

# Reading Curriculum

## Reading Progression

Year Groups	Knowledge and Skills to be acquired	
	Word Reading (This was put in place before RWI was established in the school, so needs updating)	Comprehension
EYFS	<ul style="list-style-type: none"> <li>Children read simple sentences.</li> <li>Use phonic knowledge to decode regular words and read them aloud accurately.</li> <li>Read some common irregular words.</li> </ul>	<ul style="list-style-type: none"> <li>Understand simple sentences they read.</li> <li>Demonstrate understanding when talking to other about what they have read.</li> </ul>
Year 1	<ul style="list-style-type: none"> <li>Able to match all 40+ graphemes to their phonemes</li> <li>Blend sounds of unfamiliar words</li> <li>Divide words into syllables</li> <li>Read compound words</li> <li>Read words with contractions and understand the apostrophe represents the missing letter</li> <li>Read phonetically decodable words</li> <li>Read words that end with 's, -ing, -ed, -est</li> <li>Read words that start with un-</li> <li>Add -ing, -ed, and -er, to verbs</li> <li>Read words of more than syllable that contain taught grapheme, phoneme correspondents</li> </ul>	<ul style="list-style-type: none"> <li>Say what the like don't like about a book</li> <li>Link what has been read or heard to own experiences</li> <li>Retell key stories orally using narrative language</li> <li>Talk about the main characters in a story</li> <li>Learn poem and rhymes off by heart</li> <li>Use what is already known to understand texts</li> <li>Check reading makes sense and correct when it doesn't</li> <li>Begin to draw inferences from the text and/or illustrations</li> <li>Make predictions about the events</li> <li>Explain what I think a text is about</li> </ul>
Year 2	<ul style="list-style-type: none"> <li>Can decode automatically and fluently.</li> <li>Is able to blend sounds in words that contain the graphemes learnt.</li> <li>Recognise and read alternative sounds for graphemes.</li> <li>Read accurately words of two or more syllables that contain the same GPCs.</li> <li>Read words with common suffixes.</li> <li>Read common exception words.</li> <li>Read and comment on unusual correspondence between grapheme and phoneme.</li> <li>Read most words quickly and accurately when they are known words without sounding out and blending.</li> <li>Read most suitable books accurately, showing fluency and confidence.</li> </ul>	<ul style="list-style-type: none"> <li>Talk about and give an opinion on a range of texts.</li> <li>Discuss the sequence of events in books and how they relate to each other.</li> <li>Use prior knowledge, including context and vocabulary, to understand texts.</li> <li>Retell stories, including fairy stories and traditional tales.</li> <li>Read for meaning and check that the text makes sense, go back and re-read when it does not makes sense.</li> <li>Find recurring language in stories and poems. Talk about favourite words and phrases in stories and poems.</li> <li>Recite some poems by heart, with appropriate intonation.</li> <li>Ask and answer questions.</li> <li>Make predictions based on what I has been read.</li> <li>Draw (simple) inferences from illustrations, events, characters' actions and speech.</li> </ul>

Year 3	<ul style="list-style-type: none"> <li>• Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.</li> <li>• Read further exception words, noting the unusual correspondences between spelling and sound.</li> <li>• Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.</li> </ul>	<ul style="list-style-type: none"> <li>• Read a range of fiction, poetry, plays, and non-fiction texts.</li> <li>• Discuss the texts read.</li> <li>• Read aloud and independently, taking turns and listening to others.</li> <li>• Explain how non-fiction books are structured in different ways and can use them effectively.</li> <li>• Explain some of the different types of fiction books.</li> <li>• Ask relevant questions to get a better understanding of a text.</li> <li>• Predict what might happen based on details known and read.</li> <li>• Draw inferences such as inferring a characters' feelings, thoughts and motives from their actions.</li> <li>• Use a dictionary to check the meaning of unfamiliar words.</li> <li>• Identify the main point of a text.</li> <li>• Explain how structure and presentation contribute to the meaning of texts.</li> <li>• Use non-fiction texts to retrieve information. Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.</li> </ul>
Year 4	<ul style="list-style-type: none"> <li>• Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.</li> <li>• Read further exception words, noting the unusual correspondences between spelling and sound.</li> <li>• Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.</li> </ul>	<ul style="list-style-type: none"> <li>• Know which books to select for specific purposes, especially in relation to science, geography and history learning.</li> <li>• Use a dictionary to check the meaning of unfamiliar words.</li> <li>• Discuss and record words and phrases that writers use to engage and impact on the reader.</li> <li>• Identify some of the literary conventions in different texts.</li> <li>• Identify the (simple) themes in texts.</li> <li>• Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.</li> <li>• Explain the meaning of words in context.</li> <li>• Ask relevant questions to improve my understanding of a text.</li> <li>• Infer meanings and begin to justify them with evidence from the text.</li> <li>• Predict what might happen from details stated and from the information deduced.</li> <li>• Identify where a writer has used precise word choices for effect to impact on the reader.</li> <li>• Identify some text type organisational features, for example, narrative, explanation and persuasion.</li> <li>• Retrieve information from non-fiction texts.</li> <li>• Build on others' ideas and opinions about a text in discussion</li> </ul>

Year 5	<ul style="list-style-type: none"> <li>• Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.</li> <li>• Read further exception words, noting the unusual correspondences between spelling and sound.</li> <li>• Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.</li> <li>• Re-read and read ahead to check for meaning.</li> </ul>	<ul style="list-style-type: none"> <li>• Familiar with and can talk about a wide range of books and text types, including myths, legends and traditional stories and books from other cultures and traditions. Able to discuss the features of each.</li> <li>• Read non-fiction texts and identify the purpose, structure and grammatical features, evaluating how effective they are.</li> <li>• Identify significant ideas, events and characters; and discuss their significance.</li> <li>• Recite poems by heart, e.g. narrative verse, haiku.</li> <li>• Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action.</li> </ul>
Year 6	<ul style="list-style-type: none"> <li>• Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.</li> <li>• Use my combined knowledge of phonemes and word derivations to pronounce words correctly, e.g. arachnophobia.</li> <li>• Attempt the pronunciation of unfamiliar words drawing on my prior knowledge of similar looking words.</li> <li>• Read fluently, using punctuation to inform meaning.</li> </ul>	<ul style="list-style-type: none"> <li>• Read books that are structured in different ways.</li> <li>• Recognise texts that contain features from more than one text type.</li> <li>• Evaluate how effectively texts are structured and presented.</li> <li>• Read non-fiction texts to help with my learning.</li> <li>• Read accurately and check understanding.</li> <li>• Able to recommend books to others and give reasons for my recommendation.</li> <li>• Identify themes in texts.</li> <li>• Identify and discuss the conventions in different text types.</li> <li>• Identify the key points in a text.</li> <li>• Recite a range of poems by heart, e.g. narrative verse, sonnet.</li> <li>• Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action.</li> </ul>