Reading Curriculum

Our reading curriculum is supported by our school development plan. The year group grids below set out the content of the reading curriculum and the core texts each class will cover. Our pupils are encouraged to read widely and for enjoyment. All classes read a range of stories and text types every day. Reading is an integral part of our English curriculum but also a key part of our history, geography and science work too, through linked texts.

 A core text is a book that we will ensure children in a particular year group have access to during that year. The aim is to fully engage the children in the book and for them to be very familiar with it. The books may be linked to our English lessons but this will not necessarily or always be the case. Core texts (approximately 7 per class) include a mix of stories, picture books and poetry. These core texts, shared as a class, are from a range of authors and allow pupils to enjoy stories from their own ability range and beyond.

For reluctant readers within school, we offer 'Blind date with a book'. Each class has a selection of wrapped books, with a short blurb about what it is about and they may choose to pick one of these if excited by its content or the characters described. Pupils who access these books throughout the year are encouraged to write a short book blurb to encourage their peers to read it in the future.

On the last Thursday of every month, we hold a reading café. Pupils are invited into school @8am for breakfast and encouraged to read with their parents in the school hall whilst having some cereal or toast!

Within our books, children may find 'reading tokens' as they enjoy some of their favourite novels and stories. These have been discreetly laced by our teachers and Reading Leader and when children find one it can be used to take part in a variety of reading activities ranging from read on-line to another class, share a favourite poem aloud in an assembly or choose the next story book to purchase for their class or our library, (to name but a few things).

Every week we have a story sack which travels around each class. This includes a picture story book or poem with linked artefacts, where appropriate and key questions to promote thought, discussion and interaction with the texts. Our reading chair, is an old mobile chair which also travels around school and onto the playground, accompanied with a basket of books to encourage our pupils to read to each other, recite poems and tell stories.

READING SKILLS AND PROGRESSION

YEAR 1

TARGETS
Word Reading
I can match all 40+ graphemes to their phonemes.
I can blend sounds in unfamiliar words.
I can divide words into syllables.
I can read compound words.
I can read words with contractions and understand that the apostrophe represents the missing letters.
I can read phonetically decodable words.
I can read words that end with 's, -ing, -ed, -est
I can read words which start with un-.
I can add –ing, -ed and –er to verbs. (Where no change is needed to the root word)
I can read words of more than one syllable that contain taught GPCs.
Comprehension
I can say what I like and do not like about a text.
I can link what I have heard or read to my own experiences.
I can retell key stories orally using narrative language.
I can talk about the main characters within a well known story.
I can learn some poems and rhymes by heart.
I can use what I already know to understand texts.
I can check that my reading makes sense and go back to correct myself when it doesn't.
I can draw inferences from the text and/or the illustrations. (Beginning)
I can make predictions about the events in the text.
I can explain what I think a text is about.

Year 1 Core Texts				
Peace At Last – Jill Murphy	Hairy MacClary – Lynley Dodd	Owl Babies – Martin Waddell	The Owl Who Was Afraid Of The Dark – Jill Tomlinson	A First Poetry Book
Not Now Bernard – David McKee	Dogger – Shirley Hughes	I Can Only Draw Worms – Will Mabbitt	The Gruffalo – Julie Donaldson	

YEAR 2

TARGETS
Word Reading
I can decode automatically and fluently.
I can blend sounds in words that contain the graphemes we have learnt.
I can recognise and read alternative sounds for graphemes.
I can read accurately words of two or more syllables that contain the same GPCs.
I can read words with common suffixes.
I can read common exception words.
I can read and comment on unusual correspondence between grapheme and phoneme.
I read most words quickly and accurately when I have read them before, without sounding out and blending.
I can read most suitable books accurately, showing fluency and confidence.
Comprehension
I can talk about and give an opinion on a range of texts.
I can discuss the sequence of events in books and how they relate to each other.
I use prior knowledge, including context and vocabulary, to understand texts.
I can retell stories, including fairy stories and traditional tales.
I can read for meaning and check that the text makes sense. I go back and re-read when it does not make sense.
I can find recurring language in stories and poems.
I can talk about my favourite words and phrases in stories and poems.
I can recite some poems by heart, with appropriate intonation.
I can answer and ask questions about the text.
I can make predictions based on what I have read.
I can draw (simple) inferences from illustrations, events, characters' actions and speech.

Year 2 Core Texts			
Flat Stanley – Jeff Brown	Fantastic Mr Fox – Roald Dahl	Dirty Beasts – Roald Dahl	Meerkat Mail – Emily Gravett
The Ugly 5 – Julie Donaldson	The Way Back Home - Oliver Jeffers	How To Catch A Star – Oliver Jeffers	The Smeds and The Smoos – Julia Donaldson

YEAR 3

TARGETS

Word Reading

I can apply my knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.

I can read further exception words, noting the unusual correspondences between spelling and sound.

I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.

Comprehension

I read a range of fiction, poetry, plays, and non-fiction texts.

I can discuss the texts that I read.

I can read aloud and independently, taking turns and listening to others.

I can explain how non-fiction books are structured in different ways and can use them effectively.

I can describe some of the different types of fiction books.

I can ask relevant questions to get a better understanding of a text.

I can predict what might happen based on the details I have read.

I can draw inferences, such as inferring a characters' feelings, thoughts and motives from their actions.

I can use a dictionary to check the meaning of unfamiliar words.

I can identify the main point of a text.

I can explain how structure and presentation contribute to the meaning of texts.

I can use non-fiction texts to retrieve information.

I can prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.

Year 3 Core Texts

The Snowman – Michael Morpurgo	The Stinky Cheese Man – Jon Scieszka	Until I Met Dudley – Roger McGough	The Iron Man – Ted Hughes
The Magic Finger – Roald Dahl	Charlotte's Web – E B White	Quick Let's Get Out Of Here (poetry) – Pie Corbett	

YEAR 4

TARGETS
Word Reading
I can apply my knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.
I can read further exception words, noting the unusual correspondences between spelling and sound.
I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.
Comprehension
I know which books to select for specific purposes, especially in relation to science, geography and history learning.
I can use a dictionary to check the meaning of unfamiliar words.
I can discuss and record words and phrases that writers use to engage and impact on the reader.
I can identify some of the literary conventions in different texts.
I can identify the (simple) themes in texts.
I can prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.
I can explain the meaning of words in context.
I can ask relevant questions to improve my understanding of a text.
I can infer meanings and begin to justify them with evidence from the text.
I can predict what might happen from details stated and from the information I have deduced.
I can identify where a writer has used precise word choices for effect to impact on the reader.
I can identify some text type organisational features, for example, narrative, explanation and persuasion.
I can retrieve information from non-fiction texts.
I can build on others' ideas and opinions about a text in discussion.

Why The Whales Came – Michael Morpurgo	Desirable – Frank Cottrell Boyce	Danny The Champion of The World – Roald Dahl	
Farther – Grahame Baker	Black Dog - Levi Pinfold	Way Home – Libby Hathorn	Deep In The Green Wood (poetry) – Wes Magee

YEAR 5

TARGETS
Word Reading
I can apply my knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of new works.
I can read further exception words, noting the unusual correspondences between spelling and pronunciation.
I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.
I can re-read and read ahead to check for meaning.
Comprehension
I am 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.
I can read non-fiction texts and identify the purpose, structure and grammatical features.
I can identify significant ideas, events and characters; and discuss their significance.
I can recite poems by heart, e.g. narrative verse, haiku.
I can prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action.
I can use meaning-seeking strategies to explore the meaning of words in context.
I can use meaning -seeking strategies to explore the meaning of idiomatic and figurative language.
I can identify and comment on a writer's use of language for effect. for example, precisely chosen adjectives, similes and personification.
I can identify grammatical features used by the writer (rhetorical questions, varied sentence lengths, varied sentence starters, empty words) to impact on the reader.
I can draw inferences such as inferring characters' feelings, thoughts and motives from their actions.
I can justify inferences with evidence from the text.
I can make predictions from what has been read.
I can summarise the main ideas drawn from a text.
I can identify the effect of the context on a text; for example, historical context or other cultures.
I can identify how language, structure and presentation contribute to the meaning of a text.
I can express a personal point of view about a text, giving reasons.
I can make connections between other similar texts, prior knowledge and experience.
I can compare different versions of texts and talk about their differences and similarities.
I can listen to and build on others' ideas and opinions about a text.
I can present an oral overview or summary of a text.
I can present the author's viewpoint of a text.
I can present a personal point of view based on what has been read.

READING SKILLS AND PROGRESSION

I can listen to others' personal point of view.
I can explain a personal point of view and give reasons.
I know the difference between fact and opinion.
I can use my knowledge of structure of text type to find key information.
I can use text marking to identify key information in a text.
I can make notes from text marking.

Year 5 Core Texts			
The Midnight Fox – Betsy Byars	Wonder – R J Palacio	The Firework Makers Daughter – Philip Pullman	Cool – Michael Morpurgo
Wolves In The Walls – Neil Gaiman	The Arrival – Shaun Tan	I Am The Seed That Grew The Tree (poetry)	

YEAR 6

TARGETS
Word Reading
I can apply my knowledge of root words, prefixes and suffixes to read aloud and
I use my combined knowledge of phonemes and word derivations to pronounce
I attempt the pronunciation of unfamiliar words drawing on my prior knowledge
I can read fluently, using punctuation to inform meaning.
Comprehension
I am 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 faiths.
I can read books that are structured in different ways.
I can recognise texts that contain features from more than one text type.
I can evaluate how effectively texts are structured and presented.
I can read non-fiction texts to help with my learning.
I read accurately and check that I understand.
I can recommend books to others and give reasons for my recommendation.
I can identify themes in texts.
I can identify and discuss the conventions in different text types.
I can identify the key points in a text.
I can recite a range of poems by heart, e.g. narrative verse, sonnet.
I can prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action.
I can identify and comment on the writer's choice of vocabulary, giving examples and explanation.
I can identify and explain how writers use grammatical features for effect; for example, the use of short sentences to build tension.
I can show awareness of the writer's craft by commenting on use of language, grammatical features and structure of texts.
I can express a personal point of view about a text, giving reasons linked to evidence from texts.
I can raise queries about texts.
I can make connections between other similar texts, prior knowledge and experience and explain the links.
I can compare different versions of texts and explain the differences and similarities.
I listen to others' ideas and opinions about a text.
I can build on others' ideas and opinions about a text in discussion.
I can explain and comment on explicit and implicit points of view.
I can summarise key information from different parts of a text.
I can recognise the writer's point of view and discuss it.
I can present a personal point of view based on what has been read.
I can present a counter-argument in response to others' points of view.
I can provide reasoned justifications for my views.
I can refer to the text to support opinion.

READING SKILLS AND PROGRESSION

I can distinguish between statements of fact and opinion.
I can find information using skimming to establish the main idea.
I can use scanning to find specific information.
I can text mark to make research efficient and fast.
I can organise information or evidence appropriately.

Year 6 Core Texts			
Skellig – David Almond	The Island – Armin Greder	Clockwork – Philip Pullman	The Journey – Francesca Sanna
Goodnight Mr Tom – Michelle Magorian	A Boy Called Hope – Lara Williamson	The Works KS2 (poetry)	