



# The Woodlands Primary Reading Curriculum

## Our Vision

At Woodlands, we relentlessly strive to be 'Outstanding in All' in order to provide the best opportunities for the children in the community we serve.

We believe in a truly inclusive school where there are no barriers to participation and learning. We are ambitious in our drive to ensure all children achieve the highest outcomes. At Woodlands we believe in working collaboratively with our partners and stakeholders to enable all children to succeed.

## Our Intent

### Open a book - Open the world

At Woodlands we understand the importance of fostering a love of reading, after all it underpins everything we do every day of our lives. Our vision is for every child within our school to develop a love of reading; a good knowledge of a range of authors, genres and text-types; and, to be able to understand more about the world in which they live through the knowledge they gain from texts. These texts should encompass the best that has been thought and written.

We intend to deliver a curriculum that builds on the foundations laid within the early years and KS1 schooling to provide children with the fluency of decoding and comprehension skills required to understand and analyse texts. Our goal is to ensure that every child can successfully access every subject in both the primary and secondary curriculum before continuing their journey beyond to college, university and life-long learning.

We have high expectations of all of our pupils: all children are expected to meet national standards and we put in place targeted support to ensure that they do. Furthermore, we understand the importance of parents and carers in supporting their children to develop positive reading habits, decoding and comprehension skills. This can be achieved by encouraging home-school partnerships which enable parents and carers to understand how to enhance the skills being taught in school through good quality and breadth of texts.

Finally, we intend for our curriculum to represent the diversity of our pupils and the wider world through class book corners and libraries, and studied texts that represent all genders, races, religions, differing world views and that challenge stereotypes. We provide opportunities for children to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live to develop, appreciation and love of reading and to gain knowledge across the curriculum.



## Our Principles

### Learning To Read

At Woodlands, we ensure every child:

1. leaves Woodlands able to read.
2. is taught to read through a validated SSPS which is taught as intended, by an experienced phonics teacher.
3. who is not keeping pace is swiftly identified and immediately given intervention to ensure 'keep up' not 'catch up'.
4. completes all phonic phases, regardless of barriers to learning, regardless of time taken; this means phonics lessons may continue into LKS2 and in exceptional circumstances into UKS2.
5. is a fluent reader, using prosody and 'Busy Brain Reading' to aid comprehension and understanding.
6. is reading a level appropriate book (linked directly to phonics recently learnt, when appropriate), a branching out book in KS1 and pupils' choice of reading for pleasure books in every year group.
7. is taught a robust and considered set of skills to ensure they are able to understand the texts they read through a clear sequencing of the curriculum.
8. is provided with ample opportunity to read, for a range of purposes, in class.

### Reading To Learn

9. is given ample, and variety, of opportunities to read across the whole curriculum, using this reading to gain and secure knowledge.

### Reading For Pleasure

10. has the opportunity to share in the beauty and excitement of losing oneself, and recognising, oneself in a book.
11. has access to reading for pleasure books that are carefully picked by reading lead, staff and children with alternative authors recommended.
12. has access to a classroom library that is inviting and easily accessible but more importantly contains a large range of fiction and non-fiction books.

## As a consequence of adopting these principles, Woodlands pupils will:

### Learning To Read

1. Leave Woodlands with the ability to engage fully with the reading demands of the Year 7 curriculum and beyond.
2. Have a deep understanding of the texts they read; fiction, non-fiction and poetry.

### Reading To Learn

3. Know how to read for research purposes and to make relevant, adequate and useful notes based on fact not opinion or bias.

### Reading For Pleasure

4. Enjoy reading a large range of genres and authors for pleasure.
5. Learn about themselves and their lives by identifying with characters and scenarios in books.
6. Learn about and develop acceptance of the diverse world in which they live through their encounters with characters and scenarios in books.
7. Develop high aspirations through their encounters with characters and scenarios in books.

The Woodlands Primary School the Reading Curriculum meets and exceeds the content of the National Curriculum by covering all the skills required to understand a text in depth, relate to texts, use texts to gain and secure knowledge and to develop a love of reading of a range of genres and text types.



## Curriculum Rationale

- The Woodlands Reading Curriculum is designed to inspire children to read for a range of purposes: Learning To read, Reading For Pleasure and Reading To Learn
- In Early Years and Year 1 the curriculum is centred around developing a secure knowledge of phonics and blending to ensure they can decode words.
- Children will learn a range of sight words securely in each year group.
- In Early Years and Year 1, children will learn to read in a language rich environment to develop their vocabulary.
- In Year 1, language will continue to be developed as well as beginning to develop the skills required to unpick and understand texts.
- In all other year groups, language will continue to be developed as well as the skills required to unpick and understand texts.
- Reading To Learn will be used in classrooms to ensure children are able to identify relevant information, to take notes and use them to develop their learning.
- Reading For Pleasure will be encouraged and developed through carefully selected, and child selected, books.
- Each classroom has a library containing a range of relevant and age appropriate fiction and non-fiction books.

## Bug Club Justification

At Woodlands, we use Bug Club Phonics to teach Phonics and early reading because it is a validated Systematic Synthetic Phonics Programme offering a clear comprehensive and finely-levelled structure. The online element offers many books and activities developed from proven methods and pedagogies featuring captivating content of the highest quality that children want to engage with.

Furthermore, it offers opportunities for:

- teachers to quickly and accurately allocate books closely aligned to their phonics learning
- online reading of fiction and non-fiction books, allowing children to read a number of books at home per week
- online assessments to be completed
- teachers to monitor number of reads per week
- analyse quiz scores to identify gaps in skills

## Children thrive in this subject because ...

- The reading lead truly recognises that reading underpins everything and that all children have the right to excellent, high quality early reading teaching to enable them to make progress, at least, in line with age related expectations and that any child requiring additional support should receive it immediately.
- The SLT, Stakeholders and all teaching and support staff have bought into the vision of the reading lead.
- Children are taught to read using a validated SSP Programme as intended by the developer.
- Teaching staff are readers who teach.
- Children are encouraged to read a wide range of genres by a variety of authors thus widening their repertoire.
- Children are able to use reading, and the related skills, to gain and secure knowledge.

### Knowledge Progression

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Phonics and Decoding</b>	<p>To enjoy rhyming and rhythmic activities.</p> <p>To show an awareness of rhyme and alliteration.</p> <p>To recognise rhythm in spoken words.</p> <p>To continue a rhyming string.</p> <p>To hear and say the initial sound in words.</p> <p>To segment the sounds in simple words and blend them together and know which letter represents some of them.</p> <p>To link sounds to letters, naming and sounding the letters of the alphabet.</p>	<p>To use phonic knowledge, Phases 2 to 4, to decode regular words and read them aloud accurately.</p>	<p>To apply phonic knowledge and skills as the route to decode words.</p> <p>To blend sounds in unfamiliar words using the GPCs that they have been taught.</p> <p>To respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes.</p> <p>To read words containing taught GPCs.</p> <p>To read words containing -s, -es, -ing, -ed and -est endings.</p> <p>To read words with contractions, e.g. I'm, I'll and we'll.</p>	<p>To continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.</p> <p>To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</p> <p>To accurately read most words of two or more syllables.</p> <p>To read most words containing common suffixes. <i>For example – un, sub, mis, re,</i></p>	<p>To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words).</p> <p>To apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- to begin to read aloud.</p> <p>To apply their growing knowledge of root words and suffixes/word endings, including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian, to begin to read aloud.</p>	<p>To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill.</p> <p>To apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.</p>	<p>To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</p> <p>To apply their growing knowledge of root words, prefixes and suffixes/ word endings, including -sion, -tion, -cial, -tial, -ant/-ance/-ancy, -ent/- ence/-ency, -able/-ably and -ible/ibly, to read aloud fluently.</p>	<p>To read fluently with full knowledge of all Y5/ Y6 exception words, root words, prefixes, suffixes/word endings and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</p>
	<b>CEW</b>	<p>To identify well-known and local brands by their logos when represented by letters, for example Woodlands, McDonalds Tesco, Lidl, Pets Corner, etc.</p> <p>Lego, Boots, Disney, CBeebies, Haribo.</p>	<p>To read some common irregular words.</p> <p><b>Phase 2</b> – the, no, to, go, I, into</p> <p><b>Phase 3</b> – he, she, we, me, be, was, you, they, all, are, my, her</p> <p><b>Phase 4</b> - said, have, like, so, do, some, come, were, there, little, one, when, out, what</p> <p>To identify further well-known and local brands for example - Morrison's, Little Giggles, Next, The Entertainer, Cineworld Cinema</p>	<p><b>Phase 5</b> - oh, their, people, Mr, Mrs, looked, called, asked, could</p> <p>To read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words.</p>	<p>To read all Y1 and most Y2 common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p>	<p>To read half of the Y3/Y4 exception words.</p>	<p>To read all Y3/Y4 exception words, discussing the unusual correspondences between spelling and these occur in the word.</p>	<p>To read most Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.</p>

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Fluency</b>	<p>To show interest in illustrations and print in books and print in the environment.</p> <p>To recognise familiar words and signs such as own name and advertising logos. (see CEW)</p> <p>To look and handle books independently (holds books the correct way up and turns pages).</p> <p>To ascribe meanings to marks that they see in different places.</p> <p>To begin to break the flow of speech into words.</p> <p>To begin to read words and simple sentences.</p>	To read and understand simple sentences.	<p>To accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words.</p> <p>To reread texts to build up fluency and confidence in word reading.</p>	<p>To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>To reread these books to build up fluency and confidence in word reading.</p> <p>To read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts.</p>	<p>At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.</p>			
	<p><i>The Multidimensional Fluency Scale should be used to assess fluency and inform intervention groups as children move up through the reading levels. Decoding and Fluency Quadrats should also be used to identify children who require intervention. Barriers to reading should be completed.</i></p>							
<b>Understanding and correcting inaccuracies</b>	<p>To know that print carries meaning and, in English, is read from left to right and top to bottom.</p> <p>To understand humour, e.g. nonsense rhymes, jokes.</p>	To check that a text makes sense to them as they read and to self-correct.	To check that a text makes sense to them as they read and to self-correct.	<p>To check that the text makes sense to them as they read and to correct inaccurate reading.</p> <p>To show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher.</p>				



	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Words in context and authors choice	<p>To build up vocabulary that reflects the breadth of their experiences.</p> <p>To extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</p> <p>To use vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p>	<p><i>To build up vocabulary that reflects the breadth of their experiences.</i></p> <p><i>To extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</i></p> <p><i>To use vocabulary and forms of speech that are increasingly influenced by their experiences of books.</i></p>	<p><i>To build up vocabulary that reflects the breadth of their experiences.</i></p> <p><i>To extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</i></p> <p><i>To use vocabulary and forms of speech that are increasingly influenced by their experiences of books.</i></p> <p>To discuss word meaning and link new meanings to those already known.</p>	<p><i>To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</i></p> <p><i>To discuss authors' choice of words and phrases for effect.</i></p> <p>To discuss and clarify the meanings of words, linking new meanings to known vocabulary.</p> <p>To discuss their favourite words and phrases.</p>	<p>To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p> <p>To discuss authors' choice of words and phrases for effect.</p>	<p><i>To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</i></p> <p><i>To discuss authors' choice of words and phrases for effect.</i></p> <p>Discuss vocabulary used to capture readers' interest and imagination.</p>	<p>To discuss vocabulary used by the author to create effect including figurative language.</p> <p>To evaluate the use of authors' language and explain how it has created an impact on the reader.</p>	<p>To analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology such as metaphor, simile, analogy, imagery, style and effect.</p>
Inference		<p><i>To begin to make simple inferences from picture clues, ie expressions on faces etc.</i></p> <p>To begin to make simple inferences.</p>	<p><i>To begin to make simple inferences from picture clues, ie expressions on faces etc.</i></p> <p>To begin to make simple inferences.</p>	<p>To make inferences on the basis of what is being said and done.</p>	<p>To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives.</p>	<p>To draw inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text.</p>	<p>To draw inferences from characters' feelings, thoughts and motives.</p>	<p>To discuss how characters, change and develop through texts by drawing inferences based on indirect clues</p>
Prediction	<p>To suggest how a story might end.</p> <p>To begin to understand 'why' and 'how' questions. To answer 'how' and 'why' questions about their experiences and in response to stories or events.</p>		<p>To predict what might happen on the basis of what has been read so far.</p>	<p>To predict what might happen on the basis of what has been read so far in a text.</p>	<p>To justify predictions using evidence from the text.</p>	<p>To justify predictions from details stated and implied.</p>	<p>To make predictions based on details stated and implied, justifying them in detail with evidence from the text.</p>	<p>To consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters).</p>

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Poetry</b>	To listen to and join in with stories and poems, one-to-one and also in small groups.	To recite simple poems by heart.	To recite simple poems by heart.	To continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear.	To prepare and perform poems and play scripts that show some awareness of the audience when reading aloud.	To recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry).		
<b>Performance</b>	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.	<i>To begin to use prosody (Busy Brain Reading) in small group and whole class reading to make the meaning clear.</i>  <i>To listen to and join in with stories and poems, one-to-one and also in small groups.</i>  <i>To join in with repeated refrains in rhymes and stories.</i>  <i>To use intonation, rhythm and phrasing to make the meaning clear to others.</i>	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.	<i>To use prosody (Busy Brain Reading) to make the meaning clear in small group and whole class reading to make the meaning clear.</i>  <i>To begin to use prosody (Busy Brain Reading) to make the meaning clear when reading aloud.</i>	To begin to use appropriate intonation and volume when reading aloud.  <i>To use prosody (Busy Brain Reading) to make the meaning clear when reading aloud and begin to use when reading quietly to self.</i>	To prepare and perform poems and play scripts with appropriate techniques (intonation, tone, volume and action) to show awareness of the audience when reading aloud.  <i>To use prosody (Busy Brain Reading) to make the meaning clear when reading aloud and use with developing confidence when reading quietly to self.</i>	To continually show an awareness of audience when reading out loud using intonation, tone, volume and action.  <i>To use prosody (Busy Brain Reading) to make the meaning clear when reading aloud and use with confidence when reading quietly to self.</i>	To confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect.  <i>To use prosody (Busy Brain Reading) to make the meaning clear when reading aloud and use with confidence when reading quietly to self.</i>
<b>Non-Fiction</b>	To know that information can be relayed in the form of print.  To know that information can be retrieved from books and computers.	<i>To know that information can be relayed in the form of print.</i>  <i>To know that information can be retrieved from books and computers.</i>	<i>To know that information can be relayed in the form of print and begin to read it to gain knowledge.</i>  <i>To know that information can be retrieved from books and computers.</i>	<i>To read and discuss non-fiction texts to gain knowledge.</i>  To recognise that non-fiction books are often structured in different ways.	To retrieve and record information from non-fiction texts.	To use all of the organisational devices available within a non-fiction text to retrieve, record and discuss information.  To use dictionaries to check the meaning of words that they have read.	To use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts.	To retrieve, record and present information from non-fiction texts.  To use non-fiction materials for purposeful information retrieval (e.g. in reading history, geography and science textbooks) and in contexts where pupils are genuinely motivated to find out information (e.g. reading information leaflets before a gallery or museum visit or reading a theatre programme or review).



### Recommended Teaching Sequence/Map: Summary

	Autumn		Spring		Summer	
Annual Plan - <i>The themes may be adapted at various points to allow for children's interests to flow through the provision</i>						
<b>Nursery</b>	<p>Begins to join in with actions and sounds in songs, rhymes and stories</p> <p>Repeats and uses actions, words or phrases from familiar stories</p> <p>Claps along with songs and rhymes</p> <p>Begins to recognise familiar logos from children's popular culture, commercial print or icons for apps</p> <p>Phase 1 - Sound Discrimination</p>	<p>Fills in the missing word or phrase in a known rhyme, story</p> <p>Develop interests in books, stories and rhymes</p> <p>Begins to recognise own name</p> <p>Phase 1 Sound Discrimination+ Rhythm &amp; Rhyme</p>	<p>Enjoys rhythmic and musical activity with percussion instruments, actions, rhymes and songs</p> <p>Listens to and joins in with stories and poems</p> <p>Begin to order story events</p> <p>Joins in with repeated refrains</p> <p>Begins to talk about events and principal characters in stories and suggests how the story might end</p> <p>Phase 1 Rhythm &amp; Rhyme + Alliteration</p> <p>Bug Club Phase 1: Unit A</p>	<p>Anticipates key events and phrases in rhymes and stories</p> <p>Begin to be aware of how stories are structured</p> <p>Begin to tell their own stories (helicopter stories)</p> <p>Phase 1 - Rhythm &amp; Rhyme, Alliteration &amp; Voice Sounds</p> <p>Bug Club Phase 1: Unit B</p>	<p>Talks about events and principal characters in stories and suggests how the story might end</p> <p>Shows interest in illustrations and print, looks at books independently and recognise own name</p> <p>Phase 1 - Oral Blending &amp; Segmenting</p> <p>Bug Club Phase 1: Unit C</p>	<p>Handles books and touch screen technology carefully and the correct way up with growing competence</p> <p>Shows awareness of rhyme and alliteration - Recognises rhythm in spoken words, songs, poems and rhymes - Claps or taps the syllables in words during sound play - Hears and says the initial sound in words</p> <p>Phase 1 - Oral Blending &amp; Segmenting</p> <p>Bug Club Phase 1: Unit C</p>
<b>Reception</b>	<p>Initial sounds, oral blending, CVC sounds, reciting know stories, listening to stories with attention and recall.</p> <p>Help children to read the sounds speedily. Listen to children read aloud,</p> <p>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. Sequencing familiar stories through the use of pictures to tell the story.. Engage in extended conversations about stories, learning new vocabulary.</p> <p>Poetry Basket Rhymes Learning poems by heart</p> <p>Chop Chop/Wise owl/ /Apples falling/Apples in the basket/leaves are falling/beezy weather</p> <p>Helicopter Stories</p> <p>Stage 1 Introduce Story Acting</p>	<p>Blending CVC sounds, rhyming, alliteration, knows that print is read from left to right.</p> <p>Spotting exception words</p> <p>Retell stories related to events through acting/role play.</p> <p>Christmas letters/lists. Retelling stories using images..</p> <p>Story Maps. Retelling of stories.</p> <p>Editing of story maps and orally retelling new stories. Non-Fiction Focus</p> <p>Sequence story – use vocabulary of beginning, middle and end.</p> <p>Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</p> <p>Poetry Basket Rhymes Learning poems by heart</p> <p>Pointy Hat/5 little pumpkins/who has seen the wind/mice/shoes.cup of tea</p> <p>Helicopter Stories</p> <p>Stage 2: Introduce Story Scribing</p>	<p>Blend sounds to read small words</p> <p>Spotting digraphs in words</p> <p>Begin to recognise letter groups</p> <p>Begin to read phases</p> <p>Read common expectation words</p> <p>Retelling stories . Developing imagination to make or change stories using Drawing club– Use story language when acting</p> <p>Enjoys an increasing range of books</p> <p>Poetry Basket Rhymes Learning poems by heart</p> <p>Let's put on mittens/I can build a snowman/carrot nose/furry furry squirrel/A little house</p> <p>Helicopter Stories</p> <p>Stage 3 Scribing Stories</p>	<p>Read small words, common exception words and phrases. Recognise some familiar words</p> <p>Information leaflets about animals in the garden/plants and growing. Timeline of how plants grow.</p> <p>Begin to break the flow of speech into words. Writing words identifying the sounds using phonic knowledge and writing in the correct sequence and phrases giving meaning to the marks they make.</p> <p>Reading what they have written</p> <p>Poetry Basket Rhymes Learning poems by heart</p> <p>hungrybirdies/Popcorn/Pancakes/stepping stones/spring wind/a seed</p> <p>Helicopter Stories</p> <p>Stage 4 Objects &amp; Props</p>	<p>Begin to read simple sentences with fluency. Begin to read CVCC and CCVC words confidently.</p> <p>Beginning to understand that a non-fiction is a non-story- it gives information instead. Fiction means story.Retell a story with actions and / or picture prompts as part of a group - Use story language when acting out a narrative. Rhyming words. Explain the main events of a story -</p> <p>Poetry Basket Rhymes Learning poems by heart</p> <p>Pitter patter/Five little peas/I have a little frog/Dance/Under a stone</p>	<p>Reading simple sentences with fluency. Reading CVCC and CCVC words confidently.</p> <p>Stories from other cultures and traditions Listen to stories, accurately anticipating key events &amp; respond to what they hear with relevant comments, questions and reactions</p> <p>Break the flow of speech into words. Writing words and sentences identifying the sounds using phonic knowledge and writing in the correct sequence</p> <p>Reading what they have written</p> <p>Poetry Basket Rhymes Learning poems by heart</p> <p>If I was so very small/A little shell/Monkey babies/Five little Owls/The fox/Sliced Bread</p>



Reading Milestones	Autumn		Spring		Summer
<p><b>Year 1</b></p>	<p>Correctly and quickly read the graphemes for all 40+ phonemes, including the alternatives taught so far Link what they read or hear to their own experiences Check that the text makes sense to them as they read and correct inaccurate reading Recognise and use predictable phrases in known stories Draw on what they already know to understand a text Identify the significance of the title and events in stories Make simple predictions based on their own experiences</p>	<p>Read aloud books matched to Y1 phonic knowledge e.g. focus on the skill of reading aloud and decoding grapheme within phase 5 Discuss the meaning of new words by linking to vocabulary they know Understand that non-fiction texts provide information Identify the significance of the title and events in non-fiction Demonstrate their understanding Accurately blend sounds in unfamiliar words that contain the GPCs that have been taught so far</p>	<p>Orally retell known stories, linked to the Y1 range Consider the key characteristics of familiar stories Read words with contractions Read words of more than one syllable and those that end in: –s, –es, –ing, – ed, –er and –est</p>	<p>Make simple inferences Answer questions orally about a shared non-fiction text Apply phonic knowledge and skills to decode words e.g. children should be decoding most phase 5 graphemes and unfamiliar words. Children should be able to do this 'without undue hesitation</p>	<p>Accurately read aloud books that are consistent with their developing phonic knowledge e.g. focus on the skill of reading aloud with application of decoding up to phase 5 and beyond Note unusual correspondences and identify where these occur in the word, in relation to the Y1 common exception words Discuss a wide range of poems, stories and non-fiction beyond their independent reading level Recite some simple poems by heart. Use age appropriate dictionaries to check the meanings of words</p>
<p><b>Year 2</b></p>	<p>Recognise simple, recurring literary language across poetry and narratives Read accurately words of two or more syllables Draw on what they already know to understand a text Use titles, headings, pictures and blurbs to locate relevant information Predict what may happen on the basis of what has been read so far Accurately blend sounds in unfamiliar words, especially recognising alternative sounds</p>	<p>Identify the sequence of events in fiction and how these are related Use scanning to locate a single piece of info, in response to questions from the teacher they searched far and wide Discuss favourite words and phrases Express a single point of view about a text Read words containing common suffixes Read aloud books matched to Y2 phonic knowledge</p>	<p>Orally retell known stories Use age appropriate dictionaries to check the meanings of words Clarify and discuss the meanings of new words, by linking to vocabulary they know Identify the sequence of events in non-fiction and how these are related Recognise and understand the structure of the non-fiction texts used Check that the text makes sense to them as they read and correct inaccuracies</p>	<p>List key information orally or through text marking (highlighting/ underlining) in response to teachers' questions Make inferences on the basis of what is said and done Automatically read unfamiliar words accurately and <b>without undue hesitation</b> when reading aloud</p>	<p>Discuss their understanding of stories, poems and non-fiction at a level beyond which they can read independently Recite poems by heart, using intonation to make the meaning clear Note unusual correspondences and identify where these occur in the word, in relation to the Y2 common exception words Reading fluently and confidently in line with the Y2 range</p>

Reading Milestones	Autumn		Spring		Summer
<p><b>Year 3</b></p>	<p>Apply their knowledge of root words, prefixes and suffixes to read aloud with confidence and without undue hesitation Use skimming to locate main ideas in the text Summarise the main idea/s within a paragraph or section Predict what may happen based on both what has been stated (obvious) and implied (less obvious) Use scanning to locate pieces of information Use age appropriate dictionaries to check the meanings of words</p>	<p>Discuss their understanding of both texts they have read independently and those read to them Identify and discuss the meaning of words in context Identify the over-arching theme of a text Orally retell whole stories/sections of stories linked to the Y3 range</p>	<p>Identify a main topic to research, independently and through shared reading Identify words and phrases that capture the reader's interest and contribute to the meaning of the text Make notes from one source to capture key information about a topic Use contents and sub-headings to locate relevant information.</p>	<p>Draw inferences about characters' thoughts and actions Recite poems by heart, using intonation, tone and volume to gain the interest of the listener Read aloud and perform play scripts, gaining the audience's interest in the characters and plot</p>	<p>Justify inferences with a single piece of evidence from the text to support one specific point Identify the language conventions of non-fiction in relation to the text type Identify the structural conventions of non-fiction in relation to the text type Identify how the structure and presentation of texts contributes to the meaning Reading books that are structured in different ways and for a range of different purposes</p>
<p><b>Year 4</b></p>	<p>Apply their knowledge of root words, prefixes and suffixes to read aloud with confidence and without undue hesitation Use skimming to locate main Summarise the main idea/s within a paragraph or section ideas in the text Predict what may happen based on both what has been stated (obvious) and implied (less obvious) Use scanning to locate pieces of information Use age appropriate dictionaries to check the meanings of words</p>	<p>Discuss their understanding of both texts they have read independently and those read to them Identify and discuss the meaning of words in context Identify a main topic to research, independently and through shared reading Independently identify key questions to research about a topic Orally retell whole stories/sections of stories linked to the Y3 range</p>	<p>Identify the over-arching theme of a text Make notes from one source to capture key information about a topic Use contents and sub-headings to locate relevant information</p>	<p>Draw inferences about characters' thoughts and actions Recite poems by heart, using intonation, tone and volume to gain the interest of the listener Read aloud and perform play scripts, gaining the audience's interest in the characters and plot</p>	<p>Justify inferences with a single piece of evidence from the text to support one specific point Identify the language conventions of non-fiction in relation to the text type Identify the structural conventions of non-fiction in relation to the text type Identify how the structure and presentation of texts contributes to the meaning Reading books that are structured in different ways and for a range of different purposes Question texts to clarify and improve their understanding of a text Express views and listen to the views of others Note unusual correspondences and identify where these occur in the word, in relation to the Y3/4 common exception words</p>

Reading Milestones	Autumn		Spring		Summer
<p><b>Year 5</b></p>	<p>Apply their knowledge of root words, prefixes and suffixes to read aloud with confidence and without Summarise ideas, events and information from the text as a whole undue hesitation Predict what may happen based on their understanding of the content and the themes within the text Use skimming and scanning to locate information efficiently across a range of sources Use age appropriate dictionaries and thesauri to check the meanings of words</p>	<p>Discuss their understanding of both texts they have read independently and those read to them Explore the meaning of words in a given context within fiction and non-fiction Identify an author's treatment of the same theme across one or several of their books/poems</p>	<p>Explain their thinking through making reference to key details Independently devise key questions and identify themes to research Make notes from several sources to gather information Refine notes by disregarding irrelevant information Explore and use their own techniques to make notes</p>	<p>Draw inferences from within the text about themes and characters' and authors' Recite poems by heart, using intonation, tone and volume to monitor the interest of the listener and adapt their recital Read aloud and perform play scripts, monitoring the audience's interest and changing the performance</p>	<p>Justify inferences and views with a variety of references from across the text Evaluate how authors use language to impact the reader Identify the structural conventions of non-fiction in relation to the text type Identify how the structure and presentation of texts contributes to the meaning Distinguish between fact and opinion Read books that are structured in specific ways and for a range of purposes Question texts to improve their wider understanding of a text, topic or theme Explain and develop their own views and build effectively on those of others Use notes to support presentations and debates</p>
<p><b>Year 6</b></p>	<p>Apply their knowledge of root words, prefixes and suffixes to read aloud Predict what may happen based on their wider understanding of content and themes Use skimming and scanning to locate information selectively and precisely across a range of sources Use age appropriate dictionaries and thesauri to check the meanings of words</p>	<p>Discuss their understanding of both texts they have read independently and those read to them Explore the meaning of words in different contexts within fiction and non-fiction Identify how the same theme is represented across texts</p>	<p>Independently devise key questions and identify themes to research Make notes from several sources to gather information Make choices about the most efficient techniques to make notes Refine notes by disregarding unreliable information</p>	<p>Explain their thinking through making reference to key details and comparisons Draw inferences across texts about characters' viewpoints, authors' viewpoints and themes Recite poems by heart, using intonation, tone and volume to emphasise key elements of the poem and provoke a response in the listener Read aloud and perform play scripts, refining their performance to illustrate subtleties</p>	<p>Justify their inferences and views with a variety of references from across texts and by comparing sources and considering the reliability of information Evaluate how and why authors use language, shades of meaning and a range of figurative devices to impact on the reader Identify the structural conventions of non-fiction in relation to the text type Identify how the structure and presentation of texts contributes to the meaning Distinguish between fact, opinion and bias Reading books that are structured in specific ways and for a range of purposes Respond to questions that develop understanding of a text, topic or theme, including their wider understanding of cultural and social issues Explain and extend their own views and challenge those of others Using notes to support presentations and debates</p>