



## Reading Curriculum

# Gawthorpe Community Academy

## Literacy

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment.

The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding;
- develop the habit of reading widely and often, for both pleasure and information;
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language;
- appreciate our rich and varied literary heritage;
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences;
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

## Gawthorpe Community Academy Reading

- The development of word reading through high quality phonics provision.
- Deepening children's understanding of the meaning and structure of a wide range of high quality literature.
- Encouraging children to read widely and for enjoyment.
- Exploring the work of a wide range of authors both within their own ability range and beyond through whole class books. All classes read a wide range of books and all classes are read to every day. There is progression in the texts which have been selected to address the "five plagues of the developing reader" as described by Doug Lemov. These provide the five forms of text complexity as per Lemov; archaic language, non-linear time sequences, misleading/narratively complex, figurative/symbolic texts and resistant texts.
- Each list is not exhaustive and will be supplemented by other texts throughout the year. Highlighted texts are ones which will be used as stimulus for writing. There will also be additional texts which writing is based on, chosen depending on the needs and interest of each cohort.
- Each class in Key Stage one and two also has a focus author who they will read additional books by throughout the year (Year 6 have set traditional classic books to read).
- Through linked non-fiction books, reading to learn is given a high profile across the curriculum.
- Books read aloud will include whole books so that children meet authors and books that they might not choose to read themselves.

Reading Intent Statement Early Years	Implementation	Impact	Research
<p>SDP High priorities: Developing subject specific vocabulary.</p>	<p>Consistent use of subject specific vocabulary.</p>	<p>Revisiting common vocabulary will allow the children to “Know more and remember more”.</p>	
<p><b>Curriculum</b>            Early Years Outcomes are planned and delivered using Chris Quigley Early Years Key Objectives. (Please see document below for skills progression and vertical links.) Supported by Focus Learning Challenge Sarah Quinn.            Child centred approach to teaching and learning is a cyclical process and includes:</p> <ul style="list-style-type: none"> <li>• Observations,</li> <li>• Analysis of observations</li> <li>• Using target tracker for gap analysis of child development and curriculum coverage. To determine next steps.</li> <li>• Planning experiences and opportunities to support observations and next steps.</li> <li>• This includes what the child’s interest are.</li> <li>• The environment is set up to connect with child's interests and their learning.</li> </ul> <p><b>Basic Skills</b>            Horizontal links between subjects are explicit during the teaching of reading to ensure children build on prior knowledge and utilize knowledge and skills learned from other subjects.</p> <p><b>Staff Knowledge</b>            Reading lessons are taught by staff who are supported by the subject leader. This promotes confident and effective delivery throughout the school, resulting in children engaging in reading. Selected staff have received extra training in the effective assessment of reading and are able to support class teachers throughout school.</p>	<ul style="list-style-type: none"> <li>• To deliver a balance of child initiated experimentation opportunities and focus teaching through concrete, meaningful experiences</li> <li>• To work in the provision areas with the children observing, scaffolding, modelling, guiding, inspiring and providing resources to meet the needs of children at that moment in time.</li> <li>• To provide a constant set of resources for children to practice and consolidate skills and development in positive terms</li> <li>• To provide appropriate resources to enhance the environment relevant to learning</li> <li>• To talk about learning in positive terms fostering the characteristics of effective learning. Making links between learning and revisiting objectives in different contexts.</li> <li>• Praising children's efforts and values in positive terms enabling the children to talk about their own learning and reflect on what they have achieved.</li> <li>• Use display to promote and reinforce learning</li> <li>• To encourage a love of books</li> <li>• Provide a designated reading area</li> <li>• Provide books in all areas of learning</li> <li>• To complement fiction books with no fiction books for focused teaching</li> <li>• To model reading behaviours</li> <li>• To have a planned, designated time for story every day</li> <li>• To teach reading in line with phonics scheme</li> <li>• To ensure books sent home are matched to the level of phonics taught in school</li> <li>• to create an environment rich in print</li> </ul>	<p>Children are able to apply their phonic knowledge to help them to read.</p> <p>Children to have understanding that print carries meaning</p> <p>Children have the knowledge and skills to become a reader.</p>	<p>“Closing the Vocabulary Gap” A Quigley. PE Vocabulary.</p>

Reading Intent Statement KS1 and KS2	Implementation	Impact	Research
<p>SDP High priorities: Developing subject specific vocabulary.</p>	<p>Consistent use of subject specific vocabulary.</p>	<p>Revisiting common vocabulary will allow the children to “Know more and remember more”.</p>	
<p><b>Curriculum</b> National Curriculum statutory requirements are planned and delivered using a comprehensive combination of good practice. (Please see document below for skills progression and vertical links.)</p> <p><b>Basic Skills</b> Horizontal links between subjects are explicit during the teaching of reading to ensure children build on prior knowledge and utilize knowledge and skills learned from other subjects.</p> <p><b>Staff Knowledge</b> Reading lessons are taught by staff who are supported by the subject leader. This promotes confident and effective delivery throughout the school, resulting in children engaging in reading. Selected staff have received extra training in the effective assessment of reading and are able to support class teachers throughout school.</p>	<p><b>In lessons, you will see</b></p> <ul style="list-style-type: none"> <li>• Children practising and applying their knowledge and skills through a wide range of activities which are differentiated to meet all needs.</li> <li>• Guided reading sessions in small groups with books well matched to children’s reading ability so that they are reading at an instructional level.</li> <li>• In guided reading sessions, children read to themselves with a particular focus, with the adult listening in to one reader at a time, not reading around the group.</li> <li>• In reading lessons, when children are not involved in a guided reading group, they will be engaged in other reading activities including but not limited to; bug club, reading for pleasure, phonics games, pre-reading, library time, focused clarification and vocabulary work based on previous reading.</li> </ul> <p><b>Assessment</b> Formative assessment is used every lesson to inform next steps and planning.</p>	<ul style="list-style-type: none"> <li>• Children have the knowledge and skills to be able to confidently read books at an appropriate level and understand them.</li> <li>• Children make sustained progress in reading which is demonstrated in Year 2 and Year 6 end of Key Stage assessments.</li> </ul>	<p>“Closing the Vocabulary Gap” A Quigley.</p>



## Progression in Reading

Reading for Pleasure

Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Show interest in books and print</p> <p>Look at and handle books independently</p> <p>Listen and join in with stories, rhymes and poems 1-1 and in small groups</p> <p>Enjoy and increasing range of books, rhymes and poems</p>	<p>Develop pleasure in reading</p> <p>Enjoy books by different authors</p> <p>Recite and perform poetry</p>	<p>Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</p> <p>Listen to a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that which they can read independently</p>	<p>Develop positive attitudes to reading and understanding of what they read</p> <p>Listen to a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>Read for a range of different purposes</p>	<p>Develop positive attitudes to reading and understanding of what they read</p> <p>Listen to a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>Read for a range of different purposes</p>	<p>Maintain positive attitudes to reading and understanding of what they read</p> <p>Continue to read an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>Read for a range of purposes</p> <p>Recommend books that they have read to their peers, giving reasons for their choices</p>	<p>Maintain positive attitudes to reading and understanding of what they read</p> <p>Continue to read an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>Read for a range of purposes</p> <p>Recommend books that they have read to their peers, giving reasons for their choices</p>

Structure	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Aware of ways stories are structured</p> <p>Join in with repeated refrains</p> <p>Describe the main events, settings and principal characters</p>	<p>Continued awareness of the ways stories are structured</p> <p>Join in with repeated refrains</p> <p>Describe the main events, settings and principal characters</p>	<p>Discuss the sequence of events in books and how items of information are related</p> <p>Be introduced to non-fiction books that are structured in different ways</p>	<p>Read books that are structured in different ways</p> <p>Identify themes and conventions in a wide range of books</p> <p>Recognise some different forms of poetry (for example free verse, narrative poetry)</p> <p>Identify how structure and presentation contributes to meaning</p>	<p>Read books that are structured in different ways</p> <p>Identify themes and conventions in a wide range of books</p> <p>Recognise some different forms of poetry (for example free verse, narrative poetry)</p> <p>Identify how structure and presentation contributes to meaning</p>	<p>Read books that are structured in different ways</p> <p>Identifying and discussing conventions in and across a wide range of writing</p> <p>Identify how structure and presentation contribute to meaning</p>	<p>Read books that are structured in different ways</p> <p>Identifying and discussing conventions in and across a wide range of writing</p> <p>Identify how structure and presentation contribute to meaning</p>

	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Use vocabulary and forms of speech that are increasingly influenced by their experience of books</p> <p>Retell stories, drawing on narratives and story patterns</p> <p>Use vocabulary and forms of speech that are increasingly influenced by their experience of books</p>	<p>Recognise and join in with predictable phrases</p> <p>Discuss word meaning – linking new meanings to those already known</p>	<p>Recognise simple recurring literary language in stories and poetry</p> <p>Discuss and clarify the meanings of words, linking new meanings to known vocabulary</p> <p>Discuss their favourite words and phrases</p>	<p>Use dictionaries to check the meaning of words they have read</p> <p>Discuss words and phrases that capture the reader's interest and imagination</p> <p>Explain the meaning of words in context</p> <p>Identify how language contributes to meaning</p>	<p>Use dictionaries to check the meaning of words they have read</p> <p>Discuss words and phrases that capture the reader's interest and imagination</p> <p>Explain the meaning of words in context</p> <p>Identify how language contributes to meaning</p>	<p>Explore the meaning of words in context to help them understand what they have read</p> <p>Identify how language contributes to meaning</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p>	<p>Explore the meaning of words in context to help them understand what they have read</p> <p>Identify how language contributes to meaning</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p>

Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Look at and handle books correctly</p> <p>Hold books the correct way up and turn pages from front to back</p> <p>Know that print carries meaning and is read from left to right</p> <p>Know the initial letter sounds of heard words.</p> <p>Know the GPCs from phase 2</p> <p>Use phonic knowledge to decode regular words and read them accurately</p> <p>Read some common irregular words</p>	<p>Apply phonic knowledge and skills as the route to decode words</p> <p>Respond speedily with the correct sound to graphemes for all 40+ phonemes including, where applicable, alternative sounds for graphemes</p> <p>Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</p> <p>Read common exception words</p> <p>Read words containing taught GPCs and –s –es –ing –ed –er and –est endings</p> <p>Read other words of more than one syllable containing taught GPCs</p> <p>Read words with contractions and understand that the apostrophe represents omitted letters</p> <p>Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to sound out words</p> <p>Re-read these books to build up their fluency and confidence in word reading</p>	<p>Continue to apply phonic skills as the route to decode words until automatic decoding has become embedded and reading is fluent</p> <p>Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</p> <p>Read accurately words of two or more syllables that contain the same graphemes as above</p> <p>Read words containing common suffixes</p> <p>Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</p> <p>Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</p> <p>Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</p> <p>Re-read these books to build up their fluency and confidence in word reading</p>	<p>Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in the National Curriculum appendix 1, 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>Focus on word reading should support the development of vocabulary</p>	<p>Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in the National Curriculum appendix 1, 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>Focus on word reading should support the development of vocabulary</p>	<p>Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology) as listed in National Curriculum Appendix 1, both to read aloud and to understand the meaning of new words that they meet</p>	<p>Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology) as listed in National Curriculum Appendix 1, both to read aloud and to understand the meaning of new words that they meet</p>

# Comprehension & Understanding

Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Describe main events, settings and principal characters	Link what they read and hear to their own experiences	Become increasingly familiar with and retell a wider range of stories, fairy tales and traditional tales	Read for a range of different purposes	Read for a range of different purposes	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	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
Read and understand simple sentences	Discuss the significance of the title and events	Understand books they can read accurately and fluently and books read to them by drawing on what they already know or on background information and vocabulary provided by the teacher	Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally	Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally	Identify and discuss themes and conventions in and across a wide range of writing	Identify and discuss themes and conventions in and across a wide range of writing
	Become familiar with key stories – retell and understand characteristics	Understand books they can read accurately and fluently and books read to them by drawing on what they already know or on background information and vocabulary given to them by the teacher	Identify themes in a wide range of books	Identify themes in a wide range of books	Make comparisons within and across books	Make comparisons within and across books
	Demonstrate understanding of what is read by them and to them by drawing on what they already know or on background information or vocabulary given to them by the teacher	Checking that the text makes sense to them as they read and correcting inaccurate reading	Prepare poems and playscripts to read aloud and perform, showing understanding through intonation, tone, volume and action	Prepare poems and playscripts to read aloud and perform, showing understanding through intonation, tone, volume and action	Learning a wider range of poetry by heart	Learning a wider range of poetry by heart
	Checking that the text makes sense to them as they read and correcting inaccurate reading	Making inferences on the basis of what is being said and done	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	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	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	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
	Make inferences on the basis of what is being said and done	Asking and answering questions about what has been read	Ask questions to improve their understanding of a text	Ask questions to improve their understanding of a text	Understand what they read by checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context	Understand what they read by checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
	Predict what might happen on the basis of what has been read so far	Predicting what might happen on the basis of what has been read	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	Ask questions to improve their understanding	Ask questions to improve their understanding
			Predict what might happen from details stated and implied	Predict what might happen from details stated and implied	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
			Identify main ideas drawn from more than one paragraph and summarise these	Identify main ideas drawn from more than one paragraph and summarise these	Predict what might happen from details stated and implied	Predict what might happen from details stated and implied
			Identify how language, structure and presentation contribute to meaning	Identify how language, structure and presentation contribute to meaning	Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas	Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
			Retrieve and record information from non-fiction	Retrieve and record information from non-fiction	Identify how language, structure and presentation contribute to meaning	Identify how language, structure and presentation contribute to meaning
					Distinguish between statements of fact and opinion	Distinguish between statements of fact and opinion
					Retrieve, record and present information from non-fiction	Retrieve, record and present information from non-fiction
					Provide reasoned justifications for their views	Provide reasoned justifications for their views

## Discussing Books

	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Know that information can be drawn from books and computers</p> <p>Demonstrate understanding when talking to others about what they have read</p>	<p>Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that which they can read independently</p> <p>Participate in discussion about what is read to them, taking turns and listening to what others say</p> <p>Explain clearly their understanding of what is being read to them</p>	<p>Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that which they can read independently</p> <p>Participate in discussions about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say</p> <p>Explain and discuss their understanding of books, poems and other material, both those that they listen to and those they read for themselves</p>	<p>Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>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</p>	<p>Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>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</p>	<p>Read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>Discuss and evaluate how authors use language</p> <p>Participate in discussions about books that are read to them and those that they can read themselves, building on their own and others' ideas and challenging views courteously</p> <p>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</p>	<p>Read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>Discuss and evaluate how authors use language</p> <p>Participate in discussions about books that are read to them and those that they can read themselves, building on their own and others' ideas and challenging views courteously</p> <p>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</p>

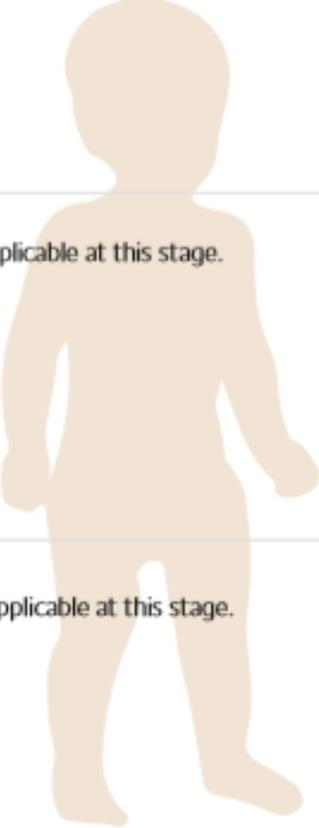
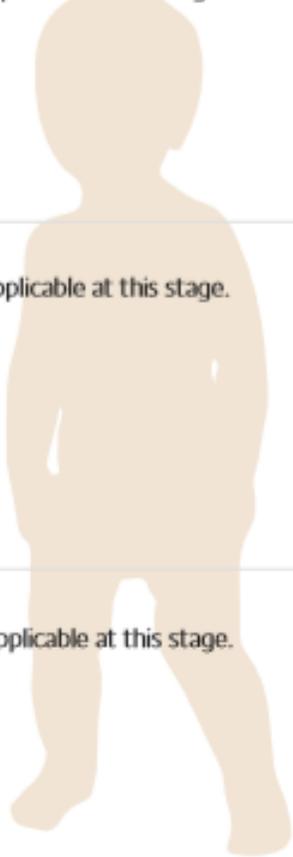
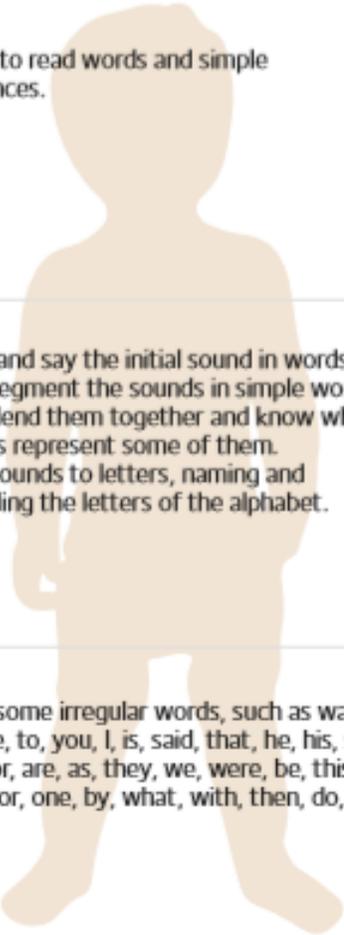


## Reading in the Early Years

# Early Years Key Objectives

Personal, social and emotional development	Communication and language	Physical development	Literacy	Mathematics	Understanding of the world	Expressive arts and design
<p><b>Making Relationships</b> Play cooperatively Form positive relationships</p> <p><b>Self Confidence and self-awareness</b> Try new activities with confidence Speak to others Ask for help</p> <p><b>Managing feelings and behaviour</b> Talk about feelings Talk about behaviour Describe behaviour that is wrong Work as part of a group or class Adjusts behaviour</p>	<p><b>Listening and attention</b> Listen attentively Listen to stories Anticipate key events Make relevant responses – appropriate response Give attention to others</p> <p><b>Understanding</b> Follow instructions Answer ‘how’ and ‘why’ questions about events</p> <p><b>Speaking</b> Can express ideas to an audience (express appropriately) Describe events in the past, present and future Develop narratives and explanations Connecting ideas and events</p>	<p><b>Moving and handling</b> Show good coordination (large and small scale) Move confidently Negotiate space Handle equipment and tools</p> <p><b>Health and self-care</b> Understand the importance of exercise and diet for good health Basic hygiene</p>	<p><b>Reading</b> Read and understand simple sentences Use phonic knowledge to decode regular words Read some common irregular words Demonstrate to others an understanding of reading</p> <p><b>Writing</b> Use phonic knowledge to write words Write some irregular common words Write simple sentences Spell some words correctly Spell some words in a phonetically plausible way</p>	<p><b>Numbers</b> Count reliably with numbers from 1 to 20 Place numbers from 1 to 20 in order Represent numbers Add and subtract Solve problems</p> <p><b>Shape, space and measure</b> Use measurements Recognise, create and describe patterns Describe objects and shapes</p>	<p><b>People and communities</b> Talk about past and present events Show sensitivity to the likes and dislikes of others Know the similarities and differences between themselves and others</p> <p><b>The world</b> Learn in familiar places Similarities and difference in places Observe and describe environments Own environment animals and plants</p> <p><b>Technology</b> Recognise the uses of technology Select technology for a purpose</p>	<p><b>Exploring and using media and materials</b> Make music and dance Experiment with colour etc.</p> <p><b>Being imaginative</b> Use media and materials imaginatively and use what they have learnt Represent ideas, thoughts and feelings through design, technology, art, music, dance, role-play and stories Represent own ideas.</p>

# Reading

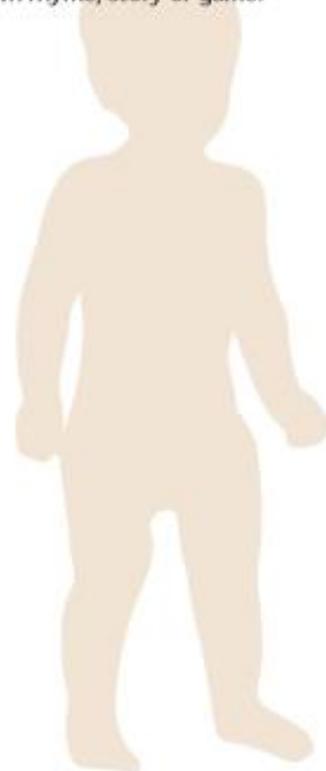
	22–36 months	30–50 months	40–60+ months
Read and understand simple sentences	<ul style="list-style-type: none"><li>• Not applicable at this stage.</li></ul> 	<ul style="list-style-type: none"><li>• Not applicable at this stage.</li></ul> 	<ul style="list-style-type: none"><li>• Begin to read words and simple sentences.</li></ul> 
Use phonic knowledge to decode regular words	<ul style="list-style-type: none"><li>• Not applicable at this stage.</li></ul>	<ul style="list-style-type: none"><li>• Not applicable at this stage.</li></ul>	<ul style="list-style-type: none"><li>• Hear and say the initial sound in words.</li><li>• Can segment the sounds in simple words and blend them together and know which letters represent some of them.</li><li>• Link sounds to letters, naming and sounding the letters of the alphabet.</li></ul>
Read some common irregular words	<ul style="list-style-type: none"><li>• Not applicable at this stage.</li></ul>	<ul style="list-style-type: none"><li>• Not applicable at this stage.</li></ul>	<ul style="list-style-type: none"><li>• Read some irregular words, such as was, of, the, to, you, I, is, said, that, he, his, she, her, for, are, as, they, we, were, be, this, have, or, one, by, what, with, then, do, and there.</li></ul>

# Reading

Demonstrate to others an understanding of reading

22–36 months

- Have some favourite stories, rhymes, songs, poems or jingles.
- Repeat words or phrases from familiar stories.
- Fill in the missing word or phrase in a known rhyme, story or game.



30–50 months

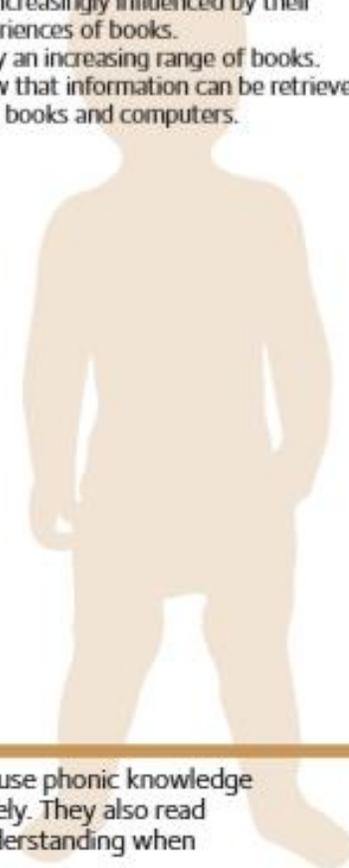
- Enjoy rhyming and rhythmic activities.
- Show awareness of rhyme and alliteration.
- Recognise rhythm in spoken words.
- Listen to and join in with stories and poems, one-to-one and also in small groups.
- Join in with repeated refrains and anticipate key events and phrases in rhymes and stories.
- Begin to be aware of the way stories are structured.
- Suggest how the story might end.
- Listen to stories with increasing attention and recall.
- Describe main story settings, events and principal characters.
- Show interest in illustrations and print in books and print in the environment.
- Recognise familiar words and signs, such as own name and advertising logos.
- Look at books independently.
- Handle books carefully.
- Know information can be relayed in the form of print.
- Hold books the correct way up and turn pages.
- Know that print carries meaning and, in English, is read from left to right and top to bottom.

## Early Learning Goal

Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.

40–60+ months

- Can continue a rhyming string.
- Use vocabulary and forms of speech that are increasingly influenced by their experiences of books.
- Enjoy an increasing range of books.
- Know that information can be retrieved from books and computers.





## Reading Overview

## Nursery

Books chosen for story investigations will vary according to the interests and needs of each cohort. These books are a selection of stories which all children will be exposed to during their time in Nursery:

Owl Babies  
 Handa's Surprise  
 Where's Spot?  
 Dear Zoo  
 We're going on a Bear Hunt  
 Brown Bear, Brown Bear, What Do You See?  
 Polar Bear, Polar Bear, What do You Hear?  
 The Very Hungry Caterpillar  
 Hug

The Three Little Pigs  
 Squirrel's Busy Day  
 Goldilocks and The Three Bears  
 The Little Red Hen  
 The Gingerbread Man  
 Jack and the Beanstalk  
 Dora's Eggs  
 Elmer

<i>Reading For Pleasure</i>	<i>Structure</i>	<i>Language</i>	<i>Range of Texts</i>	<i>Accuracy In Reading</i>	<i>Comprehension and Understanding</i>	<i>Discussing Books</i>
<p>Show interest in books and print</p> <p>Look at and handle books independently</p> <p>Listen and join in with stories, rhymes and poems 1-1 and in small groups</p>	<p>Aware of ways stories are structured</p> <p>Join in with repeated refrains</p>	<p>Use vocabulary and forms of speech that are increasingly influenced by their experience of books</p>	<p>*See text list*</p> <p>Listen to stories with increasing attention and detail</p> <p>Show awareness of alliteration and rhyme</p>	<p>Look at and handle books correctly</p> <p>Hold books the correct way up and turn pages from front to back</p> <p>Know that print carries meaning and is read from left to right</p> <p>Know the initial letter sounds of heard words.</p> <p>Know the GPCs from phase 2</p>	<p>Describe main events, settings and principal characters</p>	

## Reception

Books chosen for story investigations will vary according to the interests and needs of each cohort. These books are a selection of stories which all children will be exposed to during their time in Reception:

Rosie's Walk  
 On The Way Home  
 Goodnight Moon  
 Mr Gumpy's Outing  
 Each, Peach, Pear, Plum  
 Leaf Man  
 Goldilocks and the Three Bears

Whatever Next?  
 Farmer Duck  
 The Gruffalo  
 You Choose  
 Come On Daisy!  
 The Jolly Postman  
 Beware of the Bears

<i>Reading For Pleasure</i>	<i>Structure</i>	<i>Language</i>	<i>Range of Texts</i>	<i>Accuracy In Reading</i>	<i>Comprehension and Understanding</i>	<i>Discussing Books</i>
Enjoy and increasing range of books, rhymes and poems	Describe the main events, settings and principal characters	Retell stories, drawing on narratives and story patterns  Use vocabulary and forms of speech that are increasingly influenced by their experience of books	*See text list*	Use phonic knowledge to decode regular words and read them accurately  Read some common irregular words	Read and understand simple sentences	Know that information can be drawn from books and computers  Demonstrate understanding when talking to others about what they have read

Year 1

The Train Ride	The Owl Who Was Afraid Of The Dark	Lost and Found	Where the Wild Things Are	Dogger	
The focus author for this class is Jill Murphy					
<i>Reading For Pleasure</i>	<i>Language</i>	<i>Accuracy In Reading</i>	<i>Comprehension and Understanding</i>	<i>Discussing Books</i>	
<p>Develop pleasure in reading</p> <p>Enjoy books by different authors</p> <p>Recite and perform poetry</p>	<p>Recognise and join in with predictable phrases</p> <p>Discuss word meaning – linking new meanings to those already known</p>	<p>Apply phonic knowledge and skills as the route to decode words</p> <p>Respond speedily with the correct sound to graphemes for all 40+ phonemes including, where applicable, alternative sounds for graphemes</p> <p>Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</p> <p>Read common exception words</p> <p>Read words containing taught GPCs and –s –es –ing –ed –er and –est endings</p> <p>Read other words of more than one syllable containing taught GPCs</p> <p>Read words with contractions and understand that the apostrophe represents omitted letters</p> <p>Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to sound out words</p> <p>Re-read these books to build up their fluency and confidence in word reading</p>	<p>Link what they read and hear to their own experiences</p> <p>Discuss the significance of the title and events</p> <p>Become familiar with key stories – retell and understand characteristics</p> <p>Demonstrate understanding of what is read by them and to them by drawing on what they already know or on background information or vocabulary given to them by the teacher</p> <p>Checking that the text makes sense to them as they read and correcting inaccurate reading</p> <p>Make inferences on the basis of what is being said and done</p> <p>Predict what might happen on the basis of what has been read so far</p>	<p>Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that which they can read independently</p> <p>Participate in discussion about what is read to them, taking turns and listening to what others say</p> <p>Explain clearly their understanding of what is being read to them</p>	

## Year 2

<b>The Tunnel</b>	<b>Traction Man</b>	<b>Burglar Bill Cops and Robbers</b>	The flower	Amazing Grace	Flat Stanley	<b>The Tunnel</b>
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The focus author for this class is Roald Dahl

Reading For Pleasure	Language	Accuracy In Reading	Comprehension and Understanding	Discussing Books
<p>Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</p> <p>Listen to a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that which they can read independently</p>	<p>Recognise simple recurring literary language in stories and poetry</p> <p>Discuss and clarify the meanings of words, linking new meanings to known vocabulary</p> <p>Discuss their favourite words and phrases</p>	<p>Continue to apply phonic skills as the route to decode words until automatic decoding has become embedded and reading is fluent</p> <p>Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</p> <p>Read accurately words of two or more syllables that contain the same graphemes as above</p> <p>Read words containing common suffixes</p> <p>Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</p> <p>Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</p> <p>Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</p> <p>Re-read these books to build up their fluency and confidence in word reading</p>	<p>Become increasingly familiar with and retell a wider range of stories, fairy tales and traditional tales</p> <p>Understand books they can read accurately and fluently and books read to them by drawing on what they already know or on background information and vocabulary provided by the teacher</p> <p>Checking that the text makes sense to them as they read and correcting inaccurate reading</p> <p>Making inferences on the basis of what is being said and done</p> <p>Asking and answering questions about what has been read</p> <p>Predicting what might happen on the basis of what has been read so far</p>	<p>Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that which they can read independently</p> <p>Participate in discussions about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say</p> <p>Explain and discuss their understanding of books, poems and other material, both those that they listen to and those they read for themselves</p>

## Year 3

Iron Man	Stig of the Dump	Greek Myths and Legends	Wolves in the Walls	The Lion, The Witch and The Wardrobe	Sheep-Pig	Iron Man
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The focus author for this class is Dick King Smith

Reading For Pleasure	Language	Accuracy In Reading	Comprehension and Understanding	Discussing Books
<p>Develop positive attitudes to reading and understanding of what they read</p> <p>Listen to a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>Read for a range of different purposes</p>	<p>Use dictionaries to check the meaning of words they have read</p> <p>Discuss words and phrases that capture the reader's interest and imagination</p> <p>Explain the meaning of words in context</p> <p>Identify how language contributes to meaning</p>	<p>Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in the National Curriculum appendix 1, 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>Focus on word reading should support the development of vocabulary</p>	<p>Read for a range of different purposes</p> <p>Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</p> <p>Identify themes in a wide range of books</p> <p>Prepare poems and playscripts to read aloud and perform, showing understanding through intonation, tone, volume and action</p> <p>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</p> <p>Ask questions to improve their understanding of a text</p> <p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>Predict what might happen from details stated and implied</p> <p>Identify main ideas drawn from more than one paragraph and summarise these</p> <p>Identify how language, structure and presentation contribute to meaning</p> <p>Retrieve and record information from non-fiction</p>	<p>Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>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</p>

## Year 4

Charlotte's Web	Spiderwick	The Firwork Maker's Daughter	Beowulf	Bill's New Frock	The Snow walker's Son	Charlotte's Web
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The focus author for this class is Phillip Pullman

Reading For Pleasure	Language	Accuracy In Reading	Comprehension and Understanding	Discussing Books
<p>Develop positive attitudes to reading and understanding of what they read</p> <p>Listen to a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>Read for a range of different purposes</p>	<p>Use dictionaries to check the meaning of words they have read</p> <p>Discuss words and phrases that capture the reader's interest and imagination</p> <p>Explain the meaning of words in context</p> <p>Identify how language contributes to meaning</p>	<p>Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in the National Curriculum appendix 1, 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>Focus on word reading should support the development of vocabulary</p>	<p>Read for a range of different purposes</p> <p>Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</p> <p>Identify themes in a wide range of books</p> <p>Prepare poems and playscripts to read aloud and perform, showing understanding through intonation, tone, volume and action</p> <p>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</p> <p>Ask questions to improve their understanding of a text</p> <p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>Predict what might happen from details stated and implied</p> <p>Identify main ideas drawn from more than one paragraph and summarise these</p> <p>Identify how language, structure and presentation contribute to meaning</p> <p>Retrieve and record information from non-fiction</p>	<p>Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>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</p>

## Year 5

The Midnight Fox	Viking Myths	Varjak Paw	Tom's Midnight Garden	Wolf Brother
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The focus author for this class is Michelle Paver (The Wolf Brother Series)

Reading For Pleasure	Language	Accuracy In Reading	Comprehension and Understanding	Discussing Books
<p>Maintain positive attitudes to reading and understanding of what they read</p> <p>Continue to read an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>Read for a range of purposes</p> <p>Recommend books that they have read to their peers, giving reasons for their choices</p>	<p>Explore the meaning of words in context to help them understand what they have read</p> <p>Identify how language contributes to meaning</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p>	<p>Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology) as listed in National Curriculum Appendix 1, both to read aloud and to understand the meaning of new words that they meet</p>	<p>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</p> <p>Identify and discuss themes and conventions in and across a wide range of writing</p> <p>Make comparisons within and across books</p> <p>Learning a wider range of poetry by heart</p> <p>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</p> <p>Understand what they read by checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</p> <p>Ask questions to improve their understanding</p> <p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>Predict what might happen from details stated and implied</p> <p>Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</p> <p>Identify how language, structure and presentation contribute to meaning</p> <p>Distinguish between statements of fact and opinion</p> <p>Retrieve, record and present information from non-fiction</p> <p>Provide reasoned justifications for their views</p>	<p>Read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>Discuss and evaluate how authors use language</p> <p>Participate in discussions about books that are read to them and those that they can read themselves, building on their own and others' ideas and challenging views courteously</p> <p>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</p>

## Year 6

Holes	The Hobbit	Kenzuki's Kingdom	Street Child	The Secret Garden	Holes
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<i>Reading For Pleasure</i>	<i>Language</i>	<i>Accuracy In Reading</i>	<i>Comprehension and Understanding</i>	<i>Discussing Books</i>
<p>Maintain positive attitudes to reading and understanding of what they read</p> <p>Continue to read an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>Read for a range of purposes</p> <p>Recommend books that they have read to their peers, giving reasons for their choices</p>	<p>Explore the meaning of words in context to help them understand what they have read</p> <p>Identify how language contributes to meaning</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p>	<p>Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology) as listed in National Curriculum Appendix 1, both to read aloud and to understand the meaning of new words that they meet</p>	<p>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</p> <p>Identify and discuss themes and conventions in and across a wide range of writing</p> <p>Make comparisons within and across books</p> <p>Learning a wider range of poetry by heart</p> <p>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</p> <p>Understand what they read by checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</p> <p>Ask questions to improve their understanding</p> <p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>Predict what might happen from details stated and implied</p> <p>Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</p> <p>Identify how language, structure and presentation contribute to meaning</p> <p>Distinguish between statements of fact and opinion</p> <p>Retrieve, record and present information from non-fiction</p> <p>Provide reasoned justifications for their views</p>	<p>Read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>Discuss and evaluate how authors use language</p> <p>Participate in discussions about books that are read to them and those that they can read themselves, building on their own and others' ideas and challenging views courteously</p> <p>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</p>