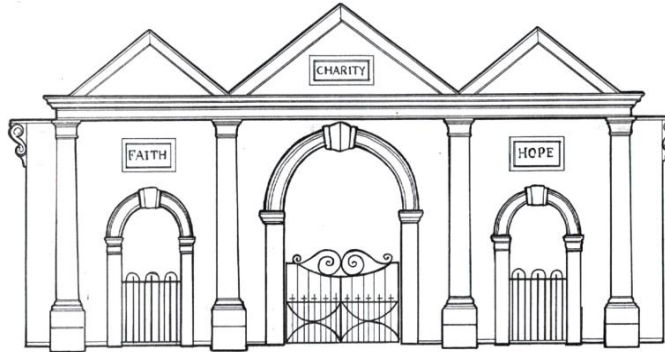


Wortham Primary School



Reading Curriculum & Progression Document

Reception Reading Curriculum

Overview

In reception, the love of reading begins. Children enjoy reading sessions, listening to stories and taking part in rich book talk, developing their language and vocabulary. Children begin to develop their listening stamina. The rich classroom environment offers linked enhancements to develop their understanding of the stories and language encountered. As the year progresses, children take part in small group discussions and share their ideas, thoughts, and experiences. Alongside this daily phonics sessions give children the knowledge and skills to develop their word reading. Children have a reading book, reading for enjoyment book and library to take home and share.

Key Objectives covered throughout the year

- To understand the five key concepts about print – print has meaning, print can have different purposes, we read text from left to right and from top to bottom, the names of the different parts of the book & page sequencing
- To develop phonological awareness so they are able to spot and suggest rhymes, count or clap syllables in a word, recognise words with the same initial sound.
- To engage in extended conversations about stories, learning new vocabulary
- 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 represent one sound and say sounds for them
- Read a few common exception words (linked to Bug Club)
- Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few common exception words.
- Re-reading books to build up confidence in their word reading, fluency, understanding and enjoyment

Throughout the year children will have key objectives that enable them to meet the Early Learning Goal (ELG)

Term 1 Focus: Poetry - 'Rhyme Time'	Term 2 Focus: Fiction - 'Tell us a Story'	Term 3 Focus: 'Once upon a time...' - Fairy Tales & Traditional Tales	Term 4 Focus: Tales from different Cultures 'Tales from Around the World'	Term 5 Focus: Non-fiction – 'Find me a fact'	Term 6 Focus: Word Reading & Poetry 'Poetry by heart'
<p>To independently look at and show an interest in books.</p> <p>To join in with rhymes and repeated refrains in stories.</p> <p>To make comments about stories read to them.</p> <p>To begin to recognise initial sounds.</p> <p>To recognise taught Phase 2 sounds.</p>	<p>To read books in line with their phonics understanding.</p> <p>To blend CVC words.</p> <p>To enjoy a range of books.</p> <p>To begin to answer questions about stories read to them.</p>	<p>To recognise taught Phase 2 and Phase 3 graphemes.</p> <p>To read books matching their phonic ability.</p> <p>To read sentences which contain tricky words and digraphs.</p> <p>To act out stories.</p> <p>To begin to predict what might happen next.</p> <p>To re-read books to develop confidence and fluency.</p> <p>To develop enjoyment and pleasure from books when reading.</p>	<p>To recognise taught Phase 2 and Phase 3 graphemes.</p> <p>To read books matching their phonic ability.</p> <p>To read sentences which contain tricky words and digraphs.</p> <p>To read books matched to their phonic ability.</p> <p>To sequence stories.</p> <p>To use recently introduced vocabulary during discussions and role play linked to stories.</p>	<p>To recognise taught Phase 2 and Phase 3 graphemes.</p> <p>To read books matching their phonic ability.</p> <p>To read sentences which contain tricky words and digraphs.</p> <p>To read books matched to their phonic ability.</p> <p>To answer questions linked to a text.</p> <p>To recall the main events in a story and understand that stories have a beginning, middle and end structure.</p> <p>To confidently use vocabulary linked to a text.</p>	<p>Comprehension: Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate (where appropriate) key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p>Word Reading: Say and 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 style="padding-left: 20px;">Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words</p>

Year 1 Reading Curriculum

Overview

Dedicated reading sessions focus on comprehension and ensuring that children continue to build upon their love of reading. Children will listen to a wide range of high-quality texts, including fiction, non-fiction, poetry and tales from other cultures and traditions and discuss these together, sharing their own thoughts and experiences with rich discussion. Using high quality texts ensures that children encounter and understand new vocabulary, building upon their own repertoire. Drama and role play supports the children in understanding the text and identifying and exploring characters, allowing them to embed the language they have heard. In year one phonics sessions and one to one reading teaches the children many of the key objectives throughout the year.

Key Objectives covered throughout the year

- To apply phonics knowledge and skills as the route to decode words
- Respond with speed to the correct sound to graphemes for all 40+ phonemes, including alternative sounds
- Read accurately by decoding and blending unfamiliar words containing GPC's that have been taught
- Read common exception words, noting unusual correspondences between spelling and sound where these occur in the word
- To read suffixes including -s, -es, -ing, -ed, -er and -est.
- To read books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
- To re-read books to build up their fluency and confidence in word reading
- Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
- Be encouraged to link what they read or hear to read to their own experiences
- Become familiar with key learning texts, fairy stories, traditional tales, retelling them and considering their particular characteristics
- To discuss word meanings, linking new meanings to those already known
- Draw upon 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 correct inaccurate reading
- Discussing the significance of the title and events
- Participate in discussion about what is read to them, taking turns and listening to what others say
- To clearly explain their understanding of what is read to them

Termly Areas of Focus & Key Learning Objectives

Term 1 Focus: Poetry - 'Rhyme Time'	Term 2 Focus: Fiction - 'Tell us a Story'	Term 3 Focus: 'Once upon a time...' - Fairy Tales & Traditional Tales	Term 4 Focus: Tales from different Cultures 'Tales from Around the World'	Term 5 Focus: Non-fiction – 'Find me a fact'	Term 6 Focus: Word Reading & Poetry 'Poetry by heart'
<ul style="list-style-type: none"> • Listen to and discuss a range of poems at a level beyond which they can read independently • To recognise and join in with predictable phrases • To recognise rhyme 	<ul style="list-style-type: none"> • Listen to and discuss a range of stories at a level beyond which they can read independently • To become familiar with key stories • To identify the key features of a fiction book • To understand characteristics of a key story • To recognise and join in with predictable phrases • To orally retell a story 	<ul style="list-style-type: none"> • To become familiar with a range of fairy stories and traditional tales • To understand characteristics of a fairy tale • To recognise and join in with predictable phrases • To orally retell a fairy tale / traditional tale 	<ul style="list-style-type: none"> • Making inferences on the basis of what has been read so far • To role play stories • To sequence events 	<ul style="list-style-type: none"> • To understand and identify non-fiction books • To know how to retrieve information from a non-fiction text • 	<ul style="list-style-type: none"> • To identify and read words containing suffixes including -s, -es, -ing, -ed, -er and -est. • To read words of more than one syllable • To read word with contractions and understand that the apostrophe represents the omitted letters • To learn a rhyme by heart • To learn a poem by heart

Suggested Texts and Learning Experiences

<ul style="list-style-type: none"> • Name one rhyming word / rhyming strings • 'Chocolate Moose for Greedy Goose' 'The Rhyming Rabbit' 	<ul style="list-style-type: none"> • 'The Gruffalo', 'Elmer' 	<ul style="list-style-type: none"> • The Three Little Pigs • Goldilocks and The Three Bears 	<ul style="list-style-type: none"> • Contraction Surgery • Class / group / individual performances 	<ul style="list-style-type: none"> • Practice using the contents page, index and glossary 	<ul style="list-style-type: none"> • 'We're Going on a Lion Hunt', 'We all went on Safari'.
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Year 2 Reading Curriculum

Overview

At the beginning of Year 2 we focus on word reading skills, to ensure that children are confident readers who can decode and blend accurately and are able to access a range of fiction and non-fiction texts, including poetry. When children have the knowledge, skills, and ability to read confidently they can access reading texts with a growing independence. We ensure that children are exposed to high level reading texts and often work in a whole cohort or in small groups together. We explicitly teach children the different types of comprehension questions so they can be identified and children have the strategies to answer these.

Key Objectives covered throughout the year

- To continue to apply phonic knowledge and skills to decode and blend
- To 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
- Re-read books to build up their fluency and confidence in word reading
- Listen to, discuss and express views about stories, at a level beyond at which they can read independently
- Be introduced to a range of non-fiction and poetry that is structured in different ways
- Discussing and clarifying the meanings of words, linking new meanings to known vocabulary
- To discuss favourite words and phrases
- To use what they already know or on background information and vocabulary provided
- Checking the text makes sense to them as they read and correct inaccurate reading.
- Participate in discussions about texts, taking turns and listening to what others say, explaining and discussing their understanding.

Termly Areas of Focus & Key Learning Objectives

Term 1 Focus: Word Reading and Retrieval & Inference	Term 2 Focus: Prediction, Summarising and Sequencing	Term 3 Focus: Non-fiction	Term 4 Focus: Fairy Tales	Term 5 Focus: SATS Prep / range of comprehension questions	Term 6 Focus: Poetry
<ul style="list-style-type: none"> • To recognise the alternative sounds for graphemes • To read words containing common suffixes and prefixes • To read accurately words of two or more syllables • To use a picture stimulus to understand retrieval and inference • To retrieve information from fiction, non-fiction and poetry • To make inferences on the basis of what is being said and done. 	<ul style="list-style-type: none"> • To predict what might happen on the basis on the basis of what has been read so far • To summarise a story • To sequence a story 	<ul style="list-style-type: none"> • Listen to, discuss and express views about non-fiction, at a level beyond at which they can read independently • To identify non-fiction features • To answer and ask questions 	<ul style="list-style-type: none"> • To understand the sequence of events in books and how items of information are related • To retell a fairy tale • To retell a traditional tale • Recognise simple recurring literary language in stories 	<ul style="list-style-type: none"> • To answer vocabulary questions • To develop question technique • To answer retrieval and inference questions • To answer sequencing and summarising questions 	<ul style="list-style-type: none"> • Listen to, discuss and express views about classic and contemporary poetry, at a level beyond at which they can read independently • Recognise simple recurring literary language in poetry • Discussing favourite words and phrases • To learn poems by heart • To recite some poems with appropriate intonation

Suggested Texts and Learning Experiences

<ul style="list-style-type: none"> • Use picture stimulus to illustrate the difference between retrieval and inference 	<ul style="list-style-type: none"> • 'The Bridge' Literacy Shed video clip 	<ul style="list-style-type: none"> • Post it note the features of non-fiction books 	<ul style="list-style-type: none"> • Use drama to retell the stories • Little Red Riding Hood, The Elves and the Shoemakers 	<ul style="list-style-type: none"> • Previous SATS papers 	<ul style="list-style-type: none"> • Class performances to share poetry
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Year 3 Reading Curriculum

Overview

At the beginning of Year 3, children are secure in recognising and answering the different types of comprehension questions. The children are challenged by the exposure to a wider range of fiction and non-fiction texts including fairy tales, folk tales, letters and diary entries. Children move on from identifying features, language and structure, to thinking critically about their purpose. Independence is further encouraged by developing reference skills to support them in word reading and answering questions.

Key Objectives covered throughout the year

- Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology).
- Read further common exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.
- Continuing to read and discuss an increasingly wide range of fiction, poetry, and non-fiction.
- 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 fairy tales, traditional stories, modern fiction, fairy and folk tales and books from other cultures and traditions.
- To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
- Participate in discussions about books that are read to them and those that they read for themselves, taking turns and listening to what others say.

Termly Areas of Focus & Key Learning Objectives

Term 1 Focus: Word Reading & Retrieval and Inference	Term 2 Focus: Summarising & Prediction	Term 3 Focus: Non-fiction (including letters and diary entries)	Term 4 Focus: Fairy Tales & Folk Tales	Term 5 Focus: Reference Skills & Tales from other cultures	Term 6 Focus: Poetry
<ul style="list-style-type: none"> • To use a picture stimulus to understand retrieval and inference • To retrieve and record information from fiction, non-fiction and poetry • Drawing inferences including inferring characters feelings, thoughts and motives from their actions, justifying inferences with evidence • To apply knowledge of root words, prefixes and suffixes to understand the meaning of new words. 	<ul style="list-style-type: none"> • Predicting what might happen from details stated and implied • Identifying main ideas drawn from more than one paragraph and summarising these 	<ul style="list-style-type: none"> • To understand the purpose of non-fiction features • To retrieve and record information from non-fiction • To identify how language, structure and presentation contribute to meaning • To ask questions to improve their understanding of a text and a topic area 	<ul style="list-style-type: none"> • To know what fairy tales and folk tales are • To answer questions from fairy tales and folk tales • To retell a fairy tale orally • To begin identifying themes and conventions in a range of books 	<ul style="list-style-type: none"> • To use dictionaries to check the meaning of words that they have read • To use thesauruses to explore word choices • To answer questions from tales from other cultures and traditions 	<ul style="list-style-type: none"> • To explore and discuss a range of poems • To identify how language, structure and presentation contribute to meaning • To discuss words and phrases that capture the readers interest and imagination • To discuss and explain the meaning of words in context • To perform poems to read aloud, showing an understanding of intonation, tone, volume and action

Suggested Texts and Learning Experiences

<ul style="list-style-type: none"> • Use picture stimulus to illustrate the difference between retrieval and inference 	<ul style="list-style-type: none"> • 'The Bridge' Literacy Shed video clip 	<ul style="list-style-type: none"> • Anne Frank diary entries 	<ul style="list-style-type: none"> • 'A World full of Nature Stories, Folk Tales and Legends' by Angela McAllister & Hannah Bess Ross • Hansel and Gretal 	<ul style="list-style-type: none"> • Dictionaries and thesauruses 	<ul style="list-style-type: none"> • Class performances to share poetry
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Year 4 Reading Curriculum

Overview

In our Year 4 reading curriculum, teaching comprehension takes precedence over word reading directly. We do continue to refer to previous word reading learning, however, we further build upon this as the focus shifts upon the development of vocabulary. We critically look at authors choice of words, their meaning and how the language contributes to the purpose of the text. When answering comprehension tasks, we begin to discuss techniques and skills to develop our approach to these challenges.

Key Objectives covered throughout the year

- Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology).
- Read further common exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.
- Continuing to read and discuss an increasingly wide range of fiction, poetry, plays and non-fiction, including reference books and 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 traditional stories, modern fiction myths & legends and texts from other cultures and traditions.
- To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
- Participate in discussions about books that are read to them and those that they read for themselves, taking turns and listening to what others say.

Termly Areas of Focus & Key Learning Objectives

Term 1 Focus: Retrieval and Inference	Term 2 Focus: Summarising & Prediction	Term 3 Focus: Non-fiction	Term 4 Focus: Poetry	Term 5 Focus: Myths and Legends	Term 6 Focus: Plays
<ul style="list-style-type: none"> • To retrieve and record information from fiction, non-fiction and poetry • Drawing inferences including inferring characters feelings, thoughts and motives from their actions, justifying inferences with evidence • To answer comprehension questions from books from other cultures and traditions 	<ul style="list-style-type: none"> • Predicting what might happen from details stated and implied • Identifying main ideas drawn from more than one paragraph and summarising these • To summarise and present a familiar story 	<ul style="list-style-type: none"> • To retrieve, record and present information from non-fiction • To identify how language, structure and presentation contribute to meaning • To ask questions to improve their understanding of a text and a topic area • To understand and use reference books and textbooks 	<ul style="list-style-type: none"> • To recognise some different forms of poetry (free verse, narrative etc.) • To discuss words and phrases that capture the readers imagination • To discuss and explain the meaning of words in context • To perform poems to read aloud, showing an understanding of intonation, tone, volume and action 	<ul style="list-style-type: none"> • To know what Myths and Legends are and their origins • To retell a myth or legend story orally • To explore the meaning of words in context • To revisit fairy and folk tales and identify the themes and conventions in these stories • To identify themes and conventions in myths and legends and compare these to other text types 	<ul style="list-style-type: none"> • Identify the features of a playscript • Read and discuss a playscript • Performing a playscript to read aloud, showing an understanding of tone, volume & action.

Suggested Texts and Learning Experiences

<ul style="list-style-type: none"> • Class discussions 	<ul style="list-style-type: none"> • Presentations of their summaries 	<ul style="list-style-type: none"> • Use atlases, dictionaries and other reference and textbooks. 	<ul style="list-style-type: none"> • Class performances to share poetry 	<ul style="list-style-type: none"> • Michael Morpurgo's 'Myths and Legends' 	<ul style="list-style-type: none"> • Playscript from the school performance will be focused on although we will compare with another.
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Year 5 Reading Curriculum

Overview

In Year 5, we continue to develop the children's knowledge and skills in reading, challenging them further in the higher level of texts they are exposed to. We look at a wide range of non-fiction including reference books and textbooks, with a focus on newspapers. When summarising we expose the children to longer pieces of text, identifying the main themes from each paragraph. We also draw upon our wide reading experiences and compare the themes and conventions from fairy tales, folk tales and myths and legends. In poetry we look at a much wider range and explore the structure and language of these. We support the children to further record detailed justifications, carefully referring back to the text. Our Year 5 reading curriculum is planned and structured to ensure that our children are fully prepared for the reading curriculum in Year 6.

Key Objectives covered throughout the year

- Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology).
- 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.
- Ensure understanding by discussing their understanding and exploring the meaning of words in context
- Increasing their familiarity with a wide range of books including myths, legends and traditional stories, modern fiction and 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.
- Participate in discussions about books that are read to them and those that they read for themselves, building on their own and others ideas and challenging views courteously.
- Making comparisons within and across books.

Termly Areas of Focus & Key Learning Objectives

Term 1 Focus: Retrieval and Inference	Term 2 Focus: Summarising & Prediction	Term 3 Focus: Non-fiction with a focus on Newspaper Reports	Term 4 Focus: Poetry	Term 5 Focus: Myths and Legends	Term 6 Focus: Plays
<ul style="list-style-type: none"> • To retrieve and record information from fiction, non-fiction and poetry • Drawing inferences including inferring characters feelings, thoughts and motives from their actions, justifying inferences with evidence • To answer comprehension questions from books from other cultures and traditions 	<ul style="list-style-type: none"> • 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 • To summarise and present a familiar story 	<ul style="list-style-type: none"> • To retrieve, record and present information from non-fiction • To identify how language, structure and presentation contribute to meaning • To distinguish between statements of fact and opinion • To understand and use reference books and textbooks 	<ul style="list-style-type: none"> • To be introduced to a wider range of poetry • To identify how language, structure and presentation contribute to meaning • To learn poems by heart • To prepare poems by heart, showing an understanding of audience (intonation, tone and volume) 	<ul style="list-style-type: none"> • To know what Myths and Legends are and their origins • To answer comprehension questions using Myths and Legends • To explore the meaning of words in context • To identify themes and conventions in myths and legends and compare these to other text types 	<ul style="list-style-type: none"> • Identify the features and purpose of a playscript • Read and discuss a playscript • Performing a playscript to read aloud showing understanding through intonation, tone & volume so that the meaning is clear to an audience.

Suggested Texts and Learning Experiences

<ul style="list-style-type: none"> • Class discussions 	<ul style="list-style-type: none"> • Presentations of their summaries 	<ul style="list-style-type: none"> • Current Newspaper Reports (Newsround) • Use atlases, dictionaries and other reference and textbooks. 	<ul style="list-style-type: none"> • Class performances to share poetry 	<ul style="list-style-type: none"> • Michael Morpurgo's 'Myths and Legends' 	<ul style="list-style-type: none"> • Playscript from the school performance will be focused on although we will compare with another
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Year 6 Reading Curriculum

Overview

The final year of our reading curriculum broadens the children's reading experiences further with a variation of high quality reading texts from a range of authors, introducing them to authors and books they may not have chosen themselves. From a wider range of text types, we explore themes, such as loss or heroism and learn how to compare characters, settings and other aspects of what they read. Children are secure in word reading and we ensure that the accuracy of these skills through comprehension tasks. We ensure that children are fully prepared for their SATS assessments so that they can confidently demonstrate their knowledge and skills in these challenges.

Key Objectives covered throughout the year

- Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology).
- Continuing to read and discuss an increasingly wide range of fiction, poetry, plays and non-fiction.
- 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 and fiction from our literary heritage and books from other cultures and traditions.
- Identify how language, structure and meaning contribute to meaning.
- Recommending books that they have read to their peers, giving reasons for their choices.
- Participate in discussions about books that are read to them and those that they read for themselves, building on their own and others ideas and challenging views courteously.
- Making comparisons within and across books.

Termly Areas of Focus & Key Learning Objectives

Term 1 Focus: Retrieval and Inference	Term 2 Focus: Summarising & Prediction	Term 3 Focus: Poetry - Language and Vocabulary	Term 4 Focus: SATS Prep	Term 5 Focus: SATS	Term 6 Focus: Plays and Debates
<ul style="list-style-type: none"> • Retrieve and record information from fiction, non-fiction and poetry. • Drawing inferences such as inferring characters feelings, thoughts and motives from their actions. • Justifying inferences from evidence • Provide reasoned justifications for their views 	<ul style="list-style-type: none"> • Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. • Predicting what might happen from details stated and implied. • Identifying and discussing themes and conventions in and across a wide range of writing. 	<ul style="list-style-type: none"> • Discussing their understanding and exploring the meaning of words in context. • Asking questions to improve their understanding • Discuss & evaluate how authors / poets use language including, figurative language and considering the impact on the reader • Learn and perform poetry by heart 	<ul style="list-style-type: none"> • Familiarisation with SATS texts • Developing understanding of key question types and how to answer these • Justifying answers with evidence • Developing test technique • SATS practice 	<ul style="list-style-type: none"> • Read and discuss a playscript • Performing a play script to read aloud, showing understanding through intonation, tone & column so that the meaning is clear to an audience • 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 	

Suggested Texts and Learning Experiences

<ul style="list-style-type: none"> • Link to children's interests and topics. (Shang Dynasty) • Literary Heritage books (Oliver Twist, Goodnight Mister Tom) 	<ul style="list-style-type: none"> • Flounders Fields Poem • Modern Fiction books (The Boy at the back of the Class. Beetle Boy) 	<ul style="list-style-type: none"> • Refer to the Poetry Spine reading books • Refugees by Brian Bilston • Poems by Karl Nova • Class performance to share poetry 	<ul style="list-style-type: none"> • Previous SATS papers • Novels based upon the children's interests (Harry Potter) 	<ul style="list-style-type: none"> • Playscript from the school performance will be focused on • Newspaper Articles / Reports
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