Royston St John Reading Curriculum

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Decoding	• To identify the taught GPCs and sounds that letters make, including some diagraphs. • To blend the taught sounds to read CVC, CVCC & CCVC words. • To read some taught common exception, high frequency and familiar words. • To read sentences made up of words with taught sounds and common exception words.	• To apply phonics knowledge to decode words. • To read phonetically decodable texts aloud. • To read accurately by blending taught GPCs. • To read simple sentences and understand the meaning of these. • To speedily read all 40+ letters and groups of phonemes (including alternative sounds for graphemes). • To read Y1 common exception words (noting unusual links between spelling and sounds). • To read polysyllabic words containing taught grapheme, phoneme correspondence (GPCs). • To read common suffixes (-s, -es, -ing, -ed, -er, -est). • To read some words with contractions (omission).	• To develop automaticity until reading is fluent. • To read common suffixes (-ed, -ing, -er, -est, -y, -er, -ment, -ful-, -ness, -less, -ly). • To read accurately by blending (including alternative sounds for graphemes). • To read Y2 common exception words (noting unusual correspondences). • To read books aloud which are matched to phonics knowledge (sounding out unfamiliar words automatically). • To read most words quickly and accurately (without overt sounding and blending). • To read words with contractions and understand that the apostrophe represents an omitted letter.	• To apply my knowledge of root words, prefixes and suffixes to read aloud. • To apply my knowledge of root words to understand the meaning of new word families. • To read further exception words with increasing confidence.	• To apply my knowledge of root words to read aloud and understand the meaning of new words. • To read further exception words, noting the differences between spelling and sound.	• To apply my knowledge of root words, prefixes and suffixes to read aloud and understand the meaning of new words. • To work out the pronunciation of homophones using the context of the sentence.	• To apply my knowledge of root words and homonyms to read aloud and understand the meaning of new words.
Fluency	• To show interest in illustrations, print in books and print in the environment. • To recognise familiar words and names of people/things.	• To re-read books to develop fluency and confidence. • To begin to develop some fluency and expression by pausing at full stops. • To use pictures and text to identify and support meaning and fluency.	• To re-read books to build fluency and confidence in word reading. • To consider the function of punctuation whilst reading with appropriate prosody. • To identify when reading does not make sense and self-correct.	• To read aloud and perform, showing an understanding of intonation, tone volume and action. • To read aloud with expression and intonation considering question marks, exclamation marks and inverted commas for dialogue.	• To further develop an understanding of intonation, tone, volume and action to convey meaning.	• To respond to more sophisticated punctuation maintaining fluency and accuracy.	• To understand how conjunctions can be used to indicate a change of tone.
Retrieval	• To retell a story with actions and/or prompts as part of a group. • To sequence pictures of key events from a story.	• To retell a story/part of a story using prompts. • To sequence pictures for beginning, middle and end of story. • To answer simple questions about characters.	• To orally retell a wider range of stories (using actions and visual cues from the story). • To sequence events from a text, explaining the reasons for choices made. • To answer questions about characters, settings or key events. • To explain and discuss the key information from what is read or seen. • To identify and discuss the setting and names of the characters in a story. • To scan the text to find given words and phrases.	• To retell a wide range of texts orally (using actions and visual cues). • To sequence pictures or parts of a text justifying reasons for choices made. • To use organisational features to locate the answer to questions within certain sections. • To summarise the main points from a paragraph using prompts. • To skim and scan to identify and use headings or sections in books (*e.g. glossary/, contents*) to retrieve information.	• To retell a wide range of texts orally which is balanced and clear. • To sequence unknown snippets of a text so that they make sense. • To find and select words within a given section to find answers to questions. • To summarise the main points from paragraphs or sections of a text. • To scan different sections of unknown texts (*fiction & non-fiction*) to find missing information.	• To sequence unknown paragraphs so they make sense. • To find and select words and phrases across a whole text to find answers to questions. • To identify the main ideas from different paragraphs around a theme. • To scan different texts to find evidence to support answers to questions. • To speed read or skim the text to understand the gist or main idea.	• To manipulate sections of stories to create and explore complex narratives (e.g., flashback) • To find, select and combine words and phrases from more than one text to support answers to questions. • To summarise the themes or viewpoints for different texts. • To appropriately select and apply skimming and scanning skills to a range of texts.
Inference	• To listen to stories and anticipate key events. • To suggest how a story might end.	• To predict whether a book will be a story or non-fiction based on the cover and title. • To predict what might happen based upon what has been read so far.	• To make predictions prior to reading based upon the title, cover and skim reading of illustrations. • To make predictions based upon events in the text so far.	• To make predictions prior to reading based upon the title, cover and skim reading of illustrations, contents page and headings.	• To use the evidence from a text to make plausible predictions based upon the events and actions of characters. • To identify the multiple causes leading to a main event.	• To identify a range of evidence to make predictions about characters. • To categorise predictions as likely/unlikely based upon what has been read.	• To make predictions about characters, plots and themes of stories based upon knowledge of fiction genres or books by the same author.

		• To begin to make simple inferences using pictures and text.	• To begin to describe cause and effect (*e.g., the effect a character's action has on other characters*). • To make simple inferences about a character's feelings. • To make inferences on the basis of what's been said/done.	• To make predictions based upon events and actions of characters so far in a story. • To identify the cause of an event. • To infer an effect of a specific action. • To infer character's feelings, thoughts, and motives.	• To infer and comment on a range of possible effects of a character's action. • To infer characters' feelings, thoughts, and motives from their actions at different points in a story.	• To identify which causes are most/least likely based upon evidence in the text. • To infer and explain how a character's thoughts, feelings or motives have changed over the course of a text.	• To make predictions using evidence stated and implied. • To infer, comment on and make links between the cause and effects of events/actions. • To infer and compare different characters' thoughts, feelings and motives at a point in a story.
Reader Response **(Comparing, contrasting & commenting)**	• To listen to stories, accurately anticipating key events and respond with relevant comments, questions or actions.	• To make links between the text being read and other known texts. • To use front cover, book title, illustrations and key words to make reading choices (oral response to why they have chosen a book). • To begin to express opinions about main events and characters in stories.	• To discuss the sequence of events in books and how information or actions are related. • To participate in discussion about books and poems, explaining their understanding and expressing their views. • To quote directly from the text to support thoughts and discussions.	• To use appropriate terminology when discussing texts (plot, character, setting). • To identify similarities and differences between texts/books (e.g. characters, setting and themes). • To quote directly from the text to answer questions.	• To discuss and compare texts from a wide variety of genres and writers. • To identify themes and conventions in a wide range of books. • To identify main ideas drawn from more than one paragraph and summarise these.	• To participate in discussions about books that are read to them and those they can read for themselves, building on own and others' ideas and challenging views. • To recommend texts to peers based on personal choice. • To refer to the text and use evidence to justify opinions and summarise responses.	• To draw out key information and summarise main ideas. • To confidently compare characters, settings and themes within or across texts. • To use quotations and text references to support ideas and arguments. • To discuss how inferences differ depending upon the experiences of the reader.
Author Intent			• To identify where language is used to create mood, build tension or paint a picture.	• To discuss how authors select words and phrases for effect. • To identify vocabulary and literary features (usually fairy tales start with once upon a time).	• To identify how an author's language and structure contribute to the reader's interest (e.g., humour or tension).	• To identify and comment on expressive, figurative and descriptive language to create effect. • To explain the author's techniques for describing characters, settings and actions. • To evaluate the use of author's language and explain how it has impacted the reader.	• To identify and evaluate the effectiveness of an author's choice and use of language, explaining the impact on the reader. • To recognise the ways in which authors present issues and points of view.
Vocabulary	• To build up vocabulary that reflects the breadth of their experiences. • To use vocabulary that is influenced by their experience of books. • To extend vocabulary by grouping and naming.	• To discuss word meaning and link new meanings to already known words. • To identify interesting words and new vocabulary.	• To discuss and clarify the meaning of words, linking new meanings to known vocabulary. • To discuss favourite words and phrases in context.	• To identify how effective vocabulary has been selected to develop imagery in the reader's imagination. • To explain the meaning of words in context.	• To discuss words and phrases that capture the reader's interest and imagination. • To identify vocabulary that captures the reader's interest.	• To discuss how authors use figurative language and the impact this has on the reader.	• To explain how words and phrases create a particular mood, feeling or attitude. • To consider the impact on the reader of a range of vocabulary.
Poetry	• To listen to and join in with stories and poems. • To join in with repeated refrains in rhymes and stories.	• To recite some simple poems by heart.	• To build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation.	• To prepare and perform poems and playscripts that show some awareness of the audience when reading aloud. • To begin to use appropriate intonation and volume when reading aloud. • To begin to recognise different forms of poetry.	• To recognise and discuss some different forms of poetry. • To prepare and perform poems and playscripts with appropriate techniques (intonation, tone, volume and action) to show awareness of the audience when reading aloud.	• To show an awareness of audience when reading out loud using intonation, tone, volume and action. • To learn a wider range of poetry by heart.	• To explore different features of language used in poems and pros (*e.g.,* dialect, abbreviations, colloquialism, and specialist vocabulary). • To confidently perform poems using a wide range of devices to engage the audience and for effect.
Non-Fiction	• To know that you can find information out from books and computers.	• To explore differences between fiction and non-fiction books. • To talk about and respond with questions to non-fiction books.	• To identify that non-fiction books can be structured in different ways. • To explain some differences between fiction and non-fiction books. • To recall facts and vocabulary in response to questions.	• To retrieve and record information from non-fiction texts using the contents and glossary pages.	• To use a range of organisational devices in a non-fiction text to retrieve, record and discuss information. • To use dictionaries to check the meaning of words that have been read.	• To distinguish between fact and opinion. • To apply my knowledge of texts and organisational devices to retrieve, record and discuss information from non-fiction texts.	• To recognise bias, fact and opinion. • To retrieve, record and present information from non-fiction texts. • To use non-fiction materials for purposeful information retrieval. • To discuss the purpose/ audience and organisation of different non-fiction texts, evaluating their success.