



Singlewell Primary School

cares about being...

Curious
Ambitious
Resilient
Equal
Safe

Curriculum Document

Intent for the Reading Curriculum

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 that nurtures both academic success and personal growth. We understand that for children to become resilient, independent readers with a genuine love for literature, we must deliver an engaging and meaningful reading curriculum that supports their overall development.

Our Reading curriculum has been carefully planned to spark curiosity and foster confidence, enabling our pupils to build on their knowledge, skills and understanding of different texts. This approach gives all pupils equal opportunities to grow culturally, emotionally, intellectually, socially and spiritually, while also developing important personal qualities such as empathy, self-reflection, perseverance and imagination.

At our school, we believe that having an engaging and diverse diet of reading will encourage children to enjoy what they read, make meaningful connections to their own lives, and build on what they already know. We are proud of the ambitious and inclusive reading opportunities we provide daily — through purposeful reading lessons, a highly structured RWI Phonics programme, and a nurturing, safe reading environment that supports children's wellbeing and self-esteem.

From EYFS through to the end of Key Stage 2, children embark on an enriched reading journey full of opportunities to develop fluency, confidence and a sense of identity as readers. As our pupils approach the transition from primary to secondary education, we aim for them to be fully equipped with life-long reading skills and a deep appreciation of how reading enriches not only their learning, but their personal development and understanding of the world.

	Reception	Y1	Y2	Y3	Y4	Y5	Y6
Word Reading	Skills I can say a sound for each letter in the alphabet and at least 10 digraphs.	Skills I can apply my phonic knowledge and skills to decode words.	Skills I can continue to apply phonic knowledge and skills to decode words, until automatic decoding has become embedded and my reading is fluent.	Skills I can apply my 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 I meet.	Skills I can apply my 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 I meet.	Skills I can apply my 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 I meet.	Skills I can apply my 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 I meet.
	I can read words consistent with their phonic knowledge by sound-blending.	I can respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.	I can read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.	I can read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.	I can read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.	Appendix 1 Endings which sound like /ʃəs/ spelt -cious or -tious.	Appendix 1 Endings which sound like /ʃəs/ spelt -cious or -tious.
	I can read aloud simple sentences and books that are consistent with my phonic knowledge, including some common exception words.	I can read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.	I can read accurately words of two or more syllables that contain the same graphemes as above.	Appendix 1 Adding suffixes beginning with vowel letters to words of more than one syllable	Appendix 1 Adding suffixes beginning with vowel letters to words of more than one syllable	Words ending in -ant, -ance/-ancy, -ent, -ence/-ency	Words ending in -ant, -ance/-ancy, -ent, -ence/-ency
	I can read individual letters by saying the sounds for them.	I can read common exception words, noting unusual correspondences between spelling and sound, and where these occur in the word.	I can read words containing common suffixes.	The /i/ sound spelt y elsewhere than at the end of words	The /i/ sound spelt y elsewhere than at the end of words	Words ending in -able and -ible	Words ending in -able and -ible
	I can blend sounds into words, so that I can read short words made up of letter-sound correspondences.		I can read further common exception words, noting unusual correspondence between spelling and sound, and where	The /ʌ/ sound spelt ou	The /ʌ/ sound spelt ou	Words ending in -ably and -ibly	Words ending in -ably and -ibly
	I can read some letter groups that each represent one sound and say sounds for them.					Adding suffixes beginning with vowel letters to words ending in -fer	Adding suffixes beginning with vowel letters to words ending in -fer
	I can read simple phrases and sentences made up of words with known letter-sound					Use of the hyphen	Use of the hyphen
						Use of the hyphen	Words with the /i/ sound spelt ei after c

	correspondences and, where necessary, a few common exception words. I can develop my phonological awareness, so that I can: - spot and suggest rhymes - count or clap syllables in words - recognise words with the same initial sound, such as money and mother I can engage in extended conversations about stories, learning new vocabulary.	I can read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings. I can read other words of more than one syllable that contain taught GPCs. I can read words with <i>contractions</i>, and understand that the apostrophe represents the omitted letter(s). I can read books aloud, accurately that are consistent with my developing phonic knowledge and that do not require me to use other strategies to work out words. I can re-read these books to build up my fluency and confidence in word reading.	these occur in the word. I can read most words quickly and accurately, without overt sounding and blending when they have been frequently encountered. I can read aloud books closely matched to my improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. I can re-read these books to build up my fluency and confidence in word reading.	Prefixes In- un- dis- mis- re- sub- inter- super- anti- auto - The suffix -ation, ly, ous Endings which sound like /ʃən/, spelt -tion, -sion, -ssion, -cian Words with: the /k/ sound spelt ch the /ʃ/ sound spelt ch the /s/ sound spelt sc the /ei/ sound spelt ei, eigh, or ey Words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que Possessive apostrophe with plural words Homophones and near-homophones	Prefixes In- un- dis- mis- re- sub- inter- super- anti- auto - The suffix -ation, ly, ous Endings which sound like /ʃən/, spelt -tion, -sion, -ssion, -cian Words with: the /k/ sound spelt ch the /ʃ/ sound spelt ch the /s/ sound spelt sc the /ei/ sound spelt ei, eigh, or ey Words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que Possessive apostrophe with plural words Homophones and near-homophones	Words with the /i/ sound spelt ei after c Words containing the letter-string ough Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word) Homophones and other words that are often confused	Words containing the letter-string ough Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word) Homophones and other words that are often confused
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Comprehension	I can build up vocabulary that reflects the breadth of my experiences. I can answer 'how' and 'why' questions about my experiences and in response to stories or events I can suggest how a story might end. I can describe main story settings, events and principal characters. I can follow a story without pictures or props.	I can discuss word meanings, linking new meanings to those already known. I can infer basic points with direct reference to the pictures and words in the text. I can predict what might happen based on what has been read so far. I can express views about events or characters. I can answer a question about what has just happened in a story. I can retell familiar stories orally e.g. fairy stories and traditional tales.	I can discuss and clarify the meanings of words; link new meanings to known. I can make inferences about characters' feelings using what they say and do. I can make predictions using their own knowledge as well as what has happened so far. I can explain and discuss my understanding of books and poems. I can remember significant event and key information about the text that I have read. I can begin to discuss how events are linked focusing on the main content of the story.	I can find the meaning of new words using substitution within a sentence. I can infer characters' feelings, thoughts and motives from their stated actions. I can use relevant prior knowledge to make predictions and justify them. I can identify how language, structure, and presentation contribute to meaning of both fiction and non-fiction texts. I can use the skill of 'skim and scan' to retrieve details. I can identify the main ideas drawn from a key paragraph or page and summarise these.	I can discuss why words have been chosen and the effect these have on the reader. I can infer characters' feelings, thoughts and motives from their stated actions. I can predict what might happen from details stated and implied. I can identify how language, structure, and presentation contribute to meaning. I can confidently skim and scan texts to record details, using relevant quotes to support their answers to questions. I can summarise whole paragraphs, chapters or texts.	I can read around the word' & explore its meaning in the broader context of a section. I can use figurative language to infer meaning. I can support predictions with relevant evidence from the text. I can provide increasingly reasoned justification for my views. I can retrieve and record information from a fiction or non-fiction text. I can summarise the main ideas drawn from more than one paragraph, page, chapter or the entire text identifying key details to support the main ideas.	I can explore the meaning of words in context by 'reading around the word' and independently explore its meaning in the broader context of a section or paragraph. I can draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. I can confirm and modify predictions in light of new information. I can distinguish between fact, opinion and bias explaining how they know this. I can confidently skim and scan, and also use the skill of reading before and after to retrieve information. I can summarise entire texts, in addition to chapters or paragraphs, using a limited amount of words or paragraphs.
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Reading for Pleasure	Skills I can re-read books to build up my confidence in word reading, my fluency and understanding and enjoyment I can enjoy listening to longer stories and can remember much of what happens.	Skills I can 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 I can read independently; Linking what I read or hear to my 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	Skills I can 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 I 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	Skills I can develop positive attitudes to reading, and an understanding of what I read, by: 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.	Skills I can develop positive attitudes to reading, and an understanding of what I 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 I have read. Increasing my 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.	Skills I can maintain positive attitudes to reading and an understanding of what I 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 my 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 I have	Skills I can maintain positive attitudes to reading and an understanding of what I 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 my 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 I have read to my peers, giving reasons for my choices.
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		those already known	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 my 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.	Knowing that writers choose words and language to create an effect on the reader. Discussing a range of narrative stories and their similarities and differences. Choosing books for specific purposes. Recognising words and language that show the setting of a book – historical, cultural or social. Explaining why a writer makes choices about words and language used to create effect. Making connections between books written by the same author. Retelling some of the stories written by the same author	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. Finding words and language in reading that writers have used to show atmosphere, mood or feelings. Recognising some different forms of poetry.	read to my peers, giving reasons for my 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.	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. Give my personal point of view about a text. Explain the reason for a viewpoint, using evidence from the text. Listen to others' ideas and opinions about a text.
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Vocabulary	<u>Skills</u> 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. Use a wider range of vocabulary.	<u>Vocabulary</u> <u>Vocabulary</u> Phoneme Grapheme Blending Digraph Trigraph Segmenting Fairy tale Traditional tale Fiction Non-fiction Poem, poetry <u>VIPERS vocabulary 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