

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.			

	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	