



Reading Curriculum Intent

|  | EYFS  | KS1  |  | KS2  |
|--|---|--|--|--|
| <b>Phonics (decoding and word reading)</b> | <p>Pupils can:</p> <ul style="list-style-type: none"> <li>· discriminate between sounds (voice, instrument and environment)</li> <li>· discriminate contrasts in rhythm, speed &amp; loudness</li> <li>· remember and reproduce a sequence of sounds</li> <li>· repeat a rhythm</li> <li>· join in with words and actions of familiar songs</li> <li>· complete sentences using appropriate rhyming words</li> <li>· clap/tap/stamp syllables of a word</li> <li>· isolate initial sounds of words</li> <li>· articulate speech sounds clearly</li> <li>· create own alliterative phrases</li> <li>· orally blend sounds to say a word</li> <li>· recognise letters/graphemes</li> <li>· blend sounds to read words including those with two syllables</li> <li>· read a range of common exception words</li> <li>· read captions/sentences that include known common exception words and words containing known GPCs.</li> </ul> | <p>By the end of <b>Year 1</b> pupils can:</p> <ul style="list-style-type: none"> <li>· recognise most common graphemes</li> <li>· use alternative pronunciations of graphemes where applicable</li> <li>· blend sounds to read unknown words including words with various suffixes (-s, -es, -ing, -ed, -er, -est)</li> <li>· read familiar words automatically without blending</li> <li>· read a wide range of common exception words automatically without blending</li> <li>· read contracted words</li> <li>· read polysyllabic words</li> <li>· read texts that include known HF words and words containing known GPCs</li> <li>· read aloud accurately books that are consistent with their developing phonic knowledge</li> </ul> | <p>By the end of <b>Year 2</b> pupils can:</p> <ul style="list-style-type: none"> <li>· automatically recognise most common graphemes</li> <li>· use alternative pronunciations of graphemes</li> <li>· read familiar words automatically without blending</li> <li>· decode words quickly and silently</li> <li>· read accurately words of two or more syllables</li> <li>· read words containing common suffixes</li> <li>· read a wide range of common exception words</li> <li>· read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</li> </ul> | <p>Pupils can:</p> <ul style="list-style-type: none"> <li>· 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</li> <li>· read further common exception words</li> <li>· test out different pronunciations to attempt to match what they decode to words they may have already heard but may not have seen in print</li> </ul> |

|                                     |  |  |   |   |
|-------------------------------------|--|--|---|---|
| <p><b>Reading comprehension</b></p> | <p>Pupils can:</p> <ul style="list-style-type: none"> <li>· listen to stories and poems and respond to what they hear with relevant comments, questions or actions</li> <li>· join in with repeated refrains and phrases in poems, rhymes and stories</li> <li>· accurately anticipate key events suggest how a story might end</li> <li>· listen to stories with increasing attention and recall</li> <li>· answer ‘how’ and ‘why’ questions in response to stories or events</li> <li>· describe main story settings, events and principal characters</li> <li>· read and understand simple sentences</li> <li>· demonstrate understanding when talking with others about what they have read</li> </ul> | <p>Pupils can:</p> <ul style="list-style-type: none"> <li>· discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</li> <li>· link what they read or hear read to their own experiences</li> <li>· retell key stories, fairy stories and traditional tales, and considering their characteristics</li> <li>· recognise and join in with predictable phrases</li> <li>· listen to and discuss rhymes and poems and recite some by heart</li> <li>· discuss word meanings</li> <li>· draw on what they already know</li> <li>· draw on background information and vocabulary provided by the teacher</li> <li>· check that the text makes sense to them as they read</li> <li>· correct inaccurate reading</li> <li>· make inferences based on what is being said and done</li> <li>· predict what might happen based on what has been read so far</li> <li>· participate in discussion about what is read to them</li> <li>· explain clearly their understanding of what is read to them</li> </ul> | <p>Pupils can:</p> <ul style="list-style-type: none"> <li>· discuss and express 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</li> <li>· discuss the sequence of events in books and how items of information are related</li> <li>· retell a wider range of stories, fairy stories and traditional tales</li> <li>· recognise simple recurring literary language in stories and poetry</li> <li>· discuss and clarify the meanings of words, linking new meanings to known vocabulary</li> <li>· discuss their favourite words and phrases</li> <li>· discuss and recite a repertoire of poems with appropriate intonation to make the meaning clear</li> <li>· draw on what they already know or on background information and vocabulary provided by the teacher</li> </ul> | <p>Pupils can:</p> <ul style="list-style-type: none"> <li>· discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>· read for a range of purposes</li> <li>· use dictionaries to check the meaning of words that they have read</li> <li>· retell orally a range of fairy stories, myths and legends</li> <li>· identify themes and conventions in a wide range of books</li> <li>· prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> <li>· discuss words and phrases that capture the reader’s interest and imagination</li> <li>· recognise some different forms of poetry e.g. free verse, narrative poetry</li> <li>· check that text makes sense to them</li> <li>· discuss their understanding and explain the meaning of words in context</li> <li>· ask questions to improve their understanding of a text</li> <li>· draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>· predict what might happen from details stated and implied</li> </ul> |
|-------------------------------------|--|--|---|---|

|  |  |  |  |  |
|--|--|--|--|--|
|  |  |  | <ul style="list-style-type: none"><li>· check that the text makes sense to them as they read and correct inaccurate reading</li><li>· make inferences based on what is being said and done</li><li>· answer and ask questions</li><li>· predict what might happen based on what has been read so far</li><li>· explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</li></ul> | <ul style="list-style-type: none"><li>· identify main ideas drawn from more than one paragraph and summarise these</li><li>· identify key details that support the main ideas</li><li>· identify how language, structure, and presentation contribute to meaning</li><li>· retrieve and record information from non-fiction</li><li>· participate in discussion about both books that are read to them and those they can read for themselves</li><li>· build on their own and others' ideas and challenge views courteously</li><li>· provide reasoned justifications for their views</li><li>· make comparisons within and across books</li><li>· discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li><li>· distinguish between statements of fact and opinion</li><li>· 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</li></ul> |
|--|--|--|--|--|

**Volitional  
Reading  
(Reading  
for  
Pleasure)**

Pupils:

- enjoy listening to stories and poems read to them by an adult
- enjoy looking at a book or other printed text with someone else
- have some favourite books, rhymes or poems
- repeat words and phrases from familiar stories
- show interest in illustrations and print in books, and print in the environment
- enjoy looking at books independently

Pupils:

- enjoy listening to stories and poems read to them by an adult
- choose to read and talk about their reading
- choose to read in different places around school
- choose to read at different times throughout the school day
- read for pleasure outside of school
- recommend books to others
- seek recommendations from others