul style="list-style-type: none"> <li>• <i>Goodnight Moon – Margaret Wise Brown</i></li> <li>• <i>Mr Gumpy’s Outing – John Burningham</i></li> <li>• <i>On The Way Home</i></li> <li>• <i>The Lorax – Dr Seuss</i></li> </ul>   |
| <b>Year 1</b>            | <ul style="list-style-type: none"> <li>• <i>The Tiger Who came to Tea – Judith Kerr</i></li> <li>• <i>Man on the Moon – Simon Bartram</i></li> <li>• <i>Beegu – Alexis Deacon</i></li> <li>• <i>Never Show a T-Rex a Book - Rashmi Sirdeshpande &amp; Diane Ewen</i></li> <li>• <i>Peace at Last – Jill Murphy</i></li> </ul> | <ul style="list-style-type: none"> <li>• <i>The Storm Whale – Benji Davis</i></li> <li>• <i>The Incredible Book-Eating Boy – Oliver Jeffers</i></li> <li>• <i>The Adventures of the Dish and the Spoon – Mini Grey</i></li> <li>• <i>Can’t You Sleep Little Bear? – Martin Waddell</i></li> <li>• <i>That Rabbit Belongs to Emily Brown – Cressida Cowell and Neal Layton</i></li> </ul> | <ul style="list-style-type: none"> <li>• <i>Hansel and Gretel – Anthony Bowne</i></li> <li>• <i>Where the Wild Things Are – Maurice Sendak</i></li> <li>• <i>Cinnamon – Neil Gaiman</i></li> <li>• <i>Harry the Poisonous Centipede – Lynne Reid Banks</i></li> <li>• <i>Yokki and Parno Gry – Ricahrd O’Neill</i></li> <li>• <i>The Lighthouse Keeper’s Lunch - Ronda &amp; David Armitage</i></li> </ul> |
| <b>Year 2</b>            | <ul style="list-style-type: none"> <li>• <i>Gorilla – Anthony Browne</i></li> <li>• <i>Traction Man is Here – Mini Grey</i></li> <li>• <i>The Heart and the Bottle – Oliver Jeffers</i></li> <li>• <i>Dr Zargle’s Book of Earthlets – Tony Ross</i></li> <li>• <i>Pumpkin Soup – Helen Cooper</i></li> </ul>                  | <ul style="list-style-type: none"> <li>• <i>Meerkat Mail- Emily Gravett</i></li> <li>• <i>Lila and the Secret of Rain – David Conway</i></li> <li>• <i>Who’s Afraid of the Big Bad Book? – Lauren Child</i></li> <li>• <i>Deer Greenpeace – Simon James</i></li> <li>• <i>Fantastic Mr Fox – Roald Dahl</i></li> </ul>   | <ul style="list-style-type: none"> <li>• <i>Giraffe and the Pelly and Me - Roald Dahl</i></li> <li>• <i>The Owl Who Was Afraid of the Dark – Jill Tomlinson</i></li> <li>• <i>The Tear Thief – Carol Ann Duffy</i></li> <li>• <i>Sulwe – Lupita Nyong’o</i></li> </ul>   |
| <b>Year 3</b>            | <ul style="list-style-type: none"> <li>• <i>Stig of the Dump - Clive King</i></li> </ul>  | <ul style="list-style-type: none"> <li>• <i>The Iron Man – Ted Hughes</i></li> </ul>   | <ul style="list-style-type: none"> <li>• <i>The Abominables – Eva Ibbotson</i></li> </ul>  |
| <b>Year 4</b>            | <ul style="list-style-type: none"> <li>• <i>Why the Whales Came - Michael Morpurgo</i></li> </ul>   | <ul style="list-style-type: none"> <li>• <i>Charlotte’s Web - E B White</i></li> </ul>   | <ul style="list-style-type: none"> <li>• <i>The Firework-Maker’s Daughter – Phillip Pullman</i></li> </ul>   |
| <b>Year 5</b>            | <ul style="list-style-type: none"> <li>• <i>Tom’s Midnight Garden - Philippa Pearce</i></li> </ul>  | <ul style="list-style-type: none"> <li>• <i>Street Child - Berlie Doherty</i></li> </ul>   | <ul style="list-style-type: none"> <li>• <i>Varjak Paw – SF Said</i></li> </ul>  |
| <b>Year 6</b>            | <ul style="list-style-type: none"> <li>• <i>Goodnight Mr Tom – Michelle Margorian</i></li> </ul>  | <ul style="list-style-type: none"> <li>• <i>Holes - Louis Sachar</i></li> </ul>  | <ul style="list-style-type: none"> <li>• <i>Wonder – R J Palacio</i></li> </ul>  |

**READING SKILLS AND BOOK DISCUSSION FOCUS 2025-26**

| <b><u>Year Group</u></b> | <b><u>Advent</u></b>   | <b><u>Lent</u></b>   | <b><u>Pentecost</u></b>  |
|--------------------------|--|--|--|
| <b>Year 2</b>            | <ul style="list-style-type: none"> <li>• <b><i>The Day the Crayons Quit</i></b> – Drew Daywalt</li> </ul> <p>Reading Skills Focus:</p> <ul style="list-style-type: none"> <li>• Understanding words – <i>Best Buddies (recount)</i></li> <li>• Finding Information – <i>Susie Scooter (narrative poem)</i></li> <li>• Identifying Main Idea – <i>Planting trees (discussion)</i></li> <li>• Sequencing - <i>A Clean Weekend (recount)</i></li> </ul> <p>Poetry focus:</p> <ul style="list-style-type: none"> <li>• <i>Wind on the Hill</i> – A.A Milne</li> <li>• <i>The Sound Collector</i> – Roger McGough</li> </ul>  | <ul style="list-style-type: none"> <li>• <b><i>Flat Stanley</i></b> - Jeff Brown</li> <li>• <b><i>The Great Kapok Tree</i></b> – Lynne Cherry</li> </ul> <p>Reading Skills Focus:</p> <ul style="list-style-type: none"> <li>• Finding similarities and differences – <i>Paige’s farmyard of pets (description)</i></li> <li>• Predicting – <i>Working with Papa (narrative)</i></li> <li>• Concluding - <i>An insect which can walk on water (report)</i></li> <li>• Summarising - <i>Rainy day jewellery (recount)</i></li> </ul> <p>Poetry focus:</p> <ul style="list-style-type: none"> <li>• <i>Please Mrs Butler</i> – Allan Ahlberg</li> <li>• <i>Frost</i> – Grace Nicholls</li> </ul>                           | <ul style="list-style-type: none"> <li>• <b><i>Amazing Grace</i></b> – Mary Hoffman</li> <li>• <b><i>Lights on Cotton Rock</i></b> – David Litchfield</li> </ul> <p>Reading Skills Focus:</p> <ul style="list-style-type: none"> <li>• Inferring – <i>Jumping jerboa (report)</i></li> <li>• Cause and effect – <i>Zork ad his visit to Earth (recount)</i></li> <li>• Fact or opinion – <i>The strange okapi (report)</i></li> <li>• Point of view and purpose – <i>Eat more bread (discussion)</i></li> </ul> <p>Poetry focus:</p> <ul style="list-style-type: none"> <li>• <i>Matilda Who Told Lies and Was Burned to Death</i> – Hillaire Belloc</li> <li>• <i>Chocolate Cake</i> - Michael Rosen</li> </ul>   |
| <b>Year 3</b>            | <ul style="list-style-type: none"> <li>• <b><i>Charlie and the Chocolate Factory</i></b> – Roald Dahl</li> <li>• <b><i>The Diary of a Killer Cat</i></b> – Anne Fine</li> </ul> <p>Reading Skills Focus:</p> <ul style="list-style-type: none"> <li>• Understanding words – <i>Butterflies (report)</i></li> <li>• Finding Information – <i>My birthday (recount)</i></li> <li>• Identifying Main Idea – <i>Our family outing (narrative)</i></li> <li>• Sequencing – <i>Diary of Ben’s tennis ball (recount)</i></li> </ul> <p>Poetry focus:</p> <ul style="list-style-type: none"> <li>• <i>My Shadow</i> – R.L. Stevenson</li> <li>• <i>Firework Night</i> – Enid Blyton</li> </ul> | <ul style="list-style-type: none"> <li>• <b><i>Cool</i></b> – Michael Morpurgo</li> <li>• <b><i>Anisha, Accidental Detective</i></b> – Serena Patel</li> </ul> <p>Reading Skills Focus:</p> <ul style="list-style-type: none"> <li>• Finding similarities and differences – <i>Delicious drinks (procedures)</i></li> <li>• Predicting – <i>The mushroom hunt (recount)</i></li> <li>• Concluding – <i>Guide dogs (explanation)</i></li> <li>• Summarising – <i>Seahorses (report)</i></li> </ul> <p>Poetry focus:</p> <ul style="list-style-type: none"> <li>• <i>The Owl and the Pussycat</i> – Edward Lear</li> <li>• <i>The Old Gumbie Cat</i> - T.S. Eliot</li> <li>• <i>Autumn Gilt</i> – Valerie Bloom</li> </ul> | <ul style="list-style-type: none"> <li>• <b><i>How to Train Your Dragon</i></b> – Cressida Cowell</li> <li>• <b><i>The Boy Who Biked the World: On the Road to Africa</i></b> – Alistair Humphreys</li> </ul> <p>Reading Skills Focus:</p> <ul style="list-style-type: none"> <li>• Inferring – <i>The story of King Midas (myth)</i></li> <li>• Cause and effect – <i>How to stay safe around water (explanation)</i></li> <li>• Fact or opinion – <i>A plant that eats insects (report)</i></li> <li>• Point of view and purpose – <i>Request for bike track (letter)</i></li> </ul> <p>Poetry focus:</p> <ul style="list-style-type: none"> <li>• <i>The Rum Tum Tugger is a Curious Cat</i> – T.S. Eliot</li> <li>• <i>The Thought Fox</i> – Ted Hughes</li> </ul> |
| <b>Year 4</b>            | <ul style="list-style-type: none"> <li>• <b><i>The Butterfly Lion</i></b> - Michael Morpurgo</li> <li>• <b><i>13 Storey Tree House</i></b> – Andy Griffiths and Terry Denton</li> </ul> <p>Reading Skills Focus:</p>   | <ul style="list-style-type: none"> <li>• <b><i>George’s Secret Key to the Universe</i></b> – Lucy and Stephen Hawking</li> <li>• <b><i>Cloud Tea Monkeys</i></b> – Mal Peet and Elspeth Graham</li> </ul> <p>Reading Skills Focus:</p>   | <ul style="list-style-type: none"> <li>• <b><i>Fairy Tales Gone Bad: Frankelstiltskin</i></b> – Joseph Coelho</li> <li>• <b><i>Song of the Dolphin Boy</i></b> – Elizabeth Laird</li> </ul> <p>Reading Skills Focus:</p> <ul style="list-style-type: none"> <li>• Inferring – <i>Stuck in the Sand (narrative)</i></li> </ul>  |

|               |   |  |   |
|---------------|---|--|---|
|               | <ul style="list-style-type: none"> <li>Understanding words – <i>Waterskiing (report)</i></li> <li>Finding Information – <i>Sydney Opera House (report)</i></li> <li>Identifying Main Idea – <i>Uniforms (discussion)</i></li> <li>Sequencing – <i>Misery (recount)</i></li> </ul> <p>Poetry focus:</p> <ul style="list-style-type: none"> <li><i>From a Railway Carriage</i> – R L Stevenson</li> <li><i>The Eagle</i> – Alfred, Lord Tennyson &amp; <i>The Crocodile</i> – Lewis Carroll</li> </ul>  | <ul style="list-style-type: none"> <li>Finding similarities and differences -<i>Favourite recipes (procedures)</i></li> <li>Predicting - <i>The aviary (narrative)</i></li> <li>Concluding – <i>The Taj Mahal (report)</i></li> <li>Summarising – <i>Marie Antoinette (biography)</i></li> </ul> <p>Poetry focus:</p> <ul style="list-style-type: none"> <li><i>The Lion and Albert</i> – Marriott Edgar</li> <li><i>Mungojerrie and Rumpelteazer</i> – T.S. Eliot</li> <li><i>Cat-Rap</i> – Grace Nicholls</li> </ul>   | <ul style="list-style-type: none"> <li>Cause and effect – <i>Smallpox: A Deadly Disease (report)</i></li> <li>Fact or opinion – <i>The Channel Tunnel (report)</i></li> <li>Point of view and purpose – <i>Christmas Cards (discussion)</i></li> </ul> <p>Poetry focus:</p> <ul style="list-style-type: none"> <li><i>Colonel Fazackerly Butterworth-Toast</i> – Charles Causley</li> <li><i>The Song of the Jellicles</i> - T.S. Eliot</li> </ul>  |
| <b>Year 5</b> | <ul style="list-style-type: none"> <li><b><i>Kensuke’s Kingdom</i></b> - Michael Morpurgo</li> <li><b><i>Cosmic</i></b> – Frank Cottrell Boyce</li> </ul> <p>Reading Skills Focus:</p> <ul style="list-style-type: none"> <li>Understanding words – <i>Case of Cottingley fairies (recount)</i></li> <li>Finding Information – <i>Saint Valentine’s Day (explanation)</i></li> <li>Identifying Main Idea – <i>Learning a musical instrument (discussion)</i></li> <li>Sequencing – <i>The dare (narrative)</i></li> </ul> <p>Poetry focus:</p> <p><i>The Jabberwocky</i> – Lewis Carroll<br/> <i>The Night Mail</i> – W H Auden</p> | <ul style="list-style-type: none"> <li><b><i>Cloud Busting</i></b> – Malorie Blackman</li> <li><b><i>Room 13</i></b> – Robert Swindells</li> </ul> <p>Reading Skills Focus:</p> <ul style="list-style-type: none"> <li>Finding similarities and differences – <i>Dragons (description)</i></li> <li>Predicting - <i>Being popular (narrative)</i></li> <li>Concluding – <i>Fear of flying (explanation)</i></li> <li>Summarising – <i>Speech exams (discussion)</i></li> </ul> <p>Poetry focus:</p> <p><i>The Jumblies</i> – Edward Lear<br/> <i>Gus The Theatre Cat</i> - T.S. Eliot<br/> <i>The River</i> – Valerie Bloom</p>  | <ul style="list-style-type: none"> <li><b><i>Windrush Child</i></b> – Benjamin Zephaniah</li> <li><b><i>Secrets of a Sun King</i></b> – Emma Carroll</li> </ul> <p>Reading Skills Focus:</p> <ul style="list-style-type: none"> <li>Inferring – <i>The Wesley mystery (narrative)</i></li> <li>Cause and effect – <i>How to conserve water (explanation)</i></li> <li>Fact or opinion – <i>Redbacks vs Tigers (recount)</i></li> <li>Point of view and purpose – <i>Kids in the kitchen (discussion)</i></li> </ul> <p>Poetry focus:</p> <p><i>Shimbleshanks The Railway Cat</i> - T.S. Eliot<br/> <i>The Tyger</i> – William Blake</p> |
| <b>Year 6</b> | <ul style="list-style-type: none"> <li><b><i>Letters from the Lighthouse</i></b> – Emma Carroll</li> <li><b><i>Clockwork</i></b> – Phillip Pullman</li> </ul> <p>Reading Skills Focus:</p> <ul style="list-style-type: none"> <li>Understanding words – <i>Jupiter (report)</i></li> <li>Finding Information – <i>The International Red Cross (report)</i></li> <li>Identifying Main Idea – <i>Cane toads in Australia (report)</i></li> <li>Sequencing – <i>An exciting day (narrative)</i></li> </ul> <p>Poetry focus:</p> <p><i>The Highwayman</i> – Alfred Noyes<br/> <i>The Listeners</i> – Walter de La Mare</p>              | <ul style="list-style-type: none"> <li><b><i>The Lion above the Door</i></b> – Onajli Rauf</li> <li><b><i>Wolf Brother</i></b> – Michelle Paver</li> </ul> <p>Reading Skills Focus:</p> <ul style="list-style-type: none"> <li>Finding similarities and differences – <i>The echidna and the platypus (report)</i></li> <li>Predicting – <i>Penguin Island (narrative)</i></li> <li>Concluding - <i>The Mona Lisa (report)</i></li> <li>Summarising – <i>Trapped miners free after 14 days (newspaper)</i></li> </ul> <p>Poetry focus:</p> <p><i>Mr Mistoffelees</i> - T.S. Eliot<br/> <i>The Lobster and the Quadrille</i> – Lewis Carroll<br/> <i>Lady Winter’s Rap</i> – Grace Nicholls</p> | <ul style="list-style-type: none"> <li><b><i>Shadow</i></b> - Michael Morpurgo</li> <li><b><i>Girl of Ink and Stars</i></b> – Kiran Millwood Hargrave</li> </ul> <p>Reading Skills Focus:</p> <ul style="list-style-type: none"> <li>Inferring – <i>Bindiyup Rock (narrative)</i></li> <li>Cause and effect – <i>Global warming (report)</i></li> <li>Fact or opinion – <i>Letter to the editor (letter)</i></li> <li>Point of view and purpose – <i>Too much TV! (diary entry)</i></li> </ul> <p>Poetry focus:</p> <p><i>Macavity The Mystery Cat</i> - T.S. Eliot<br/> <i>If</i> – Rudyard Kipling</p>                                |

## NATIONAL CURRICULUM

### **By the end of primary school, pupils will:**

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas

## EARLY YEARS – FS1

### WORD READING

- Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book
- Page sequencing
- Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother

### COMPREHENSION

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

- engaging in extended conversations about stories, learning new vocabulary

## EARLY YEARS – FS2

### WORD READING

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

### 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.

## YEAR ONE

### WORD READING

- 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 other words of more than one syllable that contain taught GPCs
- 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 their developing phonic knowledge and that do not require them to use other strategies to work out words
- re-read these books to build up their fluency and confidence in word reading.

### COMPREHENSION

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

- listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
- being encouraged to link what they read or hear read to their own experiences
- becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
- recognising and joining in with predictable phrases
- learning to appreciate rhymes and poems, and to recite some by heart
- discussing word meanings, linking new meanings to those already known

understand both the books they can already read accurately and fluently and those they listen to by:

- drawing on what they already know or on background information and vocabulary provided by the teacher
- checking that the text makes sense to them as they read and correcting inaccurate reading
- discussing the significance of the title and events
- making inferences on the basis of what is being said and done
- predicting what might happen on the basis of what has been read so far

participate in discussion about what is read to them, taking turns and listening to what others say

explain clearly their understanding of what is read to them.

## YEAR TWO

### WORD READING

- continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
- 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 further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- 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 these books to build up their fluency and confidence in word reading

### COMPREHENSION

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
- discussing the sequence of events in books and how items of information are related
- becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
- being introduced to non-fiction books that are structured in different ways
- recognising simple recurring literary language in stories and poetry
- discussing and clarifying the meanings of words, linking new meanings to known vocabulary
- discussing their favourite words and phrases
- continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear

understand both the books that they can already read accurately and fluently and those that they listen to by:

- drawing on what they already know or on background information and vocabulary provided by the teacher
- checking that the text makes sense to them as they read and correcting inaccurate reading
- making inferences on the basis of what is being said and done
- answering and asking questions
- predicting what might happen on the basis of what has been read so far

participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say

explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

## YEAR THREE

### WORD READING

- apply their 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 they meet
- read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word

### COMPREHENSION

develop positive attitudes to reading and understanding of what they read by:

- listening to and discussing a 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
- using dictionaries to check the meaning of words that they have read
- increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
- identifying themes and conventions in a wide range of books
- preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- discussing words and phrases that capture the reader's interest and imagination
- recognising some different forms of poetry [for example, free verse, narrative poetry]

understand what they read, in books they can read independently, by:

- checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
- asking questions to improve their understanding of a text
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- identifying main ideas drawn from more than one paragraph and summarising these
- identifying how language, structure, and presentation contribute to meaning

retrieve and record information from non-fiction

participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say

## YEAR FOUR

### WORD READING

- apply their 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 they meet
- read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word

### COMPREHENSION

develop positive attitudes to reading and understanding of what they read by:

- listening to and discussing a 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
- using dictionaries to check the meaning of words that they have read
- increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
- identifying themes and conventions in a wide range of books
- preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- discussing words and phrases that capture the reader's interest and imagination
- recognising some different forms of poetry [for example, free verse, narrative poetry]

understand what they read, in books they can read independently, by:

- checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
- asking questions to improve their understanding of a text
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- identifying main ideas drawn from more than one paragraph and summarising these
- identifying how language, structure, and presentation contribute to meaning

retrieve and record information from non-fiction

participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say

## YEAR FIVE

### WORD READING

- apply their 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 they meet.

### COMPREHENSION

maintain positive attitudes to reading and understanding of what they 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 their 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 they have read to their peers, giving reasons for their choices
- identifying and discussing themes and conventions in and across a wide range of writing
- making comparisons within and across books
- learning a wider range of poetry by heart
- preparing 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

understand what they read by:

- checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- asking questions to improve their understanding
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
- identifying how language, structure and presentation contribute to meaning

discuss and evaluate how authors use language, including figurative language, considering the impact on the reader

distinguish between statements of fact and opinion

retrieve, record and present information from non-fiction

participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously

explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary

provide reasoned justifications for their views.

## YEAR SIX

### WORD READING

- apply their 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 they meet.

### COMPREHENSION

maintain positive attitudes to reading and understanding of what they 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 their 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 they have read to their peers, giving reasons for their choices
- identifying and discussing themes and conventions in and across a wide range of writing
- making comparisons within and across books
- learning a wider range of poetry by heart
- preparing 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

understand what they read by:

- checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- asking questions to improve their understanding
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
- identifying how language, structure and presentation contribute to meaning

discuss and evaluate how authors use language, including figurative language, considering the impact on the reader

distinguish between statements of fact and opinion

retrieve, record and present information from non-fiction

participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously

explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary

provide reasoned justifications for their views.