



Great Linford Primary School

Reading Curriculum

Great Linford Primary School

2021



The reading programme of study at Great Linford Primary School is founded on the passion of teachers to ensure that all children develop a lifelong love of reading. We encourage this using engaging social reading environments and daily, whole class, guided reading sessions. Reading drives our curriculum and creates strong links with all areas of study using a range of engaging books and texts.

We believe that home school communication is key and promote the importance of regular reading at home, inspiring children with our reading challenge. We promote and instil a love of reading via the use of novels and provide the opportunity for each child to have their own book to read along with the class. This leads to fantastic development of vocabulary, comprehension and the understanding that reading is a life-long skill that should be cherished.

In addition to this, we structure learning to be interwoven with our three whole school curriculum drivers that underpin the whole school intent of our curriculum.



Curriculum Progression:

EYFS:

Phonics and decoding	Common exception words	Fluency	Comprehension	Expression and intonation	Words in context
<p>Show an awareness of rhyme and alliteration.</p> <p>Recognise rhythm in spoken words and continue a rhyming string.</p> <p>Hear and say the initial sound in words.</p> <p>Segment the sounds in spoken words, blend</p>	<p>Read some common irregular words.</p>	<p>To show interest in illustrations, print in books and in the environment.</p> <p>Recognise familiar words and signs such as own name and advertising logos.</p> <p>Look at and handle books independently, holding the correct way up and turning the pages.</p>	<p>To listen to stories with increasing attention and recall.</p> <p>Anticipate key events and phrases in rhymes and familiar stories.</p> <p>To begin to be aware of the way in which stories are structured.</p> <p>Begin to describe main story settings, events and characters.</p>	<p>To listen to and join in with stories and poems, one to one or in a small group.</p> <p>Join in with repeated refrains in rhymes and stories.</p> <p>Begin to use rhythm and phrasing to make meaning clear to others.</p>	<p>To build up vocabulary that reflects the breadth of experiences.</p> <p>Extend vocabulary by grouping and naming.</p> <p>Use vocabulary and speech that is increasingly influenced by experiences of books.</p>



Great Linford Primary School

<p>them together and know which letter represents some of them.</p> <p>Link sounds to letters, naming and sounding some of the letters of the alphabet.</p> <p>Use phonic knowledge to decode regular words.</p>		<p>Ascribe meanings to marks seen in different places.</p> <p>Begin to break the flow of speech into words.</p> <p>Begin to read words and simple sentences.</p> <p>To read and understand simple sentences.</p>	<p>To enjoy an increasing range of books.</p> <p>To follow a story without pictures or props.</p> <p>Respond to key events with relevant comments, questions and actions.</p> <p>Demonstrate understanding when talking with others about what they read.</p> <p>To suggest how a story might end.</p> <p>To begin to understand, and answer, why and how questions.</p>	<p>Develop preferences for forms of expression.</p> <p>Act out narrative co-operatively as part of a group.</p>	
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Word Reading

Phonics and Decoding:

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Apply phonic knowledge and skills as the route to decode words.</p> <p>Respond speedily with the correct sound to graphemes for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.</p> <p>Read accurately by blending sounds in unfamiliar words</p>	<p>To be secure in Speed Sounds 1,2 and 3 (Read Write Inc phonics).</p> <p>Continue to apply phonic knowledge until automatic decoding has become embedded and reading is fluent.</p> <p>Read accurately by blending the sounds in words that contain graphemes taught, recognising the alternative sounds for graphemes.</p>	<p>To use phonic knowledge to decode quickly and accurately (may still need support to read longer words).</p> <p>To apply a growing knowledge of root words and prefixes, including in-, im-, il-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- to begin to read aloud.*</p> <p>To apply growing knowledge of root</p>	<p>To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill.</p> <p>To apply knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.</p>	<p>To read most words fluently and decode any unfamiliar words with increasing speed, recognising their meaning through contextual clues.</p> <p>Apply growing knowledge of root words, prefixes and suffixes/word endings including -sion, -cial, -tial, -ant/-ance/-ancy, -ent/-ence/-ency, -able/-ably and -ible/ibly, to read aloud fluently.</p>	<p>Familiar with most spelling patterns, including complex ones that they come across in reading.</p> <p>To decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</p>



Great Linford Primary School

<p>containing GPCs that have been taught.</p> <p>Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings.</p> <p>Read other words of more than one syllable that contain taught GPCs.</p> <p>Read words with contractions and understand that the apostrophe represents the omitted letter(s).</p> <p>.</p>	<p>Read accurately most words of two or more syllables.</p> <p>To read most words containing common suffixes.*</p>	<p>words and suffixes/word endings, including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion, -cian, to begin to read aloud.*</p> <p>Use knowledge of alphabet to locate information in dictionaries.</p>			
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* See spelling appendix.



Common Exception Words:

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
To read Y1 common exception words, noting unusual correspondences between spelling and sound where these occur in words.	To read most Y1 and Y2 common exception words*, noting unusual correspondences between spelling and sound where these occur in the word.	To begin to read Y3/Y4 common exception words*.	To read all Y3/Y4 common exception words*, discussing the unusual correspondences between spelling and sound.	To read most Y5/Y6 common exception words, discussing the unusual correspondences between spelling and sound.	To read all of the Y5/Y6 common exception words fluently.

* See spelling appendix.



Fluency:

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>To accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use strategies to work out words.</p>	<p>To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately and without undue hesitation.</p>		<p>Become familiar with words that have a silent letter at the beginning.</p>	<p>Know some acceptable abbreviations used in books such as</p>	<p>To identify different features of texts, such as colloquialisms and vocabulary.</p>
<p>Read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.</p>	<p>To reread these books to build up fluency and confidence in word reading.</p> <p>To read words accurately and fluently without overt sounding and</p>	<p>Teaching of fluency should focus on developing confidence and improving skills related to expression and intonation (see below). Focus on fluent word reading should support the development of vocabulary.</p>			



Great Linford Primary School

blending, eg. At over
90 words per minute
in an age-
appropriate text.

Be aware that certain
combinations of letters
sound different in
different words, e.g.
bread and read.



Comprehension

Comparing, Contrasting and Commenting:

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>To check that a text makes sense to them and to self-correct.</p> <p>To listen to and discuss a wide range of fiction, non-fiction at a level beyond which they can read independently.</p> <p>To link what they have read or have</p>	<p>To show understanding by drawing on what they already know or on background information provided by the teacher.</p> <p>To check that a text makes sense to them as they read and to correct inaccurate reading.</p>	<p>To recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or textbooks.</p> <p>To use appropriate terminology when discussing texts (plot, character, setting).</p>	<p>To discuss and compare texts from a wide variety of genres and writers.</p> <p>To read for a range of purposes.</p> <p>To identify themes in a wide range of books.</p> <p>To refer to authorial style, overall themes (eg. triumph of good</p>	<p>To read a wide range of genres, identifying the characteristics of text types (such as the use of first person in writing diaries and autobiographies) and differences between text types.</p> <p>To participate in discussions about books that are read to them and those that they</p>	<p>To read for pleasure, discussing comparing and evaluating in depth across a wide range of genres, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions.</p>



Great Linford Primary School

<p>had read to them to their own experiences.</p> <p>To retell familiar stories in increasing detail.</p> <p>To join in with discussions about a text, taking turns and listening to what others say.</p> <p>To discuss the significance or titles and events.</p> <p>Recognise and join in with predictable phrases.</p>	<p>To participate in discussion about books, poems and other works at a level beyond which they can read independently, explaining their understanding and expressing their views.</p> <p>To become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales.</p> <p>To discuss the sequence of events in books and how items of information are related.</p> <p>To recognise simple recurring literary</p>	<p>Comment on the way characters relate to one another.</p> <p>Know which words are essential in a sentence to retain meaning.</p> <p>Identify themes and conventions in a wide range of books.</p>	<p>over evil) and features (eg. greeting in letters, a diary written in first person or use of presentational devices such as numbering and headings).</p>	<p>can read for themselves, building on their own and others' ideas and challenging views courteously.</p> <p>To identify main ideas drawn from more than one paragraph and to summarise these.</p> <p>To recommend texts to peers based on personal choice.</p>	<p>To recognise more complex themes in what they have read (such as loss or heroism).</p> <p>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.</p> <p>To listen to guidance and feedback on the quality of their explanations and contributions to discussions and to make improvements</p>
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Great Linford Primary School

	<p>language in stories and poetry.</p> <p>To ask and answer questions about a text.</p> <p>To make links between the text they are reading and others that they have read.</p>				<p>when participating in discussions.</p> <p>To draw out key information and to summarise the main ideas in a text.</p> <p>To distinguish between fact and opinion, providing justification for views.</p> <p>To compare characters, settings and themes within a text and across more than one text.</p>
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Words in Context and Authorial Choice:

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
To discuss word meaning and link new meanings to those already know.	To discuss and clarify the meanings of words, linking new meanings to known vocabulary. To discuss their favourite words and phrases.	To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. To discuss authors' choice of words and phrases for effect.	Discuss vocabulary used to capture readers' interest and imagination.	To discuss vocabulary used by the author to create effect including figurative language. To evaluate the use of authors' language and explain how it has created an impact on the reader.	To analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology such as metaphor, simile, analogy, imagery, style and effect.



Inference and Prediction:

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>To begin to make simple inferences.</p> <p>To predict what might happen on the basis of what has been read so far.</p> <p>Develop pleasure in, and motivation to, read.</p>	<p>To make inferences on the basis of what is being said and done.</p> <p>To predict what might happen on the basis of what has been read so far in a text.</p>	<p>To ask and answer questions appropriately including some simple inference questions based on characters' feelings, thoughts and motives.</p> <p>To justify predictions using evidence from the text.</p>	<p>To draw inferences from characters' feelings, thoughts and motives.</p> <p>To justify predictions from details stated and implied.</p>	<p>To draw inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text.</p> <p>To make predictions based on details stated and implied, justifying them in detail with evidence from the text.</p>	<p>To consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters).</p> <p>To discuss how characters change and develop through texts by drawing inferences based on indirect clues.</p>



Recognise and join in with predictable phrases.					
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Deduction:

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Self-correct when a mistake is made. Know if a text refers to present or past	Read on to search for meaning of unfamiliar word. Recognise how words and phrases can signal time.	Make sensible predictions about what is likely to happen in the story.	Able to skim materials to gain an overview of the text. Appreciate that people use bias in persuasive writing, including in articles and advertisements. Appreciate how two people may have a	Understand how the meaning of sentences is shaped by punctuation, phrase length, word order and conjunctions.



				different perspective on the same event.	
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Expression and intonation:

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Respond to commas, question marks and exclamation marks through variety of expression and intonation.</p> <p>Read aloud with expression and intonation.</p>	<p>Understand how commas in clauses are used to give reading more meaning.</p>	<p>Confident to read texts aloud and perform them considering intonation, tone, volume, actions and any character voices.</p>	<p>Vary voice for direct or indirect speech.</p>	<p>Aware that the pace of reading can add to the excitement.</p> <p>Appreciate how a set of sentences are organised to create maximum effect.</p>



	Re-read books to build up fluency and confidence.				
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Poetry and Performance:

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
To recite simple poems by heart.	To continue to build up a repertoire of poems learnt by heart, appreciating these and reciting with some intonation to make the meaning clear.	To prepare and perform poems and play scripts that show some awareness of the audience when reading aloud. To begin to use appropriate intonation and volume when reading aloud.	To recognise and discuss some different forms of poetry (eg. Free verse or narrative poetry). To prepare and perform poems and play scripts with appropriate techniques (intonation, tone,	To continually show an awareness of audience when reading out loud using intonation, tone, volume and action.	To confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect.



			volume and action) to show awareness of the audience when reading aloud.		
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Non-Fiction

<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Year 4</i>	<i>Year 5</i>	<i>Year 6</i>
Use contents and index pages to find information	To recognise that non-fiction books are often structured in different ways.	To retrieve and record information from non-fiction texts. Skim and scan to locate information.	To use all of the organisational devices available with a non-fiction text to retrieve, record and discuss information. To use dictionaries to check the meaning of words they have read.	To use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts.	To retrieve, record and present information from non-fiction texts. To use non-fiction materials for purposeful information retrieval (eg. in history, geography and science)



			Use more than one source of evidence when carrying out research.		textbooks) and in contexts where pupils are genuinely motivated to find out information (eg. via reading an museum information leaflet or a theatre programme).
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Grammatical Knowledge and Awareness:

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Begin to identify the purpose of full stops in sentences.	Identify speech marks in reading and understand purpose.	Recognise plurals and collective nouns. Recognise pronouns and how they are used. Identify & discuss how adjectives and verbs bring reading to life.	Identify how meaning can be altered by changing word order, tenses, adding or deleting words or changing punctuation.	Recognise prepositions in text. Recognise clauses within sentences and identify how they are connected.	Recognise and unpick complex sentences. Identify connectives with multiple purposes. Identify active and passive verbs in reading.



Great Linford Primary School

					Recognise how time adverbials help to move a story on.
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Literary Experience- Books and Authors

Term	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	Katie Goes to London- James Mayhew Katie Goes to Scotland- James Mayhew Finn MacCool and the Giant's Causeway	The Great Fire of London: Anniversary Edition- Emma Adams	Greek Myths- Marcia Williams	The House with Chicken Legs- Sophie Anderson	The Jamie Drake Equation- Christopher Edge	Goodnight Mister Tom- Michelle Magorian



Great Linford Primary School

	Mabel and the Mountain-Kim Hillyard					
Autumn 2	The Queen's Hat- Steve Antony Katie in London- James Mayhew	The Unstoppable Maggie Mcgee- Juliet Clare Bell The Hospital Hoppities- Charlotte Hartley-Jones	The Last Polar Bears- Harry Horse	Beowulf- Michael Morpurgo	Floodland- Marcus Sedgwick	Coming to England- Floella Benjamin