

Curriculum Concepts:

Decoding

Retrieval

Inference

Enjoyment

Intended Outcomes - by the end of key stage 2, all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

| Concepts/Areas of | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|-------------------|--|---|---|--|--|--|--|
| Learning | | | | | | | |
| Decoding | Say a sound for each letter in the alphabet and at least 10 diagraphs. Read words consistent with phonic knowledge by sound blending. Read aloud simple sentences and books that are consistent with their phonic knowledge including some common exception words. | •apply phonic knowledge to decode words •speedily read all 40+ letters/groups for 40+ phonemes •read accurately by blending taught GPC •read common exception words •read common suffixes (-s, -es, -ing, -ed, etc.) •read multisyllable words containing taught GPCs •read contractions and understanding use of apostrophe •read aloud phonically-decodable texts | *secure phonic decoding until reading is fluent *read accurately by blending, including alternative sounds for graphemes *read multisyllable words containing these graphemes *read common suffixes *read exception words, noting unusual correspondances *read most words quickly & accurately without overt sounding and blending | *apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet *read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word | *apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet *read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word | *apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet | *apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet |
| Range of Reading | •Engage actively in stories, non-fiction, rhymes and poems. | Iistening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently being encouraged to | *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 | *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 | *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 | *continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non- fiction and reference books or textbooks *reading books that | *continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non- fiction and reference books or textbooks *reading books that |



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| | | link what they read or | which they canread | ways and reading for a | ways and reading for a | are structured in | are structured in |
|------------------|---------------------------|--------------------------|---------------------------|------------------------|------------------------|--|--|
| | ' | hear read to their own | independently | range of purposes | range of purposes | different ways and | different ways and |
| | ' | experiences | maependentry | Tunge of purposes | Tunge of purposes | reading for a range of | reading for a range of |
| | | experiences | | | | purposes *making comparisons within and across books | purposes *making comparisons within and across books |
| Familiarity with | Being read to | *becoming very | *becoming increasingly | *increasing their | *increasing their | *increasing their | *increasing their |
| • | frequently and engaging | familiar with key | familiar with and | familiarity with a | familiarity with a | familiarity with a | familiarity with a |
| texts | actively in stories, non- | stories, fairy stories | retelling a widerrange | wide range of books, | wide range of books, | wide range of books, | wide range of books, |
| | fiction, rhymes and | and traditional tales, | of stories, fairy stories | including fairy | including fairy | including myths, | including myths, |
| | poems. | retelling them and | and traditional tales | stories, myths and | stories, myths and | legends and | legends and |
| | Through conversation, | considering their | *recognising simple | legends, and retelling | legends, and retelling | traditional stories, | traditional stories, |
| | storytelling and role | particular | recurring literary | some of these orally | some of these orally | modern fiction, | modern fiction, |
| | play. | characteristics | language in stories and | *identifying themes | *identifying themes | fiction from our | fiction from our |
| | ' | *recognising and joining | poetry | and conventions in a | and conventions in a | literary heritage, and | literary heritage, and |
| | ' | in with predictable | 1 | wide range of books | wide range of books | books from other | books from other |
| | ' | phrases | 1 | 1 | | cultures and | cultures and |
| | ' | ! | 1 | | ' | traditions | traditions |
| | ' | ! | 1 | | ' | *identifying and | *identifying and |
| | ' | | 1 | 1 | ' | discussing themes and | discussing themes and |
| | ' | ! | 1 | 1 | ' | conventions in and | conventions in and |
| | ' | ! | 1 | | ' | across a wide range | across a wide range of |
| | ' | | 1 | | ' | of writing | writing |
| | | *learning to | *continuing to build | *preparing poems and | *preparing poems and | *learning a wider range | *learning a wider range |
| Poetry & | ' | appreciate rhymes | up a repertoire of | play scripts to read | play scripts to read | of poetry by heart | of poetry by heart |
| Performance | ' | and poems, and to | poems learnt by | aloud and to perform, | aloud and toperform, | preparing poems and | preparing poems and |
| rer i or munice | ' | recite some by heart | heart, appreciating | showing understanding | showing understanding | plays to read aloud and | plays to read aloud and |
| | ' | | these and reciting | through intonation, | through intonation, | to perform, showing | to perform,showing |
| | ' | | some, with | tone, volume and | tone, volume and | understanding through | understanding through |
| | ' | | appropriate | action | action | intonation, tone and | intonation, tone and |
| | ' | | intonation to make | *recognising some | *recognising some | volume so that the | volume so that the |
| | · | ! | the meaning clear | different forms of | different forms of | meaning is clear to an | meaning is clear to an |



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| | | | _ | poetry | poetry | audience | audience |
|---------------|-----------------------|---------------------------|------------------------|-------------------------|-------------------------|-------------------------|-------------------------|
| Word meanings | Through | *discussing word | *discussing and | *using dictionaries | *using dictionaries | | |
| | conversation, | meanings, linking | clarifying the | to check the meaning | to check the meaning | | |
| | storytelling and | new meanings to | meanings of words, | of words that they | of words that they | | |
| | role-play. | those already | linking new meanings | have read | have read | | |
| | | known | to known vocabulary | | | | |
| | | | *discussing their | | | | |
| | | | favourite words and | | | | |
| | | | phrases | | | | |
| Understanding | Engaging in the world | *drawing on what they | *discussing the | *checking that the | *checking that the | * checking that the | * checking that the |
| | around them including | already know or on | sequence of events in | text makes sense to | text makes sense to | book makes sense to | book makes sense to |
| | books, rhymes, poems | background | books and howitems | them, discussing their | them, discussing their | them, discussing their | them, discussing their |
| | and songs. | information and | of information are | understanding and | understanding and | understanding and | understanding and |
| | | vocabulary provided by | related | explaining the meaning | explaining the meaning | exploring the meaning | exploring the meaning |
| | | the teacher | *drawing on what they | of words in context |
| | | *checking that the | already know or on | *asking questions to | *asking questions to | *asking questions to | *asking questions to |
| | | text makes sense to | background information | improve their | improve their | improve their | improve their |
| | | them as they read and | and vocabulary | understanding of a | understanding of a | understanding | understanding |
| | | correcting inaccurate | provided by the | text | text | *summarising the main | *summarising the main |
| | | reading | teacher | *identifying main ideas | *identifying main ideas | ideas drawn from more | ideas drawn from |
| | | | *checking that the | drawn from more than | drawn from more than | than one paragraph, | more than one |
| | | | text makes sense to | one paragraph and | one paragraph and | identifying key details | paragraph, identifying |
| | | | them as they readand | summarising these | summarising these | to support the main | key details to support |
| | | | correcting inaccurate | | | ideas | the main ideas |
| | | | reading | | | | |
| Inference | | *discussing the | *making inferences on | *drawing inferences | *drawing inferences | *drawing inferences | *drawing inferences |
| 2117 01 01100 | | significance of the title | the basis of what is | such as inferring | such as inferring | such as inferring | such as inferring |
| | | and events | being said and done | characters' feelings, | characters' feelings, | characters' feelings, | characters' feelings, |
| | | *making inferences on | *answering and asking | thoughts and motives | thoughts and motives | thoughts and motives | thoughts and motives |
| | | the basis of what is | questions | from their actions, and |
| | | being said and done | | justifying inferences | justifying inferences | justifying inferences | justifying inferences |



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with evidence

- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
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with evidence

| | | | | with evidence | with evidence | with evidence | with evidence |
|---------------------|---------------------|------------------------|------------------------|------------------------|------------------------|------------------------|---|
| Duadiation | | *predicting what | *predicting what might | *predicting what might | *predicting what might | *predicting what might | *predicting what |
| Prediction | | might happen on the | happen on the basis of | happen from details | happen from details | happen from details | might happen from |
| | | basis of what has been | what has been read so | stated and implied | stated and implied | stated and implied | details stated and |
| | | read so far | far | | | | implied |
| | | | | *discussing words and | *discussing words and | *identifying how | *identifying how |
| Authorial | | | | phrases that capture | phrases that capture | language, structure | language, structure |
| Intent | | | | the reader's interest | the reader's interest | and presentation | and presentation |
| 21110111 | | | | and imagination | and imagination | contribute to | contribute to |
| | | | | *identifying how | *identifying how | meaning | meaning |
| | | | | language, structure, | language, structure, | *discuss and evaluate | *discuss and evaluate |
| | | | | and presentation | and presentation | how authors use | how authors use |
| | | | | contribute to | contribute to | language, including | language, including |
| | | | | meaning | meaning | figurative language, | figurative language, |
| | | | | | | considering the | considering the |
| | | | | | | impact on the reader | impact on the reader |
| Non-fiction | | | *being introduced | *retrieve and record | *retrieve and record | *distinguish between | *distinguish between |
| 11011 1011011 | | | to non-fiction | information from non- | information from non- | statements of fact and | statements of fact and |
| | | | books that are | fiction | fiction | opinion | opinion |
| | | | structured in | | | *retrieve, record | *retrieve, record |
| | | | different ways | | | and present | and present |
| | | | , | | | information from | information from |
| | | | | | | non-fiction | non-fiction |
| Discussing reading | Through quality | *participate in | *participate in | *participate in | *participate in | *recommending books | *recommending books |
| Cibbabbing r saamig | conversations with | discussion about | discussion about | discussion about both | discussion about both | that they have read to | that they have read to |
| | adults and peers in | what is read to | books, poems & other | books that are read to | books that are read to | their peers, giving | their peers, giving |
| | a language rich | them, taking turns | works that are read | them and those they | them and those they | reasons for their | reasons for their |
| | environment. | and listening to | to them & those that | can read for | can read for | choices | choices |
| | | what others say | they can read for | themselves, taking | themselves, taking | *participate in | *participate in |
| | | *explain clearly | themselves, taking | turns and listening to | turns and listening to | discussions about | discussions about |
| | | their understanding | turns and listening to | what others say | what others say | books, building on | books, building on |
| | l . | 1 3 | 1 3 | | | | , |



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| of what is read to | what otherssay | their own and others' | their own and others' |
|--------------------|-------------------------|-----------------------|-----------------------|
| them | *explain and discuss | ideas and challenging | ideas and challenging |
| | their understanding of | views courteously | views courteously |
| | books, poemsand other | *explain and discuss | *explain and discuss |
| | material, both those | their understanding | their understanding |
| | that they listen to and | of what they have | of what they have |
| | those that they read | read, including | read, including |
| | for themselves | through formal | through formal |
| | | presentations and | presentations and |
| | | debates, *provide | debates, *provide |
| | | reasoned | reasoned |
| | | justifications for | justifications for |
| | | their views | their views |