



Singlewell Primary School

cares about being...

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, gaining 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 | |
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| Literacy | <p>Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> spot and suggest rhymes count or clap syllables in words recognise words with the same initial sound, such as money and mother <p>Understand the five key concepts about print:</p> <ul style="list-style-type: none"> print has meaning print can have different purposes we can read English text from left to right and from top to bottom the names of different parts of a book page sequencing <p>Engage in extended conversations about stories, learning new vocabulary.</p> | <p>Read individual letters by saying the sounds for them.</p> <p>Blend sounds into words, so that they can read short words made up of letter-sound correspondences.</p> <p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few common exception words.</p> <p>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment</p> | Word Reading | <p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> |
| | <p>Communication and Language</p> <p>Enjoy listening to longer stories and can remember much of what happens.</p> <p>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</p> <p>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.</p> <p>Use a wider range of vocabulary.</p> | <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Engage in non-fiction books.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> | <p>Listening, Attention and Understanding</p> <p>Speaking</p> | <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate (where appropriate) key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p> <p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being together and during whole class discussions and small group interactions.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p> |

| | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 |
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| W O R D R E A D I N G | <p><u>Skills</u> To be able to... Apply phonic knowledge and skills as the route to decode words.</p> <p>Respond speedily with the correct sound to graphemes (letters or groups of letters) 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, noting unusual correspondences between spelling and sound, and where these occur in the word.</p> <p>Read words containing taught GPCs and -s, -</p> | <p><u>Skills</u> To be able to... Continue to apply phonic knowledge and 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 further common exception words, noting unusual correspondence between spelling and</p> | <p><u>Skills</u> To be able to... Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in 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><u>Knowledge</u> To know... Graphemes for all phonemes. Common exception words Y1 and Y2. Further exception words meanings of common new words. Meanings of words on the Year 3/4 Spelling List.</p> | <p><u>Skills</u> To be able to... Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in 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><u>Knowledge</u> To know... Graphemes for all phonemes. Common exception words Y1 and Y2. Further exception words meanings of common new words.</p> | <p><u>Skills</u> To be able 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.</p> <p><u>Knowledge</u> To know... Meanings of common new words . Meanings of words on the Year 5/6 Spelling List.</p> | <p><u>Skills</u> To be able 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.</p> <p><u>Knowledge</u> To know... Meanings of common new words . Meanings of words on the Year 5/6 Spelling List.</p> |

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| | <p>es, -ing, -ed, -er and -est endings.</p> <p>Read other words of more than one syllable that contain taught GPCs.</p> <p>Read words with <i>contractions</i>, and understand that the apostrophe represents the omitted letter(s).</p> <p>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.</p> <p>Re-read these books to build up their fluency and confidence in word reading.</p> <p><u>Knowledge</u> To know... common exception words for Y1</p> | <p>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><u>Knowledge</u> To know... Common exception words Y1. Phonemes taught in Y1 Common exception words Y2.</p> | | <p>Meanings of words on the Year 3/4 Spelling List.</p> | | |
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| C O M P R E H E N S I O N | <u>Understand both the books they can already read accurately and fluently and those they listen to by:</u> | <u>Understand both the books that they can already read accurately and fluently and those that they listen to by:</u> | <u>Understand what they read, in books they can read independently, by:</u> | <u>Understand what they read, in books they can read independently, by:</u> | <u>Understand what they read by:</u> | <u>Understand what they read by:</u> |
| | Drawing on what they already know or on background information and vocabulary provided by the teacher | Drawing on what they already know or on background information and vocabulary provided by the teacher. | Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. | Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. | Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. | Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. |
| | checking that the text makes sense to them as they read and correcting inaccurate reading | Checking that the text makes sense to them as they read and correcting inaccurate reading. | Asking questions to improve their understanding of a text. | Asking questions to improve their understanding of a text. | Asking questions to improve their understanding. | Asking questions to improve their understanding. |
| | discussing the significance of the title and events | Making inferences on the basis of what is being said and done. | Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. | Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. | Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. | Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. |
| | 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 | Answering and asking questions. Predicting what might happen on the basis of what has been read so far. | Predicting what might happen from details stated and implied. | Predicting what might happen from details stated and implied. | Predicting what might happen from details stated and implied. | 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. |
| | participate in discussion about what is read to them, taking turns and listening to what others say | 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. | Identifying main ideas drawn from more than 1 paragraph and summarising these identifying how language, structure, and presentation contribute to meaning. | Identifying main ideas drawn from more than 1 | Identifying how language, structure and presentation contribute to meaning. | Identifying how language, structure and presentation contribute to meaning. |

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| | <p>explain clearly their understanding of what is read to them.</p> | <p>Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</p> | <p>Retrieve and record information from non-fiction.</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>paragraph and summarising these.</p> <p>Identifying how language, structure, and presentation contribute to meaning.</p> <p>Retrieve and record information from non-fiction.</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>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p> <p>Distinguish between statements of fact and opinion.</p> <p>Retrieve, record and present information from non-fiction.</p> <p>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.</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>Provide reasoned justifications for their views.</p> | <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p> <p>Distinguish between statements of fact and opinion.</p> <p>Retrieve, record and present information from non-fiction.</p> <p>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.</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>Provide reasoned justifications for their views.</p> |
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| R E A D I N G F O R P L E A S U R E | <p>Skills To be able to... develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> | <p>Skills To be able to... develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> | <p>Skills To be able to... develop positive attitudes to reading, and an understanding of what they read, by:</p> | <p>Skills To be able to... develop positive attitudes to reading, and an understanding of what they read, by:</p> | <p>Skills To be able to... maintain positive attitudes to reading and an understanding of what they read by:</p> | <p>Skills To be able to... Maintain positive attitudes to reading and an understanding of what they read by:</p> |
| | Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently | 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. | Knowing that there are different kinds of narrative stories. | Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. | Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. | Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. |
| | Linking what they read or hear to their own experiences | Discussing the sequence of events in books and how items of information are related. | Understanding that a sequence of events in a narrative is called the plot and identifying it in a narrative. | Reading books that are structured in different ways and reading for a range of purposes. | Reading books that are structured in different ways and reading for a range of purposes. | Reading books that are structured in different ways and reading for a range of purposes. |
| | Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics | 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. | Using a dictionary to check or find the meaning of new words. | Using dictionaries to check the meaning of words that they have read. | 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. | 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. |
| | Recognising and joining in with predictable phrases | Recognising simple recurring literary language in stories and poetry. | Knowing that there are different kinds of non-fiction books and that they are structured in different ways. | Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally. | Recommending books that they have read to their peers, giving reasons for their choices. | Recommending books that they have read to their peers, giving reasons for their choices. |
| | learning to appreciate rhymes and poems, and to recite some by heart | Discussing and clarifying the meanings of words, linking new meanings to those already known | Knowing how to use a non-fiction book to find identified information. | Identifying themes and conventions in a wide range of books. | Identifying and discussing themes and | Identifying and discussing themes and |
| | discussing word meanings, linking new meanings to those already known | | Understanding that narratives can have differently structured plot and talk about their structures in genres read. | | | |

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