



King's Meadow
Academy

Reading Curriculum Overview



*“happy children who are confident,
independent and thoughtful.”*

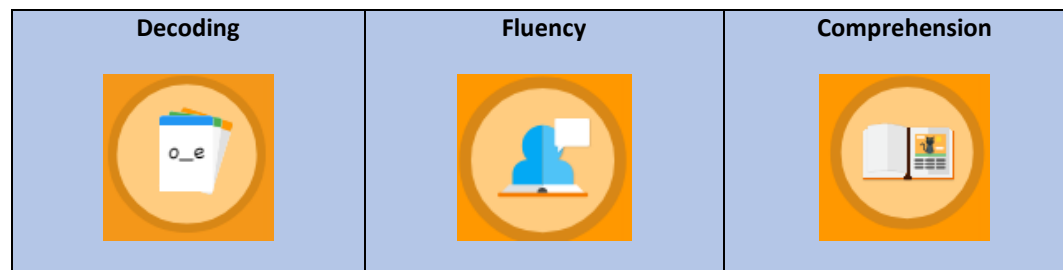
Our Curriculum Design

At King's Meadow Academy, we teach systematic, synthetic phonics following the Read Write Inc programme. Children in Reception and Key Stage 1 are taught through discrete, daily lessons. The children learn grapheme-phoneme correspondences in a clearly defined, incremental sequence. They are taught how to blend and segment words into their individual sound patterns and are given daily opportunities to apply these to their reading and writing. Children are also taught to read and spell some high frequency words. Children usually complete the programme by the Autumn term in Year 2, when they read age-appropriate books and continue to develop fluency and comprehension skills so that they are confident and successful readers by the end of Key Stage One. For those children who need continued support to secure the phonics curriculum, additional support is provided through ongoing access to daily lessons.

In Key Stage Two, children have a daily reading lesson where they are taught, and have opportunities to practise and apply, fluency and comprehension skills. There is a strong emphasis on the explicit teaching of metacognitive reading strategies, as well as vocabulary, so that children can engage positively with and confidently understand a wide range of high-quality texts. Across Key Stage 2, children who need continued support with fluency skills receive additional small group reading sessions.

'Reading for Pleasure is the single most important indicator of a child's future success.' OECD 2002

At King's Meadow Academy, we are passionate about our children experiencing the very best books which act as 'mirrors, windows and sliding doors', where they can see themselves, appreciate and understand the lives of others and elicit an emotional response. All children have a daily story time to foster an enjoyment and love of reading. Talk Through Stories is used in Reception and Key Stage One and all year groups have a dedicated Reading for Pleasure Spine. Through this and our reading curriculum, children are immersed in a wide range of high-quality fiction, non-fiction and poetry as they journey through school.



Our Big Ideas

Our curriculum is designed to enable our children to have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Reading enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

By the time a child reaches Y6 we expect them to be able to:

1. Have developed their love of literature through widespread reading for enjoyment.
2. Read easily, fluently and with good understanding of what they have read.
3. Develop the habit of reading widely and often, for both pleasure and information
4. Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading
5. Appreciate our rich and varied literary heritage

By the end of their primary education, we want all our pupils are able to read fluently, and with confidence, in any subject in their forthcoming secondary education.

By the end of Year 6 our children should be able to

- Read independently, including books they would not choose to read
- Compare characters
- Compare different accounts of the same event and discuss viewpoints within a text and across more than one text
- Applies the skills of retrieval across wide range of subjects



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Our Reading Curriculum

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	 Farms Animals	 Meg and Mog Helen Nicholl & Jan Pienkowski	 Little Red Riding Hood Mandy Ross	 The Runaway Pancake Mairi McKinnon	 Busy People Firefighter Lucy George	 Commotion in the Ocean Giles Andreae
	 Farmer Duck Martin Waddell & Helen Oxenbury	 Bonfire Night Nancy Dickmann	 The Three Little Pigs Ladybird	 On the Moon Anna Milbourne & Benji Davies	 Busy People Doctor Lucy George	 Michael Recycle Ellie Bethel
	 What the Ladybird Heard Julia Donaldson	 Topsy and Tim Help a Friend Jean and Gareth Adamson	 The Three Little Wolves and the Big Bad Pig Eugene Trivizas & Helen Oxenbury	 Aliens Love Underpants Claire Freedman	 Busy People Burglar Bill Janet & Allan Ahlberg	 Dougals Deep Sea Diary Simon Bartram
	 The Enormous Turnip Irene Yates	 It's My Birthday Helen Oxenbury	 Jack and the Beanstalk Gavin Scott	 How to Catch a Star Oliver Jeffers	 Supertato Sue Hendra & Paul Linnet	 The Singing Mermaid Julia Donaldson
	 Dora's Eggs Julie Sykes	 We're Going to a Birthday Party Martha Mumford	 Jim and the Beanstalk Raymond Briggs	 Sidney, Stella and the Moon Emma Yarlett	 Superworm Julia Donaldson & Axel Scheffler	 Dear Mermaid Anlan Durant
	 Oliver's Vegetables Vivian French	 Nativity Story Mick Inkpen & Nick Butterworth	 Growing a Plant Oliver Jeffers	 Whatever Next Jill Murphy	 Eliot Midnight Superhero Anne Cottringer	
		 Dear Santa Rod Campbell				



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<p>Year 1</p>	 	<p>The Three Billy Goats Gruff</p> <p>The Gruffalo Julia Donaldson</p>	   	<p>The Tiger Who Came to Tea Judith Kerr</p> <p>Tree Seasons Come Seasons Go Patricia Hegarty</p> <p>Stickman Julia Donaldson</p> <p>The Christmas Story DK</p>	 	<p>Lost in the Toy Museum David Lucas</p> <p>Bob Man on the Moon Simon Bartram</p>	  	<p>One Springy Day Nick Butterworth</p> <p>The Last Wolf Mini Grey</p> <p>The Easter Story Usbourne</p>	 	<p>The Cloudspotter Tom McLaughlin</p> <p>The Three Billy Goats Gruff Mac Barnett</p>	 	<p>Grandad's Island Benji Davies</p> <p>The Storm Whale Benji Davies</p>
<p>Year 2</p>	 	<p>Secret Sky Garden Linda Sarah & Fiona Lumbers</p> <p>The Day the Crayons Came Home Drew Daywelt & Oliver Jeffers</p>	 	<p>The Elves and the Shoemaker Mara Alperin</p> <p>The True Story of the Three Little Pigs Jon Scieszka</p>	 	<p>The Great Explorer Chris Judge</p> <p>Traction Man Mini Grey</p>	 	<p>The Dragon Machine Helen Ward</p> <p>Amelia Earhart Maria Isabel Sanchez Vegara</p>	 	<p>The Whale Who Wanted More Rachel Bright & Jim Field</p> <p>Dear Greenpeace Simon James</p>	 	<p>Paddington at the Palace Michael Bond</p> <p>The Corgi and the Queen Caroline Perry & Lydia Corry</p> <p>Bog Baby</p>



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		The Koala Who Could Rachel Bright		Inside the Villains Clotilda Perrin							Jeanne Willis	
Year 3		Stone Age Boy Satoshi Kitamura		Escape from Pompeii Christina Balti		Marcy and the Riddle of the Sphinx Joe Todd Stanton		Billy and the Minpins Roald Dahl		Charlotte's Web E.B. White		The Wild Robot Peter Brown
		Blue John Berlie Doherty		The Firework-Maker's Daughter Phillip Pullman		Cinderella of the Nile Beverly Naidoo & Marjan Vafaeian						
Year 4		Georges Marvellous Medicine Roald Dahl		Ice Palace Robert Swindells		The Iron Man Ted Hughes		The Orchard Book of Greek Myths Geraldine McCaughrean & Emma Clark		The Explorer Katherine Rundell		The Last Bear Hannah Gold



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			<p>2024/2025</p>  <p>PHILIP PULLMAN THE FIREWORK-MAKER'S DAUGHTER</p>	<p>The Firework-Maker's Daughter Phillip Pullman</p>	<p>2024/2025</p>  <p>THE WILD ROBOT PETER BROWN</p>	<p>The Wild Robot Peter Brown</p>		<p>Joe Todd Stanton</p>				
Year 5	 <p>ROBERT SWINDELLS ROOM 13</p>	<p>Room 13 Robert Swindells</p>	 <p>NARNIA THE LION, THE WITCH AND THE WARDROBE C.S. LEWIS</p>	<p>The Lion, The Witch and The Wardrobe C.S. Lewis</p>	 <p>THE BOY AT THE BACK OF THE CLASS ONJALI Q. RAUF</p>	<p>The Boy at the Back of the Class Onjali Q. Rauf</p>	 <p>MICHAEL MORPURGO BEOWULF MICHAEL MORPURGO</p>	<p>Beowulf Michael Morpurgo</p>	 <p>THE SHARK CALLER ZILLAH BETHELL</p>	<p>The Shark Caller Zillah Bethell</p>	 <p>THE VANISHING TRICK JENNI SPANGLER</p>	<p>The Vanishing Trick Jenni Spangler</p>
			<p>2024/2025</p>  <p>KATHERINE RUNDELL THE EXPLORER</p>	<p>The Explorer Katherine Rundell</p>								
Year 6	 <p>EMMA CARROLL LETTERS FROM THE LIGHTHOUSE</p>	<p>Letters from the Lighthouse Emma Carroll WW2</p>	 <p>michael morpurgo BOY GIANT</p>	<p>Boy Giant Michael Morpurgo</p>	 <p>LOUIS SACHAR HOLES</p>	<p>Holes Louis Sachar</p>		 <p>THE LAST WILD PIERS TORDAY</p>	<p>The Last Wild Piers Torday</p>	 <p>TREASURE ISLAND ROBERT LOUIS STEVENSON</p>	<p>Treasure Island Robert Louis Stevenson</p>	
			<p>2024/2025</p>  <p>NARNIA THE LION, THE WITCH AND THE WARDROBE C.S. LEWIS</p>	<p>The Lion, The Witch and The Wardrobe C.S. Lewis</p>								<p>2024/2025</p>  <p>michael morpurgo BOY GIANT</p>



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Our Reading for Pleasure Spine

	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Reception Talk Through Stories		Farmer Duck Martin Waddell & Helen Oxenbury		Dogger Shirley Hughes		One Snowy Night Nick Butterworth		Aliens Love Underpants Claire Freedman		Cops and Robbers Allan Ahlberg		
		Room on the Broom Julia Donaldson		Can't You Sleep Little Bear Martin Waddell		Zog Julia Donaldson		Lost and Found Oliver Jeffers		Burglar Bill Allan Ahlberg		The Rainbow Fish Marcus Pfister
		Scarecrow's Wedding Julia Donaldson		Owl Babies Martin Waddell						Supertato Sue Hendra & Paul Linnet		Tiddler Julia Donaldson
Poetry		Wriggle and Roar Julia Donaldson		A Great Big Cuddle Michael Rosen		Each Peach Pear Plum Allan Ahlberg		Zim Zam Zoom James Carter		Mad About Minibeasts Giles Andreae		Seaside Poems Jill Bennett
Year 1 Talk Through Stories		After the Fall Dan Santat		Billy and the Beast Nadia Shireen		Billy's Bucket Kes Gray		Five Minutes' Peace Jill Murphy		Frockodile Jeanne Willis		Ruby's Worry Tom Percival
		Winnie the Witch Valerie Thomas		Where the Wild Things Are		The Wonkey Donkey Craig Smith		On the Way Home Jill Murphy		I'm in Charge Jeanne Willis		Perfectly Norman To, Percival



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		A Little Bit Brave Nicola Kinnear		Maurice Sendak Stick Man Julia Donaldson					Anna Hibiscus' Song Atinuke	 	The Squirrels Who Squabbled Rachel Bright	
	 	Elmer David McKee Out and About Shirley Hughes		Colour and Me Michaela Dias-Hayes		Bob and the Moon tree Mystery Storm Whale alternative		 	The Great Fire of London Emma Adams and James Weston Lewis Vlad and the Great Fire of London Kate and Sam Cunningham			
Year 2 Talk Through Stories	 	Billy and the Dragon Nadia Shireen George and the Dragon Christopher Wormell Slow Samson	 	How to be a Viking Cressida Cowell Six Dinner Sid Inga Moore	 	The Invisible Tom Percival Ravi's Roar Tom Percival	 	The Koala Who Could Rachel Bright The Extraordinary Gardener Sam Boughton	 	The Owl who was Afraid of the Dark Jill Tomlinson Gecko's Echo Lucy Rowland	 	There's a Snake in my School David Walliams The Very Annoying Elephant David Walliams



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		Bethany Christou		Sonya's Chickens Phoebe Wahl					The Bear and the Piano David Lichfield		Max and the Tag Along Moon Floyd Copper
		Cherry Moon Zaro Weil		The Same but Different Molly Potter		Gorilla Anthony Browne		Day the Crayons Quit Oliver Jeffers		Snail and the Whale	
Year 3		Moon Juice Kate Wakeling	 	The Treasure of the Loch Ness Monster Lari Dan Hansel and Gretel Anthony Browne	 	Ramadan Moon Na'ima B Robert Misha Makes Friends Tom Percival					
		Voices in the Park		Please Mrs Butler Allan Ahlberg		The Odyssey			Charlie and the		



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<p>Year 4</p>	 	<p>Anthony Browne</p> <p>Werewolf Club Rules Joseph Coelho</p>	 <p>Theseus and the Minotaur</p> 	<p>The Orchard Book of Greek Myths Geraldine McCaughrea & Emma Clark</p> <p>The Lost Homework Richard O'Neill</p>	  	<p>Jan Pienkowski</p> <p>The Adventures of Odysseus Hugh Lupton & Daniel Morden & Christina Balit</p> <p>One Plastic Bag Miranda Paul</p>		<p>The Song of the Dolphin Boy Elizabeth Laird</p>		<p>Chocolate Factory Roald Dahl</p>		
<p>Year 5</p>		<p>Stig of the Dump Clive King</p>	 	<p>A Dangerous Game Malorie Blackman</p> <p>Hacker Malorie Blackman</p>	 	<p>The Fastest Boy in the World Elizabeth Laird</p> <p>The Good Thieves Katherine Rundell</p>						

Our Reading Progression

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Range of reading	<p>Listen to and discuss a range of poems, stories and non-fiction at a level beyond that at which they can read independently.</p> <p>Be encouraged to link what they read or hear read to their own experiences.</p>	<p>Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.</p> <p>Be encouraged to link what they read or hear read to their own experiences.</p>	<p>Listen to, discuss 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.</p>	<p>Listen to and discuss a wide range of fiction, poetry, plays, nonfiction and reference books or textbooks.</p> <p>Read books that are structured in different ways and reading for a range of purposes.</p>	<p>Listen to and discuss a wide range of fiction, poetry, plays, nonfiction and reference books or textbooks.</p> <p>Read books that are structured in different ways and reading for a range of purposes.</p>	<p>Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Read books that are structured in different ways and reading for a range of purposes.</p> <p>Make comparisons within and across books.</p>	<p>Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Read books that are structured in different ways and reading for a range of purposes.</p> <p>Make comparisons within and across books.</p>
Familiarity of text		<p>Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.</p> <p>Recognise and join in with predictable phrases.</p>	<p>Become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.</p> <p>Recognise simple recurring literary language in stories and poetry.</p>	<p>Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.</p> <p>Identify and discussing themes and conventions in a wide range of writing.</p>	<p>Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.</p> <p>Identify and discussing themes and conventions in *and across* a wide range of writing.</p>	<p>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.</p> <p>Identify and discuss themes and conventions in and</p>	<p>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.</p> <p>Identify and discuss themes and</p>



						across a wide range of writing.	conventions in and across a wide range of writing.
Poetry and performance		Learn to appreciate rhymes and poems, and to recite some by heart	Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.	Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. Recognise some different forms of poetry, (e.g. free verse, narrative poetry).	Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. Recognise some different forms of poetry, (e.g. free verse, narrative poetry).	Learn a wider range of poetry by heart. Prepare poems and plays to read aloud and to perform, showing an understanding through intonation, tone and volume so that meaning is clear to the audience.	Learn a wider range of poetry by heart. Prepare poems and plays to read aloud and to perform, showing an understanding through intonation, tone and volume so that meaning is clear to the audience.
Non-Fiction		Know that some books are used for information and these contain facts. Understand the basic structure of a non-fiction book such as contents page.	Be introduced to non-fiction books that are structured in different ways.	Retrieve and record information from non-fiction. Discuss all features of non-fiction texts and identify the purpose of this structure.	Retrieve and recording information from non-fiction. Use all features of non-fiction texts to locate relevant information and explain their purpose.	Distinguish between statements of fact and opinion Retrieving, recording and presenting information from non-fiction. Using the specific features of non-fiction texts and recording information coherently, using a range of models for making notes.	Distinguish between statements of fact and opinion. Retrieve, record and present information from non-fiction. Use the specific features of non-fiction texts and recording information coherently, using a range of models for making notes.



Key Area							
	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Word Reading Decoding		<p>Apply phonic knowledge and skills as the route to decode words.</p> <p>Respond speedily with the correct sound to grapheme for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.</p> <p>Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.</p> <p>Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p> <p>Read other words of more than one</p>	<p>Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.</p> <p>Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</p> <p>Read accurately most words of two or more syllables that contain the same graphemes as above.</p> <p>Read further common exception words, noting unusual correspondences between spelling</p>	<p>Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, to read aloud new words they meet.</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p>	<p>Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, to read aloud new words they meet.</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p>	<p>Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, to read aloud new words they meet.</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p>	<p>Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, to read aloud new words they meet.</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p> <p>Use their knowledge of a wider range of root words, prefixes and suffixes to understand and pronounce new words.</p>



		<p>syllable that contain taught GPCs. 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.</p>	<p>and sound and where these occur in the word.</p>				
Language Comprehension		<p>Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings.</p> <p>Read words with contractions (for example, I'm, I'll, we'll) and understand that the apostrophe represents the omitted letter(s).</p> <p>Discuss word meanings, linking new meanings to those already known.</p>	<p>Read words containing common suffixes.</p> <p>Discuss and clarify the meanings of words, linking new meanings to known vocabulary.</p> <p>Discuss their favourite words and phrases.</p>	<p>Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, to understand the meaning of new words they meet.</p> <p>Use dictionaries to check the meaning of words that they have read.</p> <p>Understand what they read, in books they can read independently by:</p> <p>Discussing words and phrases that capture the reader's interest and imagination.</p>	<p>Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, to understand the meaning of new words they meet.</p> <p>Use dictionaries to check the meaning of words encountered in reading.</p> <p>Understand what they read, in books they can read independently by:</p> <p>Discussing words and phrases that capture the reader's interest and imagination.</p>	<p>Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, to understand the meaning of new words they meet.</p> <p>Use dictionaries independently to decipher meaning from the text.</p> <p>Select words and phrases which show how a character is feeling.</p> <p>Discuss and explore the meaning of words in context.</p> <p>Identify how language, structure and presentation contribute to meaning.</p>	<p>Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, to understand the meaning of new words they meet.</p> <p>Use dictionaries independently to decipher meaning from the text.</p> <p>Select words and phrases which show how a character is feeling.</p> <p>Discuss and explore the meaning of words in context.</p>



				<p>Discussing and explaining the meaning of words in context.</p> <p>Identifying how language, structure and presentation contribute to meaning.</p>	<p>Discussing and explaining the meaning of words in context.</p> <p>Identifying how language, structure and presentation contribute to meaning.</p>	<p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p>	<p>Identify how language, structure and presentation contribute to meaning.</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p>
Fluency		<p>Re-read books that are consistent with their developing phonic knowledge to build up their fluency and confidence in word reading.</p> <p>Recite some rhymes and poems by heart.</p>	<p>Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered eg 90 WPM</p> <p>Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.</p>	<p>In age appropriate books, read most words quickly and accurately, without overt sounding and blending eg 100 - 120 WPM</p> <p>Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>Re-read familiar books, to build up their fluency and</p>	<p>In age appropriate books, read most words quickly and accurately, without overt sounding and blending eg 110 - 140 WPM</p> <p>Read aloud books closely matched to their improving fluency and understanding, sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>Read aloud and perform poems and playscripts, showing understanding</p>	<p>In age appropriate books, read most words quickly and accurately, without overt sounding and blending eg 130 – 160 WPM</p> <p>Read aloud books closely matched to their improving fluency and understanding, sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>Read aloud and perform poems and</p>	<p>In age appropriate books, read most words quickly and accurately, without overt sounding and blending eg 145 – 170 WPM</p> <p>Read aloud age-appropriate books, using knowledge of morphology and etymology to pronounce new words with minimal impact on fluency.</p> <p>Read aloud and perform poems and plays, showing understanding through intonation, tone and volume so</p>



			<p>Re-read books that are consistent with their improving phonic knowledge, to build up their fluency and confidence in word reading.</p> <p>Recite some poems learnt by heart with appropriate intonation to make the meaning clear.</p>	<p>confidence in word reading.</p> <p>Read aloud and perform poems and playscripts, showing understanding through intonation, tone, volume and action.</p>	<p>through intonation, tone, volume and action.</p>	<p>plays, showing understanding through intonation, tone and volume so that the meaning is clear to the audience.</p>	<p>that the meaning is clear to the audience.</p>
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Comprehension

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Understanding		<p>Draw on what they already know or on background information and vocabulary provided by the teacher.</p> <p>Check that the text makes sense to them as they read and correcting inaccurate reading.</p>	<p>Draw on what they already know or on background information and vocabulary provided by the teacher.</p> <p>Discuss the sequence of events in books and how items of information are related.</p> <p>Check that the text makes sense to them as they read and correcting inaccurate reading.</p>	<p>Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p> <p>Ask questions to improve their understanding of a text.</p> <p>Identify main ideas drawn from more than one paragraph and summarising these.</p>	<p>Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p> <p>Ask questions to improve their understanding of a text.</p> <p>Identify main ideas drawn from more than one paragraph and summarising these. <i>(Pupil can, when reading an age appropriate book independently, identify</i></p>	<p>Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.</p> <p>Ask questions to improve their understanding of a text.</p> <p>Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. <i>(Pupil can, when reading an age</i></p>	<p>Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.</p> <p>Ask questions to improve their understanding of a text.</p> <p>Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.</p>



					<i>the main ideas in paragraphs and can usually summarise, including most of the main ideas in one or two sentences, using key vocabulary from the text).</i>	<i>appropriate book independently, identify the main ideas in paragraphs and can usually summarise in a series of sentences using key vocabulary from the text).</i>	<i>(Pupil can identify the main ideas in paragraphs and can usually produce a succinct summary, paraphrasing the main ideas).</i>
Discussing reading		<p>Participate in discussion about what is read to them, taking turns and listening to what others say.</p> <p>Explain clearly their understanding of what is read to them.</p>	<p>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.</p> <p>Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</p>	<p>Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say</p> <p>Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</p>	<p>Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</p> <p>Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</p>	<p>Reading for Pleasure</p> <p>Recommend books that they have read to their peers, giving reasons for their choices.</p> <p>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.</p> <p>Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and</p>	<p>Reading for Pleasure</p> <p>Recommend books that they have read to their peers, giving reasons for their choices.</p> <p>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.</p> <p>Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and</p>



						using notes where necessary. Provide reasoned justifications for their views.	using notes where necessary. Provide reasoned justifications for their views.
Prediction		Discuss the significance of the title and events. Predict what might happen on the basis of what has been read so far.	Ask and answer questions. Predict what might happen on the basis of what has been read so far.	Predict what might happen from details stated and implied. <i>(Pupil can usually read 'between the lines' when independently reading an age appropriate text and draw on their experience of similar texts to predict what might happen next, usually identifying clues the writer has planted for the reader)</i>	Predict what might happen from details stated and implied. <i>(Pupil can usually read 'between the lines' when independently reading an age appropriate text and draw on their experience of similar texts to predict what might happen next, usually identifying clues the writer has planted for the reader)</i>	Predict what might happen from details stated and implied. <i>(Pupil can usually read 'between the lines' when independently reading an age appropriate text and draw on their experience of similar texts to predict what might happen next, usually identifying clues the writer has planted for the reader)</i>	Predict what might happen from details stated and implied. <i>(Pupil can usually read 'between the lines' when independently reading an age appropriate text and draw on their experience of similar texts to predict what might happen next, usually identifying clues the writer has planted for the reader)</i>
Inference		Make inferences on the basis of what is being said and done.	Make inferences on the basis of what is being said and done.	Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. <i>(Pupil is beginning to draw inferences from their independent reading</i>	Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. <i>(Pupil is beginning to draw inferences from their independent reading</i>	Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. <i>(Pupil can draw inferences from their independent reading of age appropriate</i>	Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. <i>(Pupil can draw inferences from their independent reading of age appropriate</i>



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				<i>of age appropriate texts, often correct but not always fully supported by reference to the text).</i>	<i>of age appropriate texts, often correct but not always fully supported by reference to the text).</i>	<i>texts and explain thinking, returning to text to support opinions).</i>	<i>texts and explain thinking, routinely returning to text to support opinions).</i>
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