

Singlewell Primary School Curious Ambitious Resilient Equal Safe

Reading Curriculum Document

Intent for Reading Curriculum

At Singlewell Primary School, we passionately care about the teaching and learning of Reading. We aim to inspire a deep love for Reading through a broad and balanced curriculum. We understand that for children to become resilient, independent readers with a genuine love for literature, we must deliver an engaging curriculum. Our Reading curriculum has been carefully planned to spark curiosity enabling our pupils to build on their knowledge, skills and understanding of different texts. This gives our pupils equal opportunities to grow culturally, emotionally, intellectually, socially and spiritually, graining a wealth of reading of pleasure. Here at our school, we believe that having an engaging diet of reading will encourage children to enjoy what they read and build on what they already know. We are proud of the ambitious reading opportunities that we provide children daily, through purposeful reading lessons, a highly structured RWI Phonics programme and a safe reading environment. From EYFS through to the end of Key Stage 2, children embark on an enriched reading journey, full of opportunities to build their fluency progressively. As our pupils approach the transition from primary to secondary, we aim for them to be fully equipped with life-long reading skills.

| | 3-4 Years | Reception | | Early Learning Goal |
|-------------------------------|--|--|-------------------------------|--|
| Literacy | rhymes count or clap syllables in words • recognise words with the same initial sound, such as money and mother Understand the five key concepts about print: • print has meaning. | Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of letter-sound correspondences. Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few common exception words. Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment | Comprehension | 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. 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. |
| Communication and Language | Enjoy listening to longer stories and can remember much of what happens. Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" Be able to express a point of view and debate when they disagree with an adult or a friend, using words as well as actions. Use a wider range of vocabulary. | Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. Listen carefully to rhymes and songs, paying attention to how they sound. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. | and Understanding Speaking | n attentively and respond to what they hear with ant questions, comments and actions when being to and during whole class discussions and small p interactions. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. |

| | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 |
|--------|----------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| | <u>Skills</u> | <u>Skills</u> | <u>Skills</u> | <u>Skills</u> | <u>Skills</u> | <u>Skills</u> |
| | To be able to | To be able to | To be able to | To be able to | To be able to | To be able to |
| | Apply phonic knowledge | Continue to apply phonic | Apply their growing | Apply their growing | Apply their growing | apply their growing |
| | and skills as the route to | knowledge and skills as | knowledge of root words, | knowledge of root | knowledge of root words, | knowledge of root |
| | decode words. | the route to decode | prefixes and suffixes | words, prefixes and | prefixes and suffixes | words, prefixes and |
| | | words, until automatic | (etymology and | suffixes (etymology and | (morphology and | suffixes (morphology |
| | Respond speedily with | decoding has become | morphology) as listed in | morphology) as listed in | etymology), as listed in | and etymology), as |
| | the correct sound to | embedded and reading is | Appendix 1, both to read | Appendix 1, both to read | English Appendix 1, both | listed in |
| | graphemes (letters or | fluent. | aloud and to understand | aloud and to | to read aloud and to | English Appendix 1, both |
| W | groups of letters) for all | | the meaning of new | understand the meaning | understand the meaning | to read aloud and to |
| 0 | 40+ phonemes, | Read accurately by | words they meet. | of new words they | of new words that they | understand the meaning |
| R | including, where | blending the sounds in | | meet. | meet. | of new words that they |
| D | applicable, alternative | words that contain the | Read further exception | | | meet. |
| | sounds for graphemes. | graphemes taught so far, | words, noting the | Read further exception | | |
| R | | especially recognising | unusual correspondences | words, noting the | <u>Knowledge</u> | |
| E A | Read accurately by | alternative sounds for | between spelling and | unusual | To know | <u>Knowledge</u> |
| A D | blending sounds in | graphemes. | sound, and where these | correspondences | Meanings of common new | To know |
| I | unfamiliar words | | occur in the word. | between spelling and | words . | Meanings of common |
| N | containing GPCs that | Read accurately words of | | sound, and where these | Meanings of words on the | new words . |
| G | have been taught. | two or more syllables | <u>Knowledge</u> | occur in the word. | Year 5/6 Spelling List. | Meanings of words on |
| | | that contain the same | To know | | | the Year 5/6 Spelling |
| | Read common exception | graphemes as above. | Graphemes for all | <u>Knowledge</u> | | List. |
| | words, noting unusual | | phonemes. | To know | | |
| | correspondences | Read words containing | Common exception | Graphemes for all | | |
| | between spelling and | common suffixes. | words Y1 and Y2. | phonemes. | | |
| | sound, and where these | | Further exception words | Common exception | | |
| | occur in the word. | Read further common | meanings of common | words Y1 and Y2. | | |
| | | exception words, noting | new words. | Further exception words | | |
| | Read words containing | unusual correspondence | Meanings of words on | meanings of common | | |
| | taught GPCs and –s, – | between spelling and | the Year 3/4 Spelling | new words. | | |
| | | | List. | | | |

| es, -ing, -ed, -er and - | sound, and where these | Meanings of words on | |
|--------------------------------|-------------------------------|-----------------------|--|
| est endings. | occur in the word. | the Year 3/4 Spelling | |
| 0 | | List. | |
| Read other words of | Read most words quickly | | |
| more than one syllable | and accurately, without | | |
| that contain taught | overt sounding and | | |
| GPCs. | blending when they have | | |
| | been frequently | | |
| Read words | encountered. | | |
| with <i>contractions</i> , and | | | |
| understand that the | Read aloud books closely | | |
| apostrophe represents | matched to their | | |
| the omitted letter(s). | improving phonic | | |
| | knowledge, sounding out | | |
| Read books aloud, | unfamiliar words | | |
| accurately that are | accurately, automatically | | |
| consistent with their | and without undue | | |
| developing phonic | hesitation. | | |
| knowledge and that do | | | |
| not require them to use | Re-read these books to | | |
| other strategies to work | build up their fluency and | | |
| out words. | confidence in word | | |
| | reading. | | |
| Re-read these books to | | | |
| build up their fluency | Knowledge | | |
| and confidence in word | To know | | |
| reading. | Common exception words | | |
| | Y1. | | |
| Knowledge | Phonemes taught in Y1 | | |
| To know | Common exception words Y2. | | |
| common exception | 12. | | |
| words for Y1 | | | |
| | | | |
| | | | |

| | Understand both the | Understand both the | <u>Understand what they</u> | <u>Understand what they</u> | <u>Understand what they</u> | <u>Understand what they</u> |
|--------|--------------------------------|---------------------------|--------------------------------|--------------------------------|-----------------------------|-----------------------------|
| | books they can already | books that they can | <u>read, in books they can</u> | read, in books they can | <u>read by</u> : | <u>read by:</u> |
| | read accurately and | already read accurately | <u>read independently, by:</u> | <u>read independently, by:</u> | | |
| | <u>fluently</u> and those they | and fluently and those | | | Checking that the book | Checking that the book |
| | <u>listen to by:</u> | that they listen to by: | Checking that the text | | makes sense to them, | makes sense to them, |
| | | | makes sense to them, | Checking that the text | discussing their | discussing their |
| | Drawing on what they | Drawing on what they | discussing their | makes sense to them, | understanding and | understanding and |
| | already know or on | already know or on | understanding and | discussing their | exploring the meaning of | exploring the meaning of |
| | background information | background information | explaining the meaning | understanding and | words in context. | words in context. |
| | and vocabulary provided | and vocabulary provided | of words in context. | explaining the meaning | | |
| | by the teacher | by the teacher. | | of words in context. | Asking questions to | Asking questions to |
| | | | Asking questions to | | improve their | improve their |
| С | checking that the text | Checking that the text | improve their | | understanding. | understanding. |
| 0 | makes sense to them as | makes sense to them as | understanding of a text. | Asking questions to | | |
| М | they read and correcting | they read and correcting | | improve their | Drawing inferences such | Drawing inferences such |
| P R | inaccurate reading | inaccurate reading. | Drawing inferences such | understanding of a text. | as inferring characters' | as inferring characters' |
| Ē | | Making inferences on the | as inferring characters' | | feelings, thoughts and | feelings, thoughts and |
| H | discussing the | basis of what is being | feelings, thoughts and | | motives from their | motives from their |
| Е | significance of the title | said and done. | motives from their | | actions, and justifying | actions, and justifying |
| Ν | and events | | actions, and justifying | Drawing inferences such | inferences with evidence. | inferences with evidence. |
| S I | | Answering and asking | inferences with evidence. | as inferring characters' | | |
| 0 | making inferences on the | questions. | | feelings, thoughts and | Predicting what might | Predicting what might |
| N | basis of what is being | | Predicting what might | motives from their | happen from details | happen from details |
| | said and done | Predicting what might | happen from details | actions, and justifying | stated and implied. | stated and implied |
| | predicting what might | happen on the basis of | stated and implied. | inferences with | | summarising the main |
| | happen on the basis of | what has been read so | | evidence. | Summarising the main | ideas drawn from more |
| | what has been read so | far. | Identifying main ideas | | ideas drawn from more | than 1 paragraph, |
| | far | | drawn from more than 1 | | than 1 paragraph, | identifying key details |
| | | Participate in discussion | paragraph and | Predicting what might | identifying key details | that support the main |
| | participate in discussion | about books, poems and | summarising these | happen from details | that support the main | ideas. |
| | about what is read to | other works that are read | identifying how | stated and implied. | ideas. | |
| | them, taking turns and | to them and those that | language, structure, and | | | Identifying how |
| | listening to what others | they can read for | presentation contribute to | | Identifying how | language, structure and |
| | say | themselves, taking turns | meaning. | Identifying main ideas | language, structure and | presentation contribute |
| | ů | and listening to what | | drawn from more than 1 | presentation contribute to | to meaning. |
| | | others say. | | 0 | , meaning. | |
| | | U | | | | |
| | | | | | | |

| explain clearly their | Explain and discuss their | Retrieve and record | paragraph and | Discuss and evaluate how | Discuss and evaluate |
|---------------------------|--------------------------------|---------------------------|---------------------------|--|---------------------------|
| understanding of what | understanding of books, | information from non- | summarising these. | authors use language, | how authors use |
| is read to them. | poems and other | fiction. | σ | including figurative | language, including |
| | , material, both those that | 0 | | language, considering the | figurative language, |
| | they listen to and those | Participate in discussion | Identifying how | impact on the reader. | considering the impact |
| | that they read for | about both books that | language, structure, and | | on the reader. |
| | themselves. | are read to them and | presentation contribute | Distinguish between | |
| | | those they can read for | to meaning. | statements of fact and | Distinguish between |
| | | themselves, taking turns | | opinion. | statements of fact and |
| | | and listening to what | | | opinion. |
| | | others say. | Retrieve and record | Retrieve, record and | |
| | | | information from non- | present information from | Retrieve, record and |
| | | | fiction. | non-fiction. | present information from |
| | | | Juction C. | | non-fiction. |
| | | | | Participate in discussions | |
| | | | Participate in discussion | about books that are read | Participate in |
| | | | about both books that | to them and those they | discussions about books |
| | | | are read to them and | can read for themselves, | that are read to them |
| | | | those they can read for | building on their own and | and those they can read |
| | | | themselves, taking turns | others' ideas and | for themselves, building |
| | | | and listening to what | challenging views | on their own and others' |
| | | | others say. | courteously. | ideas and challenging |
| | | | 0 | Tandata and discuss that | views courteously. |
| | | | | Explain and discuss their understanding of what | Explain and discuss their |
| | | | | they have read, including | understanding of what |
| | | | | through formal | they have read, |
| | | | | presentations and | including through formal |
| | | | | debates, maintaining a | presentations and |
| | | | | focus on the topic and | debates, maintaining a |
| | | | | using notes where | focus on the topic and |
| | | | | necessary. | using notes where |
| | | | | | necessary. |
| | | | | Provide reasoned | ð |
| | | | | justifications for their | Provide reasoned |
| | | | | views. | justifications for their |
| | | | | | views. |

| Sk | kills | Skills | Skills | Skills | Skills | Skills |
|--|---|---|---|---|---|--|
| | σ be able to | To be able to | To be able to | To be able to | <u>σ</u> Τσ be able tσ | <u>σ</u> To be able to |
| de | evelop pleasure in | develop pleasure in | develop positive attitudes | develop positive | maintain positive | Maintain positive |
| | eading, motivation to | reading, motivation to | to reading, and an | attitudes to reading, | attitudes to reading and | attitudes to reading and |
| | ead, vocabulary and | read, vocabulary and | understanding of what | and an understanding | an understanding of what | an understanding of |
| | nderstanding by: | understanding by: | they read, by: | of what they read, by: | they read by: | what they read by: |
| R off E A be D be I th N in G Lit or F ex O Bo R w P L ta E A po S R U in R ph E lea th to di m m | istening to and iscussing a wide range f poems, stories and on-fiction at a level eyond that at which rey can read idependently inking what they read r hear to their own xperiences ecoming very familiar vith key stories, fairy tories and traditional ales, retelling them and onsidering their articular characteristics ecognising and joining i with predictable hrases earning to appreciate rymes and poems, and o recite some by heart iscussing word reanings, linking new reanings to those lready known | Listening to, discussing, and expressing views about a wide range of contemporary and classic poetry, stories and non- liction 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. | Knowing that there are different kinds of narrative stories. Understanding that a sequence of events in a narrative is called the plot and identifying it in a narrative. Using a dictionary to check or find the meaning of new words. Knowing that there are different kinds of non-fiction books and that they are structured in different ways. Knowing how to use a non-fiction book to find identified information. Understanding that narratives can have differently structured plot and talk about their structures in genres read. | 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. | 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 | 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 |

| | Discussing their favourite | Knowing that writers | Preparing poems and | conventions in and across | conventions in and |
|--|--|---|--------------------------|---------------------------|------------------------------------|
| | words and phrases. | choose words and | play scripts to read | a wide range of writing. | across a wide range of |
| | | language to create an | aloud and to perform, | | writing. |
| | Continuing to build up a | effect on the reader. | showing understanding | Making comparisons | |
| | repertoire of poems learnt by heart, appreciating | | through intonation, | within and across books. | Making comparisons |
| | these and reciting some, | Discussing a range of | tone, volume and | | within and across books. |
| | with appropriate | narrative stories and their | action. | Learning a wider range of | |
| | intonation to make the | similarities and | | poetry by heart. | Learning a wider range |
| | meaning clear. | differences. | Discussing words and | | of poetry by heart. |
| | Ū | | phrases that capture the | Preparing poems and | - · · |
| | | Choosing books for | reader's interest and | plays to read aloud and | Preparing poems and |
| | | specific purposes. | imagination. | to perform, showing | plays to read aloud and |
| | | | | understanding through | to perform, showing |
| | | Recognising words and | Finding words and | intonation, tone and | understanding through |
| | | language that show the | language in reading | volume so that the | intonation, tone and |
| | | setting of a book – | that writers have used | meaning is clear to an | volume so that the |
| | | historical, cultural or | to show atmosphere, | audience. | meaning is clear to an audience |
| | | social. | mood or feelings. | | dudience |
| | | - 1 · · · · · · | Recognising some | | Give perosnal point of |
| | | Explaining why a writer | different forms of | | view about a text. |
| | | makes choices about | poetry. | | |
| | | words and language | poedy. | | Explain the reason for a |
| | | used to create effect. | | | viewpoint, using |
| | | Malia a sau stiana | | | evidence from the text. |
| | | Making connections | | | |
| | | between books written by the same author. | | | Listen to others' ideas |
| | | the same duthor. | | | and opinions about a |
| | | Detailing agree of the | | | text. |
| | | Retelling some of the stories written by the | | | |
| | | same author. | | | |
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| | Vocabulary | Vocabulary | Vocabulary | Vocabulary | Vocabulary | Vocabulary |
|--------|----------------------|----------------------|----------------------|----------------------|--------------------------|------------------------|
| | Phoneme | Phoneme | Prefixes | Prefixes | Prefixes | Prefixes |
| | Grapheme | Grapheme | Suffixes | Suffixes | Suffixes | Suffixes |
| | Blending | Blending | Root words | Root words | Root words | Root words |
| | Digraph | Digraph | Dictionary | Dictionary | Dictionary | Dictionary |
| | Trigraph | Trigraph | Thesaurus | Thesaurus | Thesaurus | Thesaurus |
| | Segmenting | Segmenting | Synonyms | Synonyms | Synonyms | Synonyms |
| | | suffixes | Antonyms | Antonyms | Antonyms | Antonyms |
| | | | | | Etymology | Etymology |
| | Fairy tale | Fairy tale | Fiction | Fiction | Fiction | Fiction |
| v | Traditional tale | Traditional tale | Non-fiction | Non-fiction | Non-fiction | Non-fiction |
| ŏ | Fiction | Fiction | Genre | Genre | Genre | Genre |
| C | Non-fiction | Non-fiction | Fairy story | Fairy story | Fairy story | Fairy story |
| А | Poem, poetry | Poem, poetry | Myth | Myth | Myth | Myth |
| В | | Genre | legend | legend | legend | legend |
| U L | | | Play, play script | Play, play script | Play, | Play, play script |
| A | VIPERS vocabulary | VIPERS vocabulary | Poem, poetry | Poem, poetry | Play script | Poem, poetry |
| R | where appropriate | Vocabulary | Intonation | Intonation | Poem, poetry | Intonation |
| Y | Vocabulary | Infer, inference | | | Intonation | Justify, justification |
| | Infer, inference | Explain, explanation | VIPERS vocabulary | VIPERS vocabulary | Justify, justification | Fact |
| | Explain, explanation | Retrieve, retrieval | Vocabulary | Vocabulary | Fact | Opinion |
| | Retrieve, retrieval | Sequence, order | Infer, inference | Infer, inference | Opinion | Figurative language |
| | Sequence, order | | Explain, explanation | Explain, explanation | Figurative language | Implied, implication |
| | | | Retrieve, retrieval | Retrieve, retrieval | Implied, implication | Context |
| | | | Summarise, summary | Summarise, summary | Context | Effect |
| | | | | | Effect | VIPERS vocabulary |
| | | | | | <u>VIPERS vocabulary</u> | Vocabulary |
| | | | | | Vocabulary | Infer, inference |
| | | | | | Infer, inference | Explain, explanation |
| | | | | | Explain, explanation | Retrieve, retrieval |
| | | | | | Retrieve, retrieval | Summarise, summary |
| | | | | | Summarise, summary | |