

Reading Curriculum Overview

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Decoding/practising reading	<p>I read books at an age appropriate level</p> <p>I read aloud daily 1-1 in school using punctuation to determine intonation and fluency</p> <p>I read aloud daily to a parent at home using a book at an age appropriate reading level</p> <p>I can check text makes sense while reading and self-correct</p> <p>I develop fluency, accuracy and confidence by rereading texts</p> <p>I continue to learn phonics daily following the RWI scheme.</p> <p>I can read the Year 1 Common Exception Words</p>	<p>I read books at an age appropriate level</p> <p>I read aloud daily 1-1 in school using punctuation to determine intonation and fluency</p> <p>I read aloud daily to a parent at home using a book at an age appropriate reading level</p> <p>I can check text makes sense while reading and self-correct</p> <p>I reread books to build up confidence and fluency in word reading</p> <p>I can read Year 1 and 2 Common Exception Words</p> <p>I may continue learning phonics using the RWI scheme.</p>	<p>I practise reading aloud daily with intonation and fluency in school</p> <p>I read aloud daily to a parent at home using a book at an age appropriate reading level</p> <p>I read aloud during daily guided reading sessions</p> <p>I develop intonation, tone and volume to aid</p> <p>I pay attention to and develop deeper awareness of punctuation</p>	<p>I read books at an age appropriate level</p> <p>I read aloud daily with intonation and fluency in school</p> <p>I read aloud daily to a parent at home using a book at an age appropriate reading level</p> <p>I read aloud during daily guided reading session</p> <p>I pay attention to and develop deeper awareness of punctuation</p>	<p>I read books at an age appropriate level</p> <p>I practice reading aloud daily in school using punctuation to determine intonation and fluency</p> <p>I practice reading aloud daily to a parent at home using a book at an age appropriate reading level</p> <p>I can check a book makes sense to me and discuss understanding</p> <p>I can explore, recognise and use the terms metaphor, simile, imagery</p> <p>I can explain the effect of the author's choice of language on the reader</p> <p>I can distinguish between statements of fact or opinion</p>	<p>I read books at an age appropriate level</p> <p>I practise reading aloud daily in school and at home to determine intonation and fluency</p> <p>I practise reading aloud in guided reading sessions and whole class reading</p> <p>I can listen to, read and discuss an increasing wide range of texts in school and at home</p> <p>I use etymology to help with pronunciation of new words</p> <p>I recognise and use the terms metaphor, simile and imagery when discussing texts and poems</p> <p>I can explore and explain the author's choice of language and the effect it has on the reader</p>

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						<p>I can distinguish between fact and opinion</p> <p>I can identify how language structure and presentation contribute to meaning</p>
<p>Understanding words and texts</p>	<p>I can learn and use daily vocabulary lessons and Word of the Day</p> <p>I can discuss key vocabulary and any prior knowledge in relation to texts</p> <p>I can discuss the title and how it relates the story</p> <p>I demonstrate understanding by answering questions related to who, what, why, when, where and how</p> <p>I identify and discuss the main events and characters in stories</p> <p>I make predictions based on what has happened so far</p>	<p>I can learn and use daily vocabulary lessons and Word of the Day</p> <p>I can read, learn and gain understanding of relevant topic words</p> <p>I use morphology to work out meaning of unfamiliar words</p> <p>I can identify, discuss and collect favourite words and phrases</p> <p>I demonstrate understanding by answering questions related to who, what, why, when, where and how</p> <p>I introduce and discuss words within the context of a text, linking meaning to known vocabulary</p>	<p>I can learn and use daily vocabulary lessons or Word of the Day</p> <p>I read, learn and gain understanding of relevant topic words</p> <p>I use knowledge of root words to understand meaning of words</p> <p>I can sequence and discuss understanding of a text, highlighting main events</p> <p>I can ask questions about a text</p> <p>I can draw inferences around characters thoughts, feelings and actions</p> <p>I can justify answers using evidence from the text</p>	<p>I can learn and use daily vocabulary lessons or Word of the Day</p> <p>I read, learn and gain understanding of relevant topic words</p> <p>I can explain vocabulary meaning within context of text</p> <p>I can use a dictionary to check meaning of words</p> <p>I can use knowledge of root words to understand meaning of words.</p> <p>I can sequence and discuss understanding of a text, highlighting main events</p> <p>I can draw inferences around characters thoughts, feelings and actions</p>	<p>I can learn and use new vocabulary from 'Word of the Day' lessons</p> <p>I learn and use relevant topic vocabulary</p> <p>I can explain vocabulary meaning within context of text</p> <p>I can use a dictionary to check meaning of words</p> <p>I use knowledge of root words to understand meaning of words.</p> <p>I can recognise, analyse and evaluate different forms of poetry</p> <p>I can reread and read ahead to locate clues to understanding</p>	<p>I can explain vocabulary meaning within context of text</p> <p>I learn and use new vocabulary from Word of the Day lessons and reading sessions</p> <p>I learn and use relevant topic vocabulary</p> <p>I can use a dictionary to check meaning of words</p> <p>I use knowledge of root words to understand meaning</p> <p>I can reread and read ahead to locate clues to understanding</p> <p>I can infer character's thoughts and motives from their actions and</p>

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	<p>I can make basic inferences</p>	<p>I recognise the repetitive use of text in a poem or story</p> <p>I can sequence and discuss main events</p> <p>I make predictions based on what has happened so far</p> <p>I can make basic inferences</p>	<p>I can predict with evidence from the text</p> <p>I can identify the key purpose and ideas in a paragraph</p>	<p>I can justify answers using evidence from the text</p> <p>I can predict with evidence from the text</p> <p>I can identify the key purpose and ideas in a paragraph</p>	<p>I can scan for key words and text mark to locate key information</p> <p>I can infer character's thoughts and motives from their actions and justify inferences</p> <p>I can predict with evidence from the text</p> <p>I can analyse conventions of different types of writing, e.g. diary, autobiography etc.</p>	<p>justify inferences and predictions</p> <p>I can make comparisons within and across texts</p> <p>I can skim and scan I can distinguish between statements of fact and opinion across a range of texts</p>
Performance	<p>I can develop and demonstrate understanding of characters and events through play and drama, drawing on language from texts</p>	<p>I can orally retell a wider range of stories, fairy tales and traditional tales</p> <p>I can learn and recite poems using intonation</p> <p>I can develop and demonstrate understanding of characters and events through play and drama, drawing on language from texts</p>	<p>I orally retell a range of stories during reading lessons</p> <p>I recognise some different forms of poetry</p> <p>I can prepare poems and play scripts to read aloud, showing understanding through intonation, tone, volume and action.</p>	<p>I can orally retell a range of stories including less familiar fairy stories, myths and legends</p> <p>I can recognise some different forms of poetry</p> <p>I can prepare poems and play scripts to read aloud, showing understanding through intonation, tone, volume and action.</p>	<p>I can prepare poems and play scripts to read aloud, showing understanding through intonation, tone, volume and action</p> <p>I can learn a wider range of poems by heart and rehearse for performance, using appropriate intonation and volume</p> <p>I participate in discussions about books, explaining their understanding of</p>	<p>I can prepare poems and play scripts to read aloud</p> <p>I show understanding through intonation, tone, volume and action</p> <p>I can learn wider range of poems by heart and rehearse to perform</p> <p>I use appropriate intonation and volume when performing</p>

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				<p>I can learn a range of poems by heart and rehearse for performance</p> <p>I can analyse and evaluate performances</p>	<p>what they have read through formal presentations and debates</p> <p>I can respond to questions</p>	<p>I use etymology to help with pronunciation of new words when reading aloud</p> <p>I can respond to questions about performance</p>
Reading for pleasure	<p>I listen to, discuss and express views on a class reader that is a level beyond that at which I can read independently, including stories, non-fiction and poetry</p> <p>I borrow and read books from the school library, Broughton Community Library and Oxford Owl online library</p> <p>I can read more challenging texts using phonics and common exception words</p>	<p>I listen to, discuss and express views on a class reader that is a level beyond that at which I can read independently, including stories, non-fiction and poetry</p> <p>I borrow and read books from the school library, Broughton Community Library and Oxford Owl online library</p> <p>I can read longer and more challenging texts independently</p> <p>I make personal reading choices and explain reasons for choice</p>	<p>I listen to, read and discuss a range of fiction, poetry and plays and identify and discuss themes and conventions</p> <p>I listen to novels</p> <p>I borrow and read books from the school library, Broughton Community Library, the Salford schools Library Service and Oxford Owl Online Library</p>	<p>I listen, read and discuss a range of fiction, poetry and plays and identify and discuss themes and conventions</p> <p>I listen to novels</p> <p>I borrow and read books from the school library, Broughton Community Library, the Salford schools Library Service and Oxford Owl Online Library</p>	<p>I listen and discuss a range of fiction, poetry and plays</p> <p>I listen to longer novels</p> <p>I borrow and read books from the school library, Broughton Community Library, Salford schools Library Service or Oxford Owl online</p> <p>I can make comparisons and explore themes between books</p> <p>I recommend books to peers and express preferences</p>	<p>I listen to, read and discuss range of texts.</p> <p>I can read independently with sustained interest and stamina</p> <p>I borrow and read books from the school library, Broughton Community Library, Salford Schools Library Service or Oxford Owl Online Library.</p> <p>I recommend books to peers and express preferences about a wider range of books.</p>
Reading for information	<p>I can listen to, respond to and read some books that are</p>	<p>I can select and read some books that are</p>	<p>I can read a range of non-fiction texts in</p>	<p>I can read books that are related to my current topic.</p>	<p>I can read books that are related to my current topic.</p>	<p>I can read books that are related to my current topic.</p>

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	<p>related to my current topic.</p> <p>I can recall specific information in non-fiction texts.</p> <p>I can locate parts of the text which give particular information.</p>	<p>related to my current topic.</p> <p>I can find parts of the text that give particular information.</p> <p>I can identify how information is organised in non-fiction texts.</p> <p>I can identify the and use the contents page, index and diagrams or charts.</p>	<p>guided reading sessions.</p> <p>I can evaluate how specific information is organised.</p> <p>I can decide if a text is useful or not.</p> <p>I can record information from non-fiction texts.</p>	<p>I can evaluate why a text is useful or not.</p> <p>I can explain how paragraphs are used to order and build ideas.</p> <p>I can use non-fiction texts to help structure my writing.</p>	<p>I use non-fiction books to research topics and find out new information.</p> <p>I can ask questions about a subject based on what I have read.</p> <p>I can scan information texts for dates, names and numbers.</p> <p>I can explain how different organisational features are used in information texts.</p>	<p>I use non-fiction books to research topics and find out new information.</p> <p>I can use the organisational features of non-fiction texts to help me find and record relevant information.</p> <p>I can distinguish between fact and opinion.</p>
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