

CURRICULUM	Reading			SUBJE	CT LEAD	Catherin	e Woodward
SUBJECT							
What are the end points in the subject you lead?			to read easily, fluently and with good understanding,				
			 to develop 	the habit of reading	widely and often, i	for both pleasure	e and information
			(meaning),				
			 to acquire a 	ı wide vocabulary an	d understanding o	f grammar and k	nowledge of the
			linguistic co	nventions for readin	g, writing and spo	ken language,	
			 to apprecia 	te our rich and varie	d literary heritage	,	
			 to use discu 	ussion in order to lea	arn; they should be	e able to elabora	te and explain clearly
			their under	standing and ideas,			
			to be competent in the arts of speaking and listening, making formal presentations,				
			demonstrat	ing to others and pa	rticipate in debate	·.	•
How is the curriculu	m at Woodley Pr	imary School sequen	ced towards those	e end points?			
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Knowledge and Skills	EYFS	Year I	Year 2	Year 3	Year 4	Year 5	Year 6
Spoken Language		- listen and respond ap	propriately to adults a	nd their peers			
Spoken Language		- ask relevant questions to extend their understanding and knowledge					
		- ask relevant questions			lge		
		- use relevant strategie	s to extend their unde s to build their vocabu	erstanding and knowled	lge		
		- use relevant strategie - articulate and justify a	s to extend their unde s to build their vocabunswers, arguments an	erstanding and knowled Ilary d opinions			
		use relevant strategiearticulate and justify agive well-structured of	s to extend their under s to build their vocabu inswers, arguments an descriptions, explanation	erstanding and knowled ulary d opinions ons and narratives for	different purposes, i		
		 use relevant strategie articulate and justify a give well-structured o maintain attention and 	s to extend their under s to build their vocabu inswers, arguments an descriptions, explanation	erstanding and knowled ulary d opinions ons and narratives for	different purposes, i		
		 use relevant strategie articulate and justify a give well-structured o maintain attention and comments 	s to extend their under s to build their vocabu inswers, arguments an lescriptions, explanation d participate actively in	erstanding and knowled ulary d opinions ons and narratives for n collaborative convers	different purposes, is sations, staying on to	opic and initiating	and responding to
		 use relevant strategie articulate and justify a give well-structured o maintain attention and comments use spoken language t 	s to extend their under s to build their vocabu inswers, arguments an lescriptions, explanation d participate actively in to develop understand	erstanding and knowled ulary d opinions ons and narratives for n collaborative convers ling through speculatin	different purposes, is sations, staying on to g, hypothesising, image,	opic and initiating	and responding to
		 use relevant strategie articulate and justify a give well-structured of maintain attention and comments use spoken language t speak audibly and flue 	s to extend their under s to build their vocabu inswers, arguments an lescriptions, explanation d participate actively in to develop understand antly with an increasing	erstanding and knowled ulary d opinions ons and narratives for n collaborative convers ling through speculating g command of Standard	different purposes, is sations, staying on to g, hypothesising, imade denglish	opic and initiating	and responding to
		 use relevant strategie articulate and justify a give well-structured of maintain attention and comments use spoken language t speak audibly and flue participate in discussion 	s to extend their under s to build their vocabu- inswers, arguments an elescriptions, explanation d participate actively in to develop understand ently with an increasing ons, presentations, pe	erstanding and knowled ulary d opinions ons and narratives for n collaborative convers ling through speculating g command of Standard rformances, role play,	different purposes, is sations, staying on to g, hypothesising, imade denglish	opic and initiating	and responding to
		 use relevant strategie articulate and justify a give well-structured of maintain attention and comments use spoken language t speak audibly and flue 	s to extend their under s to build their vocabu- inswers, arguments an descriptions, explanation d participate actively in to develop understand ently with an increasing ons, presentations, pe- nitor the interest of t	erstanding and knowled ulary d opinions ons and narratives for n collaborative convers ling through speculating g command of Standard rformances, role play, he listener(s)	different purposes, is sations, staying on to g, hypothesising, imade English improvisations and s	opic and initiating agining and explor	and responding to
		- use relevant strategie - articulate and justify a - give well-structured of - maintain attention and comments - use spoken language t - speak audibly and flue - participate in discussion - gain, maintain and mo - consider and evaluate - select and use approp	s to extend their under s to build their vocable inswers, arguments an descriptions, explanation d participate actively in to develop understand ently with an increasing ons, presentations, per nitor the interest of to different viewpoints,	erstanding and knowled ulary d opinions ons and narratives for a collaborative convers ling through speculating g command of Standard rformances, role play, he listener(s) attending to and building ective communication.	different purposes, is sations, staying on to g, hypothesising, imade English improvisations and the contribut	opic and initiating a agining and explor debates ions of others	and responding to
Word Reading	Apply phonics	- use relevant strategie - articulate and justify a - give well-structured of - maintain attention and comments - use spoken language t - speak audibly and flue - participate in discussion - gain, maintain and mo - consider and evaluate - select and use approp - Respond speedily	s to extend their under s to build their vocable in the second their vocable in the second the second to be s	erstanding and knowled ulary d opinions ons and narratives for n collaborative convers ling through speculating g command of Standard rformances, role play, the listener(s) attending to and building ective communication.	different purposes, is sations, staying on to g, hypothesising, imade and emprovisations are emproved the emprovisations and emprovisations are emproved the emprovisations are emproved the emprovisations and emprovisations are emprovisations and emprovisations are emprovisations are emprovisations and emprovisations are emprovisations	opic and initiating agining and explor debates ions of others	and responding to ing ideas ve attitudes to reading
Word Reading	knowledge and	- use relevant strategie - articulate and justify a - give well-structured of - maintain attention and comments - use spoken language t - speak audibly and flue - participate in discussion - gain, maintain and mo - consider and evaluate - select and use approp - Respond speedily with the correct	s to extend their under sto build their vocabulanswers, arguments and lescriptions, explanation of participate actively in the develop understandently with an increasing ons, presentations, penitor the interest of the different viewpoints, oriate registers for effect of the continue to apply phonic knowledge	erstanding and knowled ulary d opinions ons and narratives for n collaborative convers ling through speculating g command of Standard rformances, role play, he listener(s) attending to and building ective communication. - apply their growing root words, prefixes	different purposes, is sations, staying on to g, hypothesising, imade and english improvisations and english on the contribut knowledge of and suffixes	opic and initiating agining and explored debates ions of others - maintain positing and understanding and understanding and incomplete and i	and responding to ing ideas we attitudes to reading ng of what they read by:
Word Reading	knowledge and skills as the route	- use relevant strategie - articulate and justify a - give well-structured of - maintain attention and comments - use spoken language t - speak audibly and flue - participate in discussion - gain, maintain and mo - consider and evaluate - select and use approp - Respond speedily with the correct sound to graphemes	s to extend their under sto build their vocabulanswers, arguments and lescriptions, explanated participate actively into develop understandantly with an increasing ons, presentations, penitor the interest of the different viewpoints, oriate registers for efferent continue to apply phonic knowledge and skills as the	erstanding and knowled alary d opinions ons and narratives for a collaborative conversing through speculating command of Standard formances, role play, the listener(s) attending to and buildisective communication apply their growing root words, prefixes (etymology and morp	different purposes, is sations, staying on to g, hypothesising, imade and english improvisations and english on the contribut knowledge of and suffixes phology) as listed	agining and explor debates ions of others - maintain positi and understandii - continuing to r	and responding to ing ideas ve attitudes to reading ng of what they read by: ead and discuss an
Word Reading	knowledge and	- use relevant strategie - articulate and justify a - give well-structured of - maintain attention and comments - use spoken language t - speak audibly and flue - participate in discussion - gain, maintain and mo - consider and evaluate - select and use approp - Respond speedily with the correct sound to graphemes for all 40+	s to extend their under sto build their vocabuils to build their vocabuils. It is to build their vocabuils are seriptions, explanated participate actively in the develop understand on the different viewpoints, or in the interest of the different viewpoints, or interest of the differ	erstanding and knowled alary d opinions ons and narratives for a collaborative conversing through speculating command of Standard formances, role play, the listener(s) attending to and buildisective communication apply their growing root words, prefixes (etymology and morpin English Appendix I	different purposes, is sations, staying on to g, hypothesising, imade and english improvisations are englished englished.	agining and explored debates ions of others - maintain position and understandire continuing to rincreasingly wide	and responding to ing ideas we attitudes to reading ng of what they read by: ead and discuss an e range of fiction, poetry,
Word Reading	knowledge and skills as the route to decode words	- use relevant strategie - articulate and justify a - give well-structured of - maintain attention and comments - use spoken language t - speak audibly and flue - participate in discussio - gain, maintain and mo - consider and evaluate - select and use approp - Respond speedily with the correct sound to graphemes for all 40+ phonemes, including,	s to extend their under to build their vocable inswers, arguments an escriptions, explanated participate actively into develop understandintly with an increasing ons, presentations, penitor the interest of the different viewpoints, oriate registers for effect on the interest of the different viewpoints, oriate registers for effect on the interest of the different viewpoints, oriate registers for effect on the interest of the different viewpoints, oriate registers for effect on the viewpoint of	erstanding and knowled alary d opinions ons and narratives for a collaborative conversing through speculating command of Standard formances, role play, the listener(s) attending to and buildistive communication. - apply their growing root words, prefixes (etymology and morp in English Appendix I aloud and to underst	different purposes, is sations, staying on to g, hypothesising, imade and english improvisations and the meaning of the stay in the stay ind the stay in the	agining and explored debates ions of others - maintain position and understanding continuing to rincreasingly wide plays, non-fictior	and responding to ing ideas we attitudes to reading ng of what they read by: ead and discuss an
Word Reading	knowledge and skills as the route	- use relevant strategie - articulate and justify a - give well-structured of - maintain attention and comments - use spoken language t - speak audibly and flue - participate in discussion - gain, maintain and mo - consider and evaluate - select and use approp - Respond speedily with the correct sound to graphemes for all 40+	s to extend their under sto build their vocabuils to build their vocabuils. It is to build their vocabuils are seriptions, explanated participate actively in the develop understand on the different viewpoints, or in the interest of the different viewpoints, or interest of the differ	erstanding and knowled alary d opinions ons and narratives for a collaborative conversing through speculating command of Standard formances, role play, the listener(s) attending to and buildisective communication apply their growing root words, prefixes (etymology and morpin English Appendix I	different purposes, is sations, staying on to g, hypothesising, imade and english improvisations and english in the meaning eneet.	agining and explored debates ions of others - maintain position and understandire continuing to rincreasingly wide	and responding to ing ideas we attitudes to reading ng of what they read by: ead and discuss an e range of fiction, poetry,

	Children read and	read accurately by	embedded and	spelling and sound, and where these	- reading books that are structured in
	nderstand simple	blending sounds in	reading is fluent -	occur in the word	different ways and reading for a range of
	entences. They	unfamiliar words	read accurately by		purposes
	se phonic	containing GPCs that	blending the		- increasing their familiarity with a wide
	nowledge to	have been taught	sounds in words		range of books, including myths, legends
de	ecode regular	- read common	that contain the		and traditional stories, modern fiction,
l w	ords and read	exception words,	graphemes taught		fiction from our literary heritage, and
th	nem aloud	noting unusual	so far, especially		books from other cultures and traditions
ac	ccurately. They	correspondences	recognising		
als	so read some	between spelling and	alternative sounds		
cc	ommon irregular	sound and where	for graphemes		
l we	ords. They	these occur in the	- read accurately		
de	emonstrate	word	words of two or		
ur	nderstanding	- read words	more syllables that		
W	hen talking with	containing taught	contain the same		
	thers about	GPCs and -s, -es, -	graphemes as		
W	hat they have	ing, -ed, -er and -est	above		
re	ead.	endings	- read words		
		- read other words	containing		
		of more than one	common suffixes -		
		syllable that contain	read further		
		taught GPCs	common		
		- read words with	exception words,		
		contractions [for	noting unusual		
		example, I'm, I'll,	correspondences		
		we'll], and	between spelling		
		understand that the	and sound and		
		apostrophe	where these occur		
		represents the	in the word		
		omitted letter(s) '	- read most words		
		- read aloud	quickly and		
		accurately books that	accurately,		
		are consistent with	without overt		
		their developing	sounding and		
		phonic knowledge	blending, when		
		and that do not	they have been		
		require them to use	frequently		
			encountered		
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		other strategies to	- read aloud books		
		work out words	closely matched to		
		- re-read these books	their improving		
		to build up their	phonic knowledge,		
		fluency and	sounding out		
		confidence in word	unfamiliar words		
		reading.	accurately,		
			automatically and		
			without undue		
			hesitation re-read		
			these books to		
			build up their		
			fluency and		
			confidence in		
			word reading.		
Comprehension	Early Learning	- develop pleasure in	 develop pleasure 	- develop positive attitudes to reading	- maintain positive attitudes to reading
	Goal	reading, motivation	in reading,	and understanding of what they read	and understanding of what they read by:
	Children read and	to read, vocabulary	motivation to	by:	- continuing to read and discuss an
	understand simple	and understanding by:	read, vocabulary	- listening to and discussing a wide	increasingly wide range of fiction, poetry,
	sentences. They	- listening to and	and understanding	range of fiction, poetry, plays, non-	plays, non-fiction and reference books or
	use phonic	discussing a wide	by:	fiction and reference books or	textbooks
	knowledge to	range of poems,	 listening to, 	textbooks	- reading books that are structured in
	decode regular	stories and non-	discussing and	- reading books that are structured in	different ways and reading for a range of
	words and read	fiction at a level	expressing views	different ways and reading for a range	purposes
	them aloud	beyond that at which	about a wide	of purposes	- increasing their familiarity with a wide
	accurately. They	they can read	range of	- using dictionaries to check the	range of books, including myths, legends
	also read some	independently	contemporary and	meaning of words that they have read	and traditional stories, modern fiction,
	common irregular	- being encouraged	classic poetry,	- increasing their familiarity with a wide	fiction from our literary heritage, and
	words. They	to link what they	stories and non-	range of books, including fairy stories,	books from other cultures and traditions
	demonstrate	read or hear read to	fiction at a level	myths and legends, and retelling some	- recommending books that they have
	understanding	their own	beyond that at	of these orally	read to their peers, giving reasons for
	when talking with	experiences	which they can	- identifying themes and conventions in	their choices
	others about	- becoming very	read	a wide range of books	- identifying and discussing themes and
	what they have	familiar with key	independently	- preparing poems and play scripts to	conventions in and across a wide range of
	read.	stories, fairy stories	- discussing the	read aloud and to perform, showing	writing
		and traditional tales,	sequence of	understanding through intonation,	- making comparisons within and across
		retelling them and	events in books	tone, volume and action	books
		considering their	and how items of		

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

information are

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

words, linking new

known vocabulary

- discussing their

favourite words

- continuing to

repertoire of

some, with

appropriate

intonation to

clear

poems learnt by

heart, appreciating

these and reciting

make the meaning

- discussing and

clarifying the

meanings of

meanings to

and phrases

build up a

related

- becoming

increasingly

- 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 one 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

- 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 one 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

	edicting what	- understand both	- explain and discuss their understanding
	tht happen on the	the books that	of what they have read, including through
basis	is of what has	they can already	formal presentations and debates,
beer	en read so far	read accurately	maintaining a focus on the topic and using
- pa	articipate in	and fluently and	notes where necessary
disc	cussion about	those that they	- provide reasoned justifications for their
wha	at is read to them,	listen to by:	views.
takir	ing turns and	- drawing on what	
liste	ening to what	they already know	
othe	ers say	or on background	
- ex	cplain clearly their	information and	
	derstanding of	vocabulary	
wha	at is read to them.	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	

the constant for
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. Notes
and guidance
(non-statutory)