



Osmotherley CP Primary School Reading Curriculum 2020/21

*“The more that you **read**, the more things you will know. The more that you learn, the more places you'll go.” Dr Seuss*

Reading Rationale

At Osmotherley Primary School, we know that quality teaching of early reading is vital to ensure that children develop competence, fluency and automaticity when recognising familiar words and decoding unfamiliar words. Learning to read requires the development of two skills: decoding (reading words) and comprehension (understanding). As soon as children start in Reception at Osmotherley School, phonics is taught systematically and continues on a daily basis throughout Key Stage 1. Children at the school learn to read and write following the systematic synthetic phonics programme, 'Letters and Sounds'.

Children learn the 42 sounds of the English language through a multi-sensory approach. They develop reading and writing skills by learning to blend the sounds together and to segment words into those sounds.

Osmotherley Primary School uses Rising Stars Reading Rockets as our main reading scheme. This is supplemented with a range of reading material, including Big Cat Phonics and Rigby Star books, all of which are fully phonically decodable.

Teachers at Osmotherley Primary School are ambitious and determined in our approach to teaching phonics and reading. There is an expectation that all children will be fluent readers with secure word recognition skills by the end of KS1 so that they enter Key Stage 2 with the reading skills, fluency and automaticity they will require to access all reading material in the next stage of their learning.

Fluency and comprehension skills continue to be systematically developed across Key Stage 2 using a wide range of reading material.

Intent

At Osmotherley Primary School, reading and writing knowledge, skills and ideas are the focus in KS1. We believe that 'reading is the answer' and we endeavour to promote a love of reading across the school. Our English curriculum is planned to ensure that knowledge and skills are sequenced and develop incrementally. New knowledge builds on prior learning. Deliberate practise is planned to ensure that opportunities to practise reading are identified in all curriculum subjects. Meaningful connections are made between subjects and these links encourage engagement and creativity across the curriculum.

Teachers across the school have strong subject knowledge and are well trained in the most up to date teaching of phonics and early reading.

This helps the children to make rapid progress towards expected standards and achieve their potential.

It is our aim that pupils are able to read at an age appropriate level of fluency (unless it is otherwise justifiable) so all pupils can access the curriculum and are not falling behind their peers.

The English curriculum at Osmotherley School is based on the knowledge and skills that pupils need to take advantage of the opportunities, responsibilities and experiences of later life. Social disadvantage and injustice is addressed ensuring that all pupils have their entitlement to a cultural capital and become educated citizens.

EYFS (content taken from Early Adopters EYFS Profile Handbook)

Literacy

Word Reading ELG

Children at the expected level of development will:

- Say a sound for each letter in the alphabet and at least 10 digraphs;
- Read words consistent with their phonic knowledge by sound-blending;
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Comprehension ELG

Children at the expected level of development will:

- Demonstrate understanding of what has been read to them 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.

English National Curriculum Purpose of Study 2014

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others, and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

Aims

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 language, 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

Programme of Study

The programmes of study for reading at key stages 1 and 2 consist of 2 dimensions:

- word reading
- comprehension (both listening and reading)

It is essential that teaching focuses on developing pupils' competence in both dimensions; different kinds of teaching are needed for each.

Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why phonics should be emphasised in the early teaching of reading to beginners (ie unskilled readers) when they start school.

Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction. All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world they live in, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils' imagination and opens up a treasure house of wonder and joy for curious young minds.

It is essential that, by the end of their primary education, all pupils are able to read fluently, and with confidence, in any subject in their forthcoming secondary education.

Year 1 Programme of Study

Word Reading

Pupils should be taught to:

- apply phonic knowledge and skills as the route to decode words
- respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings
- read other words of more than one syllable that contain taught GPCs
- read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)
- read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
- reread these books to build up their fluency and confidence in word reading

Reading Comprehension

Pupils should be taught to:

- develop pleasure in reading, motivation to read, vocabulary and understanding by:
 - listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
 - being encouraged to link what they read or hear to their own experiences
 - becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
 - recognising and joining in with predictable phrases
 - learning to appreciate rhymes and poems, and to recite some by heart
 - discussing word meanings, linking new meanings to those already known
- understand both the books they can already read accurately and fluently and those they listen to by:
 - drawing on 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 correcting inaccurate reading
- discussing the significance of the title and events
- making inferences on the basis of what is being said and done
- predicting what might happen on the basis of what has been read so far
- participate in discussion about what is read to them, taking turns and listening to what others say
- explain clearly their understanding of what is read to them

Year 2

By the beginning of year 2, pupils should be able to read all common graphemes. They should be able to read unfamiliar words containing these graphemes, accurately and without undue hesitation, by sounding them out in books that are matched closely to each pupil's level of word-reading knowledge. They should also be able to read many common words containing GPCs taught so far [for example, shout, hand, stop, or dream], without needing to blend the sounds out loud first. Pupils' reading of common exception words [for example, you, could, many, or people], should be secure. Pupils will increase their fluency by being able to read these words easily and automatically. Finally, pupils should be able to retell some familiar stories that have been read to and discussed with them or that they have acted out during year 1.

During year 2, teachers should continue to focus on establishing pupils' accurate and speedy word-reading skills. They should also make sure that pupils listen to and discuss a wide range of stories, poems, plays and information books; this should include whole books. The sooner that pupils can read well and do so frequently, the sooner they will be able to increase their vocabulary, comprehension and their knowledge across the wider curriculum.

For pupils who do not have the phonic knowledge and skills they need for year 2, teachers should use the year 1 programmes of study for word reading and spelling so that pupils' word-reading skills catch up. However, teachers should use the year 2 programme of study for comprehension so that these pupils hear and talk about new books, poems, other writing, and vocabulary with the rest of the class.

Y2 Programme of Study

Word Reading

Pupils should be taught to:

- continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
- read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
- read accurately words of two or more syllables that contain the same graphemes as above
- read words containing common suffixes
- 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, sounding out unfamiliar words accurately, automatically and without undue hesitation
- reread these books to build up their fluency and confidence in word reading

Reading Comprehension

Pupils should be taught to:

- develop pleasure in reading, motivation to read, vocabulary and understanding by:
 - listening to, discussing and expressing 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
 - discussing the sequence of events in books and how items of information are related
 - becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
 - being introduced to non-fiction books that are structured in different ways

- recognising simple recurring literary language in stories and poetry
- discussing and clarifying the meanings of words, linking new meanings to known vocabulary
- discussing their favourite words and phrases
- continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
- understand both the books that they can already read accurately and fluently and those that they listen to by:
 - drawing on 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 correcting inaccurate reading
 - making inferences on the basis of what is being said and done
 - answering and asking questions
 - predicting what might happen on the basis of what has been read so far
- participate in discussion 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
- explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves

Lower Key Stage 2 (Year 3 and 4)

By the beginning of year 3, pupils should be able to read books written at an age-appropriate interest level. They should be able to read them accurately and at a speed that is sufficient for them to focus on understanding what they read rather than on decoding individual words. They should be able to decode most new words outside their spoken vocabulary, making a good approximation to the word's pronunciation. As their decoding skills become increasingly secure, teaching should be directed more towards developing their vocabulary and the breadth and depth of their reading, making sure that they become independent, fluent and enthusiastic readers who read widely and frequently. They should be developing their understanding and enjoyment of stories, poetry, plays and non-fiction, and learning to read silently. They should also be developing their knowledge and skills in reading non-fiction about a wide range of subjects. They should be learning to justify their views about what they have read: with support at the start of year 3 and increasingly independently by the end of year 4.

Most pupils will not need further direct teaching of word reading skills: they are able to decode unfamiliar words accurately, and need very few repeated experiences of this before the word is stored in such a way that they can read it without overt sound-blending. They should demonstrate understanding of figurative language, distinguish shades of meaning among related words and use age-appropriate, academic vocabulary.

As in key stage 1, however, pupils who are still struggling to decode need to be taught to do this urgently through a rigorous and systematic phonics programme so that they catch up rapidly with their peers. If they cannot decode independently and fluently, they will find it increasingly difficult to understand what they read and to write down what they want to say. As far as possible, however, these pupils should follow the year 3 and 4 programme of study in terms of listening to new books, hearing and learning new vocabulary and grammatical structures, and discussing these.

LKS2 Programme of Study

Word Reading

Pupils should be taught to:

- apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in - see [English appendix 1](#) , both to read aloud and to understand the meaning of new words they meet
- read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word

Reading Comprehension

Pupils should be taught to:

- develop positive attitudes to reading, and an understanding of what they read, by:
 - listening to and discussing a 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
 - using dictionaries to check the meaning of words that they have read

- increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
- identifying themes and conventions in a wide range of books
- preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- discussing words and phrases that capture the reader's interest and imagination
- recognising 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
 - asking questions to improve their understanding of a text
 - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
 - predicting what might happen from details stated and implied
 - identifying main ideas drawn from more than 1 paragraph and summarising these
 - identifying how language, structure, and presentation contribute to meaning
- retrieve and record information from non-fiction
- 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

Upper Key Stage 2

By the beginning of year 5, pupils should be able to read aloud a wider range of poetry and books written at an age-appropriate interest level with accuracy and at a reasonable speaking pace. They should be able to read most words effortlessly and to work out how to pronounce unfamiliar written words with increasing automaticity. If the pronunciation sounds unfamiliar, they should ask for help in determining both the meaning of the word and how to pronounce it correctly.

They should be able to prepare readings, with appropriate intonation to show their understanding, and should be able to summarise and present a familiar story in their own words. They should be reading widely and frequently, outside as well as in school, for pleasure and information. They should be able to read silently, with good understanding, inferring the meanings of unfamiliar words, and then discuss what they have read.

During years 5 and 6, teachers should continue to emphasise pupils' enjoyment and understanding of language, especially vocabulary, to support their reading and writing. Pupils' knowledge of language, gained from stories, plays, poetry, non-fiction and textbooks, will support their increasing fluency as readers, their facility as writers, and their comprehension. As in years 3 and 4, pupils should be taught to enhance the effectiveness of their writing as well as their competence.

It is essential that pupils whose decoding skills are poor are taught through a rigorous and systematic phonics programme so that they catch up rapidly with their peers in terms of their decoding and spelling. However, as far as possible, these pupils should follow the upper key stage 2 programme of study in terms of listening to books and other writing that they have not come across before, hearing and learning new vocabulary and grammatical structures, and having a chance to talk about all of these.

By the end of year 6, pupils' reading and writing should be sufficiently fluent and effortless for them to manage the general demands of the curriculum in year 7, across all subjects and not just in English, but there will continue to be a need for pupils to learn subject-specific vocabulary.

UKS2 Programme of Study

Word Reading

Pupils should be taught to:

- apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in [English appendix 1](#), both to read aloud and to understand the meaning of new words that they meet

Reading Comprehension

Pupils should be taught to:

- maintain positive attitudes to reading and an understanding of what they read by:
 - 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
- increasing 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
- 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 to 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 motives from their actions, and justifying inferences with evidence
 - predicting what might happen from details stated and implied
 - summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas
 - 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
- retrieve, record and present information from non-fiction
- 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
- 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

Implementation

How Reading will be taught at Osmotherley School?

- Planning demonstrates substantive and disciplinary knowledge and the opportunity for creativity.
- There is greater emphasis on reading and writing in KS1.
- Teachers have received up to date training in how to teach early reading.
- Children read every day, independently, with a buddy, 1:1 with an adult or in a guided group.
- Fostering a love of reading is a priority. There are special reading events, e.g. daily story time, 'Booky Breakfast'/Reading Café, holiday reading challenges, class reading books, recommended read baskets for all year groups, secret readers (adults come in to share a book), World Book Day activities, author visits
- 100% decodable reading books are organised into sets within the phases of Letters and Sounds up to the end of Phase 5.
- 100% decodable books are used for guided reading up to the end of Phase 5.
- Baskets of 10 '**recommended reads**' for each year group are available in the classrooms.
- Individual reading record books must go home and return to school every day. Parents are expected to read with their children a minimum of 3 times a week. Children take home a reading book that the child has already read in school and a real story book to share.
- A weekly 'Buddy Reader' session offers the opportunity for children from KS1 to choose a book to read with a partner from KS2.
- There are daily story-time sessions in each class with a focus on vocabulary.
- Each class has a 'Word a Day' book to introduce new words and extend vocabulary
- Guided reading sessions for pupils in EYFS and Y1 have a guided reading session 3 times per week (1 session is purely for decoding words, 1 session is prosody (reading fluency) and 1 session is for comprehension.
- Reading Plus for Year 5 and 6
- Vocabulary to develop disciplinary knowledge is introduced across the curriculum. At the start of each unit, a knowledge mat is sent home for parents to share with their children and vocabulary that is expected to be remembered is highlighted. This vocabulary is revisited 2, 6 and 12 weeks after the unit through low stakes quizzes to ensure that the vocabulary is embedded in long term memory.

Reading at Osmotherley will be taught by delivering the statutory requirements of the National Curriculum for English in Key Stage 1 and 2. Reception children will begin learning phonics as soon as they start school. Daily dedicated phonics sessions take place in Reception and KS1. Teaching is rigorous and children learn at a pace. Any children falling behind are identified promptly and are given precision interventions to address the difficulties so that they can keep up.

Children begin guided reading sessions at the end of the autumn term and continue across all year groups.

In Key Stage 1 and 2, the reading curriculum is planned for Year 1, Year 2, Lower Key Stage 2 (Year 3 and 4) and Upper Key Stage 2 (Year 5 and 6). Deliberate practice is planned to take every opportunity for reading when learning in other subjects across the curriculum.

There will be an emphasis on the key areas from the Programmes of Study:

- Decoding
- Prosody
- Comprehension (V.I.P.E.R.S. - vocabulary/ Infer/Predict/ explain/retrieve/ sequence/summarise)

Within both Key Stages, pre-learning tasks will be set at the beginning of each new unit. Recalls of that knowledge will then be carried out at 2 weeks, 6 weeks and 12 weeks to ensure that key knowledge is committed to the long-term memory.

Parental Involvement

At Osmotherley School, we encourage parents to support their children with reading. We provide workshops and videos to show parents how they can help. We invite parents to termly open mornings to come and watch their children learning and at parent assemblies every half term, the children's learning is celebrated.

All children from Reception to Y6 have a reading record book which is taken home every day and brought back to school the next day. Parents and carers are asked to read with their children at least 3 times a week and sign the reading record. Children who are learning to decode, take home a fully decodable book which they have already read with an adult at school and a 'real' book to share. Children who can decode fluently are encouraged to choose from a range of genres, including 'recommended reads' for each year group, which they can read themselves or listen while an adult reads it to them.

Reading Curriculum Progression and End Points

Early Years Expected by end of Reception year	Key Stage 1 Year 1 Expected by end of Y1	Key Stage 1 Year 2 Expected by end of Y2	Lower Key Stage 2 Years 3 and 4 Expected by end of Year 4		Upper Key Stage 2 Years 5 and 6 Expected by end of Y6
Word Reading					
Apply phonic knowledge up to Phase 4 to decode regular words (All sets within the Yellow Book Band)	Apply phonic knowledge up to Phase 5 to decode regular words (All sets within Orange Book Band)	Decoding is automatic and reading is fluent (All sets within White Book Band)			
Read accurately all HFW up to and including Phase 4	Read accurately all HFW up to and including Phase 5	Read accurately words of 2 or more syllables and next 200 HFWs			
Read common exception words (tricky words) up to and including Phase 4	Read common exception words (NC appendix 1-Y1)	Read common exception words (NC appendix 1-Y2)	Read common exception words (NC appendix 1-Y3/4)		Read common exception words (NC appendix 1-Y5/6)
	Read words that follow a pattern (NC appendix 1 Y1/2) Y1 word list	Read words that follow a pattern (NC appendix 1 Y1/2) Y2 word list	Read words that follow a pattern (NC appendix 1 Y3/4) Y3 word list	Read words that follow a pattern (NC appendix 1 Y3/4) Y4 word list	Read words that follow a pattern (NC appendix 1 Y1/2) Y2 word list
	Read words with contractions and understand that the				

	apostrophe represents the omitted letter(s)					
Read aloud regular decodable words. Read aloud their own simple sentences to others	Read aloud books (within Phase 5) that do not require them to use strategies other than phonics to work out words. Read aloud their own writing clearly enough to be understood by their peers and teachers	Read aloud within Phase 6+ sounding out unfamiliar words accurately, automatically and without undue hesitation. Read aloud what they have written with appropriate intonation	Read aloud books within Brown Book band Read aloud what they have written with appropriate intonation	Read aloud books within Grey Book band Read aloud what they have written with appropriate intonation	Read aloud books within Dark Blue Book band Read aloud what they have written with appropriate intonation	Read aloud books within Dark Red Book band Read aloud what they have written with appropriate intonation
Know how to self-correct inaccurate reading within Phase 4 texts	Know how to self-correct inaccurate reading within Phase 5 texts	Know how to self-correct inaccurate reading within Phase 6+ texts	Know how to self-correct inaccurate reading within Brown Book band texts	Know how to self-correct inaccurate reading within Grey Book band texts	Know how to self-correct inaccurate reading within Dark Blue Book band texts	Know how to self-correct inaccurate reading within Dark Red Book band texts

Reading For Pleasure and Developing Vocabulary

Listen to and respond to texts at a level beyond which they can read, linking them to their own experiences.	Recap the characteristics of a wide range of texts (e.g. characters, events, structure) and respond to texts at a level beyond which they can read, linking them to their experiences or other books	Recap the characteristics of a wide range of texts. Respond to and express views on a range of fiction and non-fiction texts, at a level beyond that which they can read independently (giving their opinion)	Recap the characteristics of a wide range of texts and respond to a range of texts including plays, reference books, and text books beyond that which they can read independently	Recap the characteristics of a wide range of texts
Discuss word meanings and linking new meanings to those already known at an appropriate level	Discuss word meanings and linking new meanings to those already known at an appropriate level	Discuss word meanings and linking new meanings to those already known at an appropriate level. Use	Discuss word meanings and linking new meanings to those already known at an appropriate level. Use dictionaries as appropriate	Discuss word meanings and linking new meanings to those already known at an appropriate level. Use dictionaries as appropriate

		dictionaries as appropriate			
Know how to Summarise					
Use picture cues to find main ideas	Use text (title and events) alongside pictures to find main ideas	Use keywords and phrases to find main ideas	Use keywords and phrases to find main ideas and summarise the main points from more than one paragraph	Use quotations to find the main idea and summarise	Summarise the text using quotations to establish the main features and make comparisons between texts using quotations to support an argument
Retell a familiar story using predictable phrases	Retell modern classics, fairy stories, and traditional tales considering their particular characteristics and predictable phrases	Retell a wider range of stories, fairy stories and traditional tales- sequence events in order Show increasing familiarity with simple recurring language (e.g once upon a time...)	Retell a wide range of books including fairy stories, myths and legends, identifying themes and conventions (e.g. narrative: character /plot Themes: good overcomes evil, morals, relationships,	Identify and discuss themes and conventions and make comparisons within and across a wide range of texts.	
Answer questions to show their understanding of what is read to them		Begin to answer and ask questions based on the text referring to a specific section to show their understanding of what has been read.	Answer and ask questions based on the text referring to a specific section		

Know how to visualise						
Describe a character or a setting of a story using picture cues	Describe a character and/or a setting of a story by locating key words and phrases	Describe a character and/or a setting of a story and identify some of the language features used by the author	Explain the author's intended impact on the reader when using particular language features			
Know how to clarify						
		Explain what opinion is	Explain the difference between fact and opinion	Distinguish between statements of fact and opinion		
			Explain the author's intended impact on the reader when using particular structural features and presentational features			
Identify whether a text is fiction or non-fiction	Locate information in non-fiction books which are structured in different ways And discuss how items of information are related	Locate information in non-fiction books which are structured in different ways Identify the way in which text and illustrations are organised in non-fiction texts	Collect, evaluate and apply knowledge of relevant information from a range of texts			
Know how to infer						
Use inference to identify how a character is feeling (<i>e.g. he is happy because he is smiling</i>)	Make inference based on what a character has said or done (<i>e.g. he is happy because he has won a prize</i>)	Refer to the text to explain inferences made based on what a character has said or done (<i>e.g. she feels sad because it says that she is crying</i>)	Refer to the text to draw inferences such as – inferring characters' feelings thoughts/ motives from their actions	Refer to the text and use more than one example to explain characterisation (<i>e.g. it says he licked</i>	Refer to the text to discuss and explain why an author may vary action, dialogue and description to affect the perception of a	Refer to the text to explain how the author uses their point of view to have an effect on the reader's

			<i>(e.g. it says he had a ball of fire in his head so I know that he was angry about the children asking lots of questions)</i>	<i>his lips and his eyes widened so I know he is hungry)</i>	character <i>(e.g. the author wants us to feel scared of him so she uses a metaphor to compare him to a monster)</i>	opinion of a character or an issue. <i>(e.g. the author uses emotive language to persuade the reader to reduce their use of plastic</i>
Know how to predict						
Predict what might happen on the basis of what has been read so far	Predict what might happen from details stated and implied	Use key words and phrases to draw conclusions and predict what might happen from details stated and implied			Use quotations to draw conclusions and predict what might happen from details stated and implied	
Know how to question						
Explain why they like or dislike a text	Use evidence in a text to help say why you like or dislike it	Use evidence in a text to give an opinion about something <i>(e.g. a character)</i>	Use evidence in a text to work out a character's opinion of something	Use quotations to evaluate a text and refer to relevant parts to support an opinion	Use quotations to establish a viewpoint e.g. how an author treats a character and suggest how a character might be treated differently	Fully justify an opinion of at least 2 texts considering both positive and negative points
Answer questions to show their understanding of what is read to them		Begin to answer and ask questions based on the text referring to a specific section to show	Answer and ask questions based on the text referring to a specific section			

	their understanding of what has been read	
Know how to read and recite poetry		
Learn and recite 5 nursery rhymes	Learn and recite 3 poems each year (one per term)	

	Autumn	Spring	Summer
Reception	s,a,t,p,l,n,m,d,g,o,c,k,ck, e,u,r,h,b,f,ff,l,ll,ss, j,v,w,x,y,z,zz,qu,ch,sh, th,ng,ai,ee,igh,oa,oo, CVC words CVCC CCVC words Phase 2 Blending (L&S sets within Pink- Phase 2)	ar,or,ur,ow,oi,ear,air,ure,er, Phase 3 revision C VCC CCVC Blending (L&S sets within Red – Phase 3)	Revision of all digraphs and trigraphs CCVCC CCCVC CCCVCC words Phase 4 Blending (L&S sets within Red /Yellow (Phase 4))
Y1	Polysyllabic and compound words ay, a_e, ea, ey, e_e, ie, i_e, oe, o_e, ue, ew, u_e wh, ph, ir, aw, au, ou Phase 4/5	New phoneme /zh/ Alternative pronunciations a, e, l, o, u, c, g, m, n, r, s, ow, ie, ea, ou, y, ch ,ey, ear, air, ure, er, Phase 5	Alternative spellings: /ai/ /c/ /ee/ /ch//igh/ /f//oo(y)/oo/ /n//ow/ /ng//oi/ /r//ar/ /s/ /ear/ /sh/ Polysyllabic words

	(L&S sets within Yellow/Blue/Green (Phase 4/5)	(L&S sets within Blue/Green (Phase 5)	Phase 5 (L&S sets within Green/Orange (Phase 5/6)
Y2	Suffixes es,ed,ing,er,est,y, ment,ness,ful,less,ly Reading strategies Phase 6 (L&S sets within Turquoise/ Purple (Phase 6)	Gold/White (Phase 6)	End of Y2 expected – White/ Lime