Our Curriculum

	What we will teach children to do over the course of the year in **Reading**	
	Word Reading	**Comprehension**
We would expect almost all children to achieve these things in Year 1	• match all 40+ graphemes to their phonemes. • blend sounds in unfamiliar words. • divide words into syllables. • read compound words. • read words with contractions and understand that the apostrophe represents the missing letters. • read phonetically decodable words. • read words that end with 's, -ing, -ed, -est • read words which start with un-. • add –ing, -edand –erto verbs. (Where no change is needed to the root word)	• say what I like and do not like about a text. • link what I have heard or read to my own experiences. • retell key stories orally using narrative language. • talk about the main characters within a well known story. • learn some poems and rhymes by heart. • use what I already know to understand texts. • check that my reading makes sense and go back to correct when it doesn't. • draw inferences from the text and/or the illustrations. (Beginning) • make predictions about the events in the text. • explain what I think a text is about.
We would expect almost all children to achieve these things in Year 2	• decode automatically and fluently. • blend sounds in words that contain the graphemes we have learnt. • recognise and read alternative sounds for graphemes. . • read words with common suffixes. • read common exception words. • read and comment on unusual correspondence between grapheme and phoneme. •I read most words quickly and accurately when I have read them before without sounding out and blending. • read most suitable books accurately, showing fluency and confidence.	talk about and give an opinion on a range of texts. • discuss the sequence of events in books and how they relate to each other. •I use prior knowledge, including context and vocabulary, to understand texts. • retell stories, including fairy stories and traditional tales. • read for meaning and check that the text makes sense. I go back and re-read when it does not makes sense. • find recurring language in stories and poems. • talk about my favourite words and phrases in stories and poems. • recite some poems by heart, with appropriate intonation. • answer and ask questions. • make predictions based on what I have read.

Our Curriculum

		• draw (simple) inferences from illustrations, events, characters' actions and speech.
We would expect almost all children to achieve these things in Year 3	• apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words. • read further exception words, noting the unusual correspondences between spelling and sound. • attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.	• read a range of fiction, poetry, plays, and non-fiction texts. • discuss the texts that I read. • read aloud and independently, taking turns and listening to others. • explain how non-fiction books are structured in different ways and can use them effectively. • explain some of the different types of fiction books. • ask relevant questions to get a better understanding of a text. • predict what might happen based on details I have. • draw inferences such as inferring a characters' feelings, thoughts and motives from their actions. • use a dictionary to check the meaning of unfamiliar words. • identify the main point of a text. • explain how structure and presentation contribute to the meaning of texts. • use non-fiction texts to retrieve information. • prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.
We would expect almost all children to achieve these things in Year 4	• apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words. • read further exception words, noting the unusual correspondences between spelling and sound. • attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.	• know which books to select for specific purposes, especially in relation to science, geography and history learning. • use a dictionary to check the meaning of unfamiliar words. • discuss and record words and phrases that writers use to engage and impact on the reader. • identify some of the literary conventions in different texts. • identify the (simple) themes in texts. • prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.

Our Curriculum

		• explain the meaning of words in context. • ask relevant questions to improve my understanding of a text. • infer meanings and begin to justify them with evidence from the text. • predict what might happen from details stated and from the information I have deduced. • identify where a writer has used precise word choices for effect to impact on the reader. • identify some text type organisational features, for example, narrative, explanation and persuasion. • retrieve information from non-fiction texts. • build on others' ideas and opinions about a text in discussion.
We would expect almost all children to achieve these things in Year 5	• apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words. • read further exception words, noting the unusual correspondences between spelling and sound. • attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words. • re-read and read ahead to check for meaning.	•is familiar with and can talk about a wide range of books and text types, including myths, legends and traditional stories and books from other cultures and traditions. discuss the features of each. • read non-fiction texts and identify the purpose, structure and grammatical features, evaluating how effective they are. • identify significant ideas, events and characters; and discuss their significance. • recite poems by heart, e.g. narrative verse, haiku. • prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action
We would expect almost all children to achieve these	• apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words. •use my combined knowledge of phonemes and word derivations to pronounce words correctly, e.g.	•is familiar with and can talk about a wide range of books and text types, including myths, legends and traditional stories and books from other cultures and traditions. discuss the features of each.

Our Curriculum

things in	arachnophobia. • attempt the pronunciation of unfamiliar words drawing on my prior knowledge of similar looking words. • read fluently, using punctuation to inform meaning.	• read books that are structured in different ways. • recognise texts that contain features from more than one text type. • evaluate how effectively texts are structured and presented. • read non-fiction texts to help with my learning. • read accurately and check that I understand. • recommend books to others and give reasons for my recommendation. • identify themes in texts. • identify and discuss the conventions in different text types. • identify the key points in a text. • recite a range of poems by heart, e.g. narrative verse, sonnet. • prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action.
Year 6		