



Preston Candover Primary School Reading Curriculum

*Level of challenge in Y3/4 and 5/6 will come from text

| | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| Phonics and Decoding | <p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> | <p>Apply phonic knowledge to decode words</p> <p>Speedily read all 40+ letters/groups for 40+ phonemes</p> <p>Read accurately by blending taught GPCs</p> <p>Read common exception words</p> <p>Read common suffixes (-s, -es, -ing, -ed, etc.)</p> <p>Read multisyllable words containing taught GPCs</p> <p>Read contractions and understanding use of apostrophe</p> <p>Read aloud phonically decodable texts</p> | <p>Secure phonic decoding until reading is fluent</p> <p>Read accurately by blending, including alternative sounds for graphemes</p> <p>Read multisyllable words containing these graphemes</p> <p>Read common suffixes</p> <p>Read exception words, noting unusual correspondences</p> <p>Read most words quickly & accurately without overt sounding and blending</p> | <p>Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</p> | | <p>Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet</p> | |
| Common exception words | <p>Read a few common exception words matched to Little Wandle phonic programme</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 most Y1 and Y2 common exception words*, noting unusual correspondences between spelling and sound and where these occur in the word.</p> | <p>To begin to read 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 begin to read Y5/Y6 exception words.</p> | <p>To read all Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.</p> |

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| Range of Reading | Listen to and discuss a range of fiction, non-fiction and poetry | Listen 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 | Listen 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 | Listen to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Read books that are structured in different ways and reading for a range of purposes | Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Read books that are structured in different ways and reading for a range of purposes Make comparisons within and across books |
| Familiarity with texts | Engage in story time | Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics Recognise and joining in with predictable phrases | Become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales Recognise simple recurring literary language in stories and poetry | Increase 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 | Increase 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 Identifying and discussing themes and conventions in and across a wide range of writing |

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| Poetry and performance | <p>Learn rhymes, poems and songs</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p> <p>Invent, adapt and recount narratives and stories with their peers and their teacher.</p> <p>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music.</p> | Learning to appreciate rhymes and poems, and to recite some by heart | Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear | Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action Recognising some different forms of poetry | Learn 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 |
| Word meanings | Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play | Discuss word meanings, linking new meanings to those already known | Discuss and clarifying the meanings of words, linking new meanings to known vocabulary Discussing their favourite words and phrases | Use dictionaries to check the meaning of words that they have read | |

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| Understanding | Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary | Draw on what they already know or on background information and vocabulary provided by the teacher Check that the text makes sense to them as they read and correcting inaccurate reading | Discuss the sequence of events in books and how items of information are related Draw on what they already know or on background information and vocabulary provided by the teacher Check that the text makes sense to them as they read and correcting inaccurate reading | Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context Ask questions to improve their understanding of a text Identify main ideas drawn from more than one paragraph and summarising these | Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context Ask questions to improve their understanding Summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas |
| Inference | Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Anticipate (where appropriate) key events in stories. | Discuss the significance of the title and events Making inferences on the basis of what is being said and done | Make inferences on the basis of what is being said and done Answering and asking questions | Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence | Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence |
| Prediction | Anticipate – where appropriate – key events in stories: explain what might happen | Predict what might happen on the basis of what has been read so far | Predict what might happen on the basis of what has been read so far | Predict what might happen from details stated and implied | Predict what might happen from details stated and implied |
| Authorial Intent | | | | Discuss words and phrases that capture the reader's interest and imagination Identify how language, structure, and presentation contribute to meaning | Identify how language, structure and presentation contribute to meaning Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader |

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| Non-fiction | Engage in non-fiction books. Use and understand recently introduced vocabulary during discussions about non-fiction | | Being introduced to non-fiction books that are structured in different ways | Retrieve and record information from non-fiction | Distinguish between statements of fact and opinion Retrieve, record and present information from non-fiction |
| Discussing reading | | 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 | Participate in discussion about books, poems & other works that are read to them & 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 | 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 | Recommend books that they have read to their peers, giving reasons for their choices Participate in discussions about books, 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, Provide reasoned justifications for their views |