

# Elliston Primary

## Reading Curriculum End Points

	End of EYFS	End of KS1	End of Lower KS2	End of Upper KS2
Word Reading	<ul style="list-style-type: none"> <li>say a sound for each letter in the alphabet and at least 10 digraphs;</li> <li>read words consistent with their phonic knowledge by sound-blending;</li> <li>read aloud simple sentences and books that are consistent with their phonic knowledge,</li> <li>read some common exception words. <del>RWI red words</del> her, do, does, all call, tall, small, come, some, many, any, one. Can read Monster Phonics CEW &amp; HFW for Reception</li> </ul>	<ul style="list-style-type: none"> <li>continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</li> <li>read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</li> <li>read accurately words of two or more syllables that contain the same graphemes as above</li> <li>read words containing common suffixes</li> <li>read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> </ul>	<ul style="list-style-type: none"> <li>apply their growing knowledge of root words, prefixes and suffixes</li> <li>(etymology and morphology) as listed in English Appendix 1 to read aloud and to understand the meaning of new words they meet</li> <li>read further exception words, noting the unusual correspondence between spelling and sound and where these occur in the word.</li> <li>adding suffixes beginning with vowel letters to words with more than one syllable</li> <li>use the possessive apostrophe with plural words</li> <li>identify irregular plurals</li> <li>know an extending range of homophones or near homophones</li> </ul>	<ul style="list-style-type: none"> <li>apply their growing knowledge of root words, prefixes and suffixes</li> <li>(etymology and morphology) as listed in English Appendix 1 to read aloud and to understand the meaning of new words they meet</li> <li>use a hyphen to join a prefix to a root word</li> <li>add suffixes beginning with vowel letters to words ending in – fer</li> <li>gain further knowledge of homophones and other words that are often confused</li> <li>further develop the use of the hyphen to join a prefix to a root word</li> <li>read accurately words with silent letters whose presence cannot be predicted by the</li> </ul>

		<ul style="list-style-type: none"><li>• read most words quickly and accurately, without overtly sounding and blending, when they have been frequently encountered</li><li>• read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</li><li>• re-read these books to build up their fluency and confidence in word reading.</li><li>• Can read the 200 Monster Phonics CEW &amp; HFW</li></ul>	<ul style="list-style-type: none"><li>• to read accurately the words as stated in Appendix 1</li></ul>	pronunciation of the word
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## Comprehension

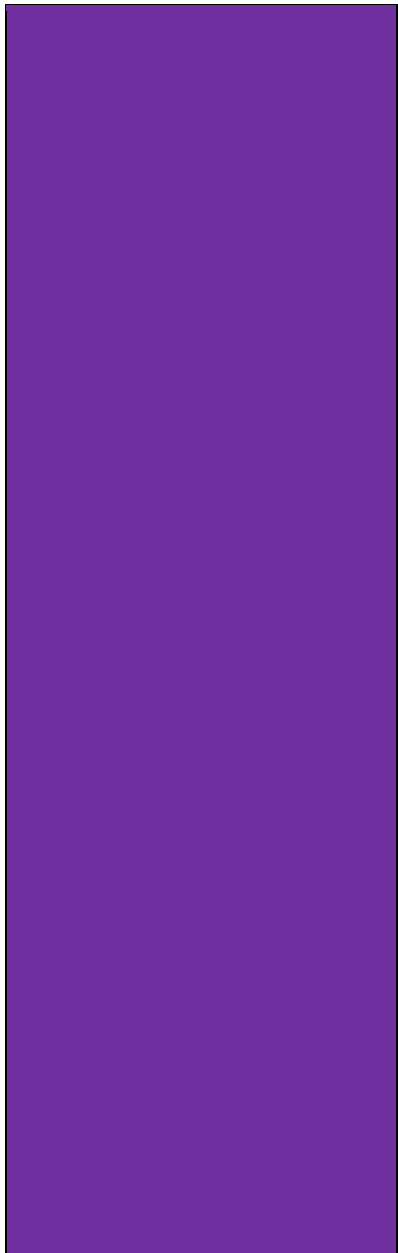
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| <ul style="list-style-type: none"><li>• listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions</li><li>• make comments about what they have heard and ask questions to clarify their understanding</li><li>• offer explanations for why things might happen, making use of recently introduced vocabulary from stories, nonfiction, rhymes and poems when appropriate</li><li>• demonstrate understanding of what has been read to them</li></ul> | <ul style="list-style-type: none"><li>• develop pleasure in reading, motivation to read, vocabulary and understanding by:</li><li>• listen to, 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>• become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</li></ul> | <ul style="list-style-type: none"><li>• develop positive attitudes to reading and understanding of what they read by:</li><li>• listen to and discuss a wide range of fiction, poetry, plays, non-fiction and textbooks</li><li>• read books that are structured in different ways and reading for a range of purposes</li><li>• using dictionaries to check the meaning of words that they have read</li><li>• increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li></ul> | <ul style="list-style-type: none"><li>• Pupils should be taught to: maintain positive attitudes to reading and understanding of what they read by:</li><li>• continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or text books</li><li>• reading books that are structured in different ways and reading for a range of purposes</li><li>• increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage and books</li></ul> |
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- by retelling stories and narratives using their own words and recently introduced vocabulary;
- anticipate – where appropriate – key events in stories;
- use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

- be introduced to non-fiction books that are structured in different ways
- recognise simple recurring literary language in stories and poetry
- discuss and clarify the meanings of words, linking new meanings to known vocabulary
- discuss their favourite words and phrases
- continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
- Understand books that they can already read accurately and fluently and those that they listen to by:
- 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

- identify themes and conventions in a wide range of books
- prepare poems and play scripts to read aloud and to perform, improve intonation, tone and volume
- discuss words and phrases that capture the reader's interest and imagination
- recognise some different forms of poetry [for example, free verse, narrative poetry]
- understand what they read, in books they can read independently, by:
- checking 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
- draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

- from other cultures and traditions
- recommending books that they have read to their peers, giving reasons for their choices
- identifying and discussing themes and conventions in and across a wide range of writing
- making comparisons within and across books
- learning a wider range of poetry by heart
- preparing poems and plays to read aloud and perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
- Understand what they read by:
- checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- asking questions to improve their understanding
- drawing inferences such as inferring characters' feelings, thoughts and



- predict what might happen from details stated and implied
- identify main ideas drawn from more than one paragraph and summarising these
- identify how language, structure, and presentation contribute to meaning
- retrieve and record information from non-fiction
- identifying how language, structure and presentation contribute to meaning
- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- distinguish between statements of fact and opinion
- participate in discussions about books that are read to them and those they can read for themselves, building on their own and others ideas and challenging views courteously

- motives, from their actions, and justifying inferences with evidence
- 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
  - provide reasoned justifications for their views