



# Reading Curriculum

Bosley St. Mary's CE Primary School



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# Word Reading - Progression in Knowledge and Skills

| Year | Knowledge                                                                                                                                                                                                                                                                                                              | Skills                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
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| EYFS | <p>Word Reading ELG:</p> <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>Three- and Four-Year-Olds will be learning to:</p> <ul style="list-style-type: none"> <li>• Develop their phonological awareness, so that they can:               <ul style="list-style-type: none"> <li>- spot and suggest rhymes</li> <li>- count or clap syllables in a word</li> <li>- recognise words with the same initial sound, such as money and mother</li> </ul> </li> </ul> <p>Children in Reception will be learning to:</p> <ul style="list-style-type: none"> <li>• Read individual letters by saying the sounds for them.</li> <li>• Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</li> <li>• Read some letter groups that each represent one sound and say sounds for them.</li> <li>• Read a few common exception words matched to the school's phonic programme.</li> <li>• Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</li> </ul>                         |
| 1    | <p>To know how to blend sounds in unfamiliar words containing GPCs that have been taught.</p>                                                                                                                                                                                                                          | <ul style="list-style-type: none"> <li>• apply phonic knowledge and skills as the route to decode words.</li> <li>• respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.</li> <li>• read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</li> <li>• read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings.</li> <li>• read other words of more than one syllable that contain taught GPCs.</li> <li>• read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s).</li> <li>• read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.</li> <li>• re-read these books to build up their fluency and confidence in word reading.</li> </ul> |
| 2    | <p>To know how to blend sounds in unfamiliar words containing GPCs that have been taught.</p>                                                                                                                                                                                                                          | <ul style="list-style-type: none"> <li>• continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</li> <li>• read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |

| Year | Knowledge                                                                                                                                                                                                                                                                                                                                  | Skills                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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|      |                                                                                                                                                                                                                                                                                                                                            | <ul style="list-style-type: none"> <li>• read accurately words of two or more syllables that contain the same graphemes as above</li> <li>• read words containing common suffixes</li> <li>• read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> <li>• read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</li> <li>• read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</li> <li>• re-read these books to build up their fluency and confidence in word reading.</li> </ul> |
| 3    | <p>To know how to apply their growing knowledge of root words, prefixes and suffixes. (morphology and etymology), when reading aloud.</p> <p>To understand the meaning of new words they meet</p> <p>To read further exception words, noting the unusual correspondence between spelling and sound, and where these occur in the word.</p> | See <a href="#">English appendix 1</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| 4    | <p>To know how to apply their growing knowledge of root words, prefixes and suffixes. (morphology and etymology), when reading aloud.</p> <p>To understand the meaning of new words they meet</p>                                                                                                                                          | See <a href="#">English appendix 1</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |

| Year | Knowledge                                                                                                                                                        | Skills                                 |
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|      | To read further exception words, noting the unusual correspondence between spelling and sound, and where these occur in the word.                                |                                        |
| 5    | <p>To know how to read aloud root words, prefixes and suffixes (morphology and etymology).</p> <p>To understand the meaning of most new words that they meet</p> | See <a href="#">English appendix 1</a> |
| 6    | <p>To know how to read aloud root words, prefixes and suffixes (morphology and etymology).</p> <p>To understand the meaning of most new words that they meet</p> | See <a href="#">English appendix 1</a> |

## Comprehension - Progression in Knowledge and Skills

| Year | Knowledge                                                                                                                                                                                                                                                                                                                                                                                            | Skills                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
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| EYFS | <p>Comprehension ELG:</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>Three- and Four-Year-Olds will be learning to:</p> <ul style="list-style-type: none"> <li>Understand the five key concepts about print: <ul style="list-style-type: none"> <li>print has meaning</li> <li>the names of the different parts of a book</li> <li>print can have different purposes</li> <li>page sequencing</li> <li>we read English text from left to right and from top to bottom</li> </ul> </li> <li>Engage in extended conversations about stories, learning new vocabulary</li> </ul> <p>Children in Reception will be learning to:</p> <ul style="list-style-type: none"> <li>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</li> </ul> |
| 1    | <p>To develop pleasure in reading, motivation to read, vocabulary and understanding.</p>                                                                                                                                                                                                                                                                                                             | <ul style="list-style-type: none"> <li>listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.</li> <li>be encouraged to link what they read or hear read to their own experiences.</li> <li>become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.</li> <li>recognise and join in with predictable phrases.</li> <li>learn to appreciate rhymes and poems, and to recite some by heart.</li> <li>discuss word meanings, linking new meanings to those already known.</li> </ul>                                                                                       |
|      | <p>To understand both the books they can already read accurately and fluently and those they listen to.</p>                                                                                                                                                                                                                                                                                          | <ul style="list-style-type: none"> <li>draw on what they already know or on background information and vocabulary provided by the teacher.</li> <li>check that the text makes sense to them as they read and correcting inaccurate reading.</li> <li>discuss the significance of the title and events.</li> <li>make inferences on the basis of what is being said and done.</li> <li>predict what might happen on the basis of what has been read so far</li> </ul>                                                                                                                                                                                                                                                                   |

| Year | Knowledge                                                                                                   | Skills                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
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|      |                                                                                                             | <ul style="list-style-type: none"> <li>• participate in discussion about what is read to them, taking turns and listening to what others say.</li> <li>• explain clearly their understanding of what is read to them.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| 2    | <p>To develop pleasure in reading, motivation to read, vocabulary and understanding.</p>                    | <ul style="list-style-type: none"> <li>• 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</li> <li>• discussing the sequence of events in books and how items of information are related</li> <li>• becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</li> <li>• being introduced to non-fiction books that are structured in different ways</li> <li>• recognising simple recurring literary language in stories and poetry</li> <li>• discussing and clarifying the meanings of words, linking new meanings to known vocabulary</li> <li>• discussing their 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</li> </ul> |
|      | <p>To understand both the books they can already read accurately and fluently and those they listen to.</p> | <ul style="list-style-type: none"> <li>• consistently draw on what they already know or on background information and vocabulary provided by the teacher</li> <li>• checking that the text makes sense to them as they read and correcting inaccurate reading</li> <li>• making mature inferences on the basis of what is being said and done</li> <li>• answering and asking questions</li> <li>• sensibly predict what might happen on the basis of what has been read so far</li> <li>• 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.</li> <li>• explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</li> </ul>                                                                                                                  |
| 3    | <p>To know how to develop positive attitudes to reading and understanding of what they read.</p>            | <ul style="list-style-type: none"> <li>• listen to and discuss an increasingly wider range of fiction, poetry, plays, non-fiction and reference books or textbooks.</li> <li>• read a few books that are structured in different ways and read for a range of purposes.</li> <li>• increase their familiarity with a range of books, including fairy stories, myths and legends, and retelling some of these orally.</li> <li>• begin to identify themes and conventions in a wider range of books.</li> <li>• begin to prepare poems and play scripts to read aloud and to perform.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                      |

| Year | Knowledge                                                                                               | Skills                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
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|      |                                                                                                         | <ul style="list-style-type: none"> <li>• begin to show understanding through intonation, tone, volume and action.</li> <li>• discuss some words and phrases that capture the reader's interest and imagination.</li> <li>• begin to recognise some different forms of poetry [for example, free verse, narrative poetry].</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|      | To continue learning how to use a dictionary e.g. searching for words which begin with the same letter. | <ul style="list-style-type: none"> <li>• begin to use dictionaries to check the meaning of words that they have read.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|      | To understand what they read.                                                                           | <ul style="list-style-type: none"> <li>• check that the age-related text makes sense to them, discuss their understanding and explain the meaning of words in context.</li> <li>• ask some questions to improve their understanding of a text.</li> <li>• draw some inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify some inferences with evidence.</li> <li>• predict what might happen from details stated and implied with some accuracy.</li> <li>• begin to identify main ideas drawn from more than one paragraph and summarising these</li> <li>• begin to identify how language, structure, and presentation contribute to meaning with some accuracy</li> <li>• begin to retrieve and record some information from non-fiction</li> <li>• participate in age-related discussions about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</li> </ul> |
| 4    | To know how to develop positive attitudes to reading and understanding of what they read.               | <ul style="list-style-type: none"> <li>• listen to and discuss an increasingly wider range of fiction, poetry, plays, non-fiction and reference books or textbooks.</li> <li>• read a some books that are structured in different ways and read for a range of purposes.</li> <li>• Increase their familiarity with a wider range of books, including fairy stories, myths and legends, and retelling some of these orally.</li> <li>• Identify themes and conventions in a wider range of books.</li> <li>• Prepare poems and play scripts to read aloud and to perform.</li> <li>• Show understanding through intonation, tone, volume and action.</li> <li>• Discuss a wider range of words and phrases that capture the reader's interest and imagination.</li> <li>• To recognise some different forms of poetry [for example, free verse, narrative poetry].</li> </ul>                                                                                                             |



| Year | Knowledge                                                                                               | Skills                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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|      | To continue learning how to use a dictionary e.g. searching for words which begin with the same letter. | <ul style="list-style-type: none"> <li>• use dictionaries to check the meaning of words that they have read.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|      | To understand what they read.                                                                           | <ul style="list-style-type: none"> <li>• check that the age-related text makes sense to them, discuss their understanding and explain the meaning of words in context.</li> <li>• To ask some questions to improve their understanding of a text.</li> <li>• Draw some inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify some inferences with evidence.</li> <li>• Predict what might happen from details stated and implied with some accuracy.</li> <li>• identify main ideas drawn from more than one paragraph and summarising these</li> <li>• identify how language, structure, and presentation contribute to meaning with some accuracy</li> <li>• retrieve and record some information from non-fiction</li> <li>• participate in age-related discussions about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</li> </ul>             |
| 5    | To know how to maintain a positive attitude towards reading for the majority of the time.               | <ul style="list-style-type: none"> <li>• continue to read and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>• read some books that are structured in different ways and reading for a range of purposes</li> <li>• increase 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</li> <li>• recommend books that they have read to their peers, giving reasons for their choices</li> <li>• identify and discuss themes and conventions in and across a wide range of writing</li> <li>• make comparisons within and across books</li> <li>• learn a wide range of poetry by heart</li> <li>• prepare some 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</li> </ul> |
|      | To understand what they read.                                                                           | <ul style="list-style-type: none"> <li>• check that the age-related book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> <li>• ask a variety questions to improve their understanding</li> <li>• draw some inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |

| Year | Knowledge                                                                                 | Skills                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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|      |                                                                                           | <ul style="list-style-type: none"> <li>• predict what might happen from details stated and implied, with some accuracy</li> <li>• summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas, with increasing accuracy</li> <li>• identify how language, structure and presentation contribute to meaning, with some accuracy</li> <li>• distinguish between statements of fact and opinion, with some accuracy</li> <li>• retrieve, record and present information from non-fiction</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|      | To know the value of participating in discussions.                                        | <ul style="list-style-type: none"> <li>• begin to discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> <li>• participate in age-related 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</li> <li>• begin to 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</li> <li>• begin to provide reasoned justifications for their views</li> </ul>                                                                                                                                                                                                                                                                                                                                                                            |
| 6    | To know how to maintain a positive attitude towards reading for the majority of the time. | <ul style="list-style-type: none"> <li>• continue to read and discuss an increasingly wider range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>• read a wide variety of books that are structured in different ways and reading for a range of purposes</li> <li>• increase their familiarity with a much wider range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</li> <li>• recommend a wider range of books that they have read to their peers, giving reasons for their choices</li> <li>• identify and discuss themes and conventions in and across a wider range of writing</li> <li>• make comparisons within and across a wider range of books</li> <li>• learn a wide range of poetry by heart</li> <li>• prepare 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</li> </ul> |
|      | To understand what they read.                                                             | <ul style="list-style-type: none"> <li>• check that the age-related book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> <li>• ask a variety of questions to improve their understanding</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |

| Year | Knowledge                                          | Skills                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
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|      |                                                    | <ul style="list-style-type: none"> <li>• draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>• predict what might happen from details stated and implied</li> <li>• summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</li> <li>• identify how language, structure and presentation contribute to meaning</li> <li>• distinguish between statements of fact and opinion</li> <li>• retrieve, record and present information from non-fiction accurately</li> </ul> |
|      | To know the value of participating in discussions. | <ul style="list-style-type: none"> <li>• discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> <li>• 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</li> <li>• 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</li> <li>• provide reasoned justifications for their views</li> </ul>    |

## Vocabulary

- Vocabulary will be the context of the subject. Where there is a discreet spelling element, recommendations in English appendix 1 will be followed.