

Reading Curriculum Overview





"happy children who are confident, independent and thoughtful."



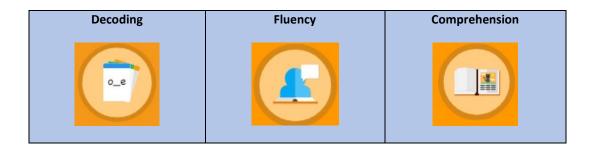
Our Curriculum Design

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 friction, 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 end of their primary education, we want all our pupils to:

- 1. Read easily, fluently and with good comprehension appropriate to their age.
- 2. Enjoy reading widely and often, for both pleasure and information.
- 3. Have developed a rich and wide vocabulary.
- 4. Have an understanding of grammar and knowledge of linguistic conventions for reading.
- 5. Appreciate our rich and varied literary heritage
- 6. Have a deep knowledge of a wide range of fiction, non-fiction and poetry.



Our Reading Curriculum

FARMER DAY	Farms Animals Farmer Duck Martin Waddell &	ester Lick and Zen Verboussi	Meg and Mog Helen Nicholl & Jan Pienkowski	O John For Community of the Red Line Red Red Red Red Red Red Red Red Red Re	Little Red Riding Hood Mandy Ross The Three	RUNAWAY PANCARE	The Runaway Pancake Mairi McKinnon On the	Firefighter	Busy People Firefighter Lucy George		Commotion in the Ocean Giles Andreae
Reception ORAS EG	Helen Oxenbury What the Ladybird Heard Julia Donaldson The Enormous Turnip Irene Yates Dora's Eggs Julie Sykes	O TOPS W- The Hole a Friend Let My Birthday Internation	Nancy Dickmann Topsy and Tim Help a Friend Jean and Gareth Adamson It's My Birthday Helen Oxenbury We're Going to a Birthday Party Martha Mumford	Three lattle Wokes May had Pig	The Three Little Wolves and the Big Bad Pig Eugene Trivizas & Helen Oxenbury Jack and the Beanstalk Gavin Scott	Aliens Love Underpants Underpants For Alice A STAN Whatever Nextl phampte	Moon Anna Milbourne & Benji Davies Aliens Love Underpants Claire Freedman How to Catch a Star Oliver Jeffers Sidney, Stella and the Moon Emma Yarlett	Burglar Bill James 6 Alan Abberg SUPERIATO	Busy People Doctor Lucy George Burglar Bill Janet & Allan Ahlberg Supertato Sue Hendra & Paul Linnet Superworm Julia Donaldson &	STIGLES ACRAMINATION OF THE PROPERTY OF THE PR	Michael Recycle Ellie Bethel Dougal's Deep Sea Diary Simon Bartram The Singing Mermaid Julia Donaldson Dear Mermaid Alan Durant
Olivers Vegetal		NATIVITY PLAY No. bear new Dec. Alpa Dear Santa	Martha	Beanstalk Beanstalk Growing a Plant	Jim and the Beanstalk Raymond Briggs Growing a Plant		Whatever Next Jill Murphy Lost and Found Oliver Jeffers	PLIOT NORTH SUPERNEZO	Julia	Dear- County	Mermaid



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	Billy Goats Gruff	The Three Billy Goats Gruff	The Tiger Who Came to Tea	The Tiger Who Came to Tea Judith Kerr	LOST MUSEUM	Lost in the Toy Museum David Lucas	One Springs	One Springy Day Nick Butterworth	23) of the get keep the get kee	The Cloudspotter Tom McLaughlin	GRANDOS ISLAND	Grandad's Island Benji Davies The Storm
Year 1	GRÜFFAD	The Gruffalo Julia Donaldson	TREE	Tree Seasons Come Seasons Go Patricia Hegarty	MAN & MUON	Bob Man on the Moon Simon Bartram	The Last Wolf	The Last Wolf Mini Grey	PHILL GOITS GROFF	The Three Billy Goats Gruff Mac Barnett	THE STORM WHALE AND ADDRESS OF THE STORM WHAT ADDRESS O	Whale Benji Davies
			STICK MAN	Stickman Julia Donaldson			EASTER STORY	The Easter Story Usbourne				
			en Christman Son	The Christmas Story DK								
	THE-SECRET OSKY CARDEN	Secret Sky Garden Linda Sarah & Fiona Lumbers	The Elves	The Elves and the Shoemaker Mara Alperin	GREAT EXPLORER	The Great Explorer Chris Judge	Dragon Machine	The Dragon Machine Helen Ward	WHALE WITH WINTED MORE	The Whale Who Wanted More Rachel Bright	Paddington and Palace	Paddington at the Palace Michael Bond
Year 2	The part we continued the second	The Day the Crayons Came Home Drew Daywelt & Oliver Jeffers	THE TRUE STORY OF THE 3 LITTLE PIGS!	The True Story of the Three Little Pigs Jon Scieszka	\$\$70-403-is	Traction Man Mini Grey	Andie Estart	Amelia Earhart Maria Isabel Sanchez Vegara	SIMON JAMES Sear Greenpeace National to Burlet 161	& Jim Field Dear Greenpeace Simon James	"Corgi Queen	The Corgi and the Queen Caroline Perry & Lydia Corry
												Bog Baby



	KOALA WHO COULD	The Koala Who Could Rachel Bright	PESTAL PIT VILLADES TO THE PERT STATE OF THE PER	Inside the Villains Clotilda Perrin							Bog Baby	Jeanne Willis
Year 3	BLUE BOHRTY BERGE BOHRTY BUTTERLY Memory hearts	Stone Age Boy Satoshi Kitamura Blue John Berlie Doherty	PHILIP PULLMAN DAUGHER	Escape from Pompeii Christina Balti The Firework- Maker's Daughter Phillip Pullman	Conderella	Marcy and the Riddle of the Sphinx Joe Todd Stanton Cinderella of the Nile Beverly Naidoo & Marjan Vafaeian	ROALD DAHL BULYEMMIPMS	Billy and the Minpins Roald Dahl	Charlottos Web 70	Charlotte's Web E.B. White	THE WILD ROBOT	The Wild Robot Peter Brown
Year 4	* ROALD DAHL GEORDIE'S MEAN	Georges Marvellous Medicine Roald Dahl	ICE PALACE	Ice Palace Robert Swindells	Ted Hughes the Iron	The Iron Man Ted Hughes	CREEK MYTHS	The Orchard Book of Greek Myths Geraldine McCaughrea n & Emma Clark Leo and the Gorgon's Curse	EXPLORER EXPLORER	The Explorer Katherine Rundell	III LAST BEAR MANNEAU TO MANNEAU	The Last Bear Hannah Gold



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			PHILIP PULLMAN FIREWORK MAKERS DAUGHIER	The Firework- Maker's Daughter Phillip Pullman	THE WILD ROBOT PETER BROWN	The Wild Robot Peter Brown	() () () () () () () () () ()	Joe Todd Stanton				
Year 5	ROBERT SWINDELLS ROOM 13	Room 13 Robert Swindells	NARNIA TE LON WITCH WATER	The Lion, The Witch and The Wardrobe C.S. Lewis	Boy. Back closs **	The Boy at the Back of the Class Onjali Q Rauf	MICHAEL MORPURGO BEOINTIF a	Beowolf Michael Morpurgo	SIMAK CALLER CLUB COMP	The Shark Caller Zillah Bethell	THE	The Vanishing Trick Jenni Spangler
			RATHERINE RUNDELL	The Explorer Katherine Rundell								
Year 6	EMMAC ARROLL ANALYMIN TERS LIGHTHOUSE	Letters from the Lighthouse Emma Carroll WW2	michael morpurgo Boy GIANT	Boy Giant Michael Morpurgo	LOUIS SACHAR LOUIS SACHAR Toles Louis Sachar Louis Sac		Ho Louis S	oles Sachar	THE LAST WILD	The Last Wild Piers Torday	TREASURE ISLAND	Treasure Island Robert Louis Stevenson
	ROBEN SWINDELLS ROOM 13	Room 13 Robert Swindells	2024/2025 NARNIA TELOIT WITCH	The Lion, The Witch and The Wardrobe C.S. Lewis	2024/2025 michael propurgo BOY GIANT		Boy (Michael N	Giant Morpurgo				



Our Reading for Pleasure Spine

	Autu	mn 1	Autu	mn 2	Spri	ng 1	Sprir	ng 2	Sumr	ner 1	Sumi	mer 2
	TEARMET DUCK	Farmer Duck Martin Waddell & Helen Oxenbury	Shintsy Husher DOGGER	Dogger Shirley Hughes	One Snowy, Night	One Snowy Night Nick Butterworth	Aliens Love Underpants	Aliens Love Underpants Claire Freedman	Cops and Robbers	Cops and Robbers Allan Ahlberg		
Reception Talk Through Stories	Room on the Broom	Room on the Broom Julia Donaldson	GOT OF SHEEP BLANK	Can't You Sleep Little Bear Martin Waddell	POG.	Zog Julia Donaldson	LOST ou FOUND	Lost and Found Oliver Jeffers	Burglar Bill	Burglar Bill Allan Ahlberg	AN TEOM PSA	The Rainbow Fish Marcus Pfister
Stories	The Secretary Medding	Scarecrow's Wedding Julia Donaldson	OWL BARIES	Owl Babies Martin Waddell					STERRATO	Supertato Sue Hendra & Paul Linnet	Tiddlen	Tiddler Julia Donaldson
Poetry	virigğle Roari	Wriggle and Roar Julia Donaldson	GREAT BIG CUDILE THE TOTAL BY THE BY	A Great Big Cuddle Michael Rosen	PICAL PICA PICAL PICAL PICAL PICAL PICAL PICAL PICAL PICAL P	Each Peach Pear Plum Allan Ahlberg	ZOOMI	Zim Zam Zoom James Carter	Find house (Minispectal) (Minispectal) (See Johnson Halfrey	Mad About Minibeasts Giles Andreae	SEASIDE POEMS	Seaside Poems Jill Bennett
	AFTER	After the Fall Dan Santat	BILLY BEAST	Billy and the Beast Nadia Shireen	BILLYS	Billy's Bucket Kes Gray	Five Minutes Peaces	Five Minutes' Peace Jill Murphy	FROCKODILE	Frockodile Jeanne Willis	RUBYS HORRY	Ruby's Worry Tom Percival
Year 1 Talk Through Stories	Winnie Wilbur WINNIE THE WITCH	Winnie the Witch Valerie Thomas	MHESE THE WILD THINGS FIRE	Where the Wild Things Are	The Works Drankes	The Wonkey Donkey Craig Smith	On the Way Home	On the Way Home Jill Murphy	IM IN CHARGE!	I'm in Charge Jeanne Willis	1431 (2) (20)	Perfectly Norman To, Percival



	A diffe bit	A Little Bit Brave Nicola Kinnear	STICK MAN	Maurice Sendak Stick Man Julia Donaldson					ANNA HIBISOUS SONG Man-autres	Anna Hibiscus' Song Atinuke	NOK MAN SÖURRELS NETO SQUABBLED	The Squirrels Who Squabbled Rachel Bright
	Services Happer OCTAND A SECTION	Elmer David McKee Out and About Shirley Hughes	COLOUR = ME!	Colour and Me Michaela Dias-Hayes	BOS HOUTES	Bob and the Moon tree Mystery	THE STORM WHALE WINTER SOLOMON GROCODIL	The Storm Whale in winter by Benji Davies The Solomon Crocodile	Gara Gara London Ores Fire of Lordon	The Great Fire of London Emma Adams and James Weston Lewis Vlad and the Great Fire of London Kate and Sam Cunningham	Alexi Detrois BEEGU Signed World	Beegu Alexis Deacon The boy who sailed the world By Julia Green
Poetry	Skintay Hughas OUT AND AIROUT A Barl Bouck Fresh	Out and about by Shirley Hughes Linked to Science Seasons	JULIA DONALDS ON POEMS & PERFORM With Children I almost	Question Time By Julia Donaldson Question Time Centre for Literacy in Primary Education (clpe.org.uk)	IN THE LAND GLANTS OF THE PROPERTY OF THE PROP	Winter trees by George Szirtes Winter trees Centre for Literacy in Primary Education (clpe.org.uk)	DINGSAUR DINGSAUR DIS STOP RUES STOP RUE	Ready Steady Steam Train By Kate Wakeling Ready Steady Steam Train Centre for Literacy in Primary Education (clpe.org.uk)	Shirles Hughes OUT AND ABOUT A Hard Board Hose	Fire pg46 By Shirley Hughes	Shirles Hughes OUT AND ABOUT A Hard Board Hose	Seaside pg26 By Shirley Hughes
		Billy and the Dragon Nadia Shireen		How to be a Viking Cressida Cowell		The Invisible Tom Percival		The Koala Who Could Rachel Bright		The Owl who was Afraid of the Dark		There's a Snake in my School



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Year 2 Talk Through Stories	George and the DRAGON Stown Samson Day John	George and the Dragon Christopher Wormell Slow Samson Bethany Christou	CHICKENS Six Dinner Sid	Six Dinner Sid Inga Moore Sonya's Chickens Phoebe Wahl	RAVIS ROAR	Ravi's Roar Tom Percival	KÖALA WHO COULD EXTRAORDINARY CARDENER	The Extraordinar y Gardener Sam Boughton	Jill Tomlinson The OWI Who You's Afraid of the Dark Bar Flar Flar	Jill Tomlinson Gecko's Echo Lucy Rowland The Bear and the Piano David Lichfield	DANG WAllstone SNAKE STHOULD STHOULD STHOULD S	David Walliams The Very Annoying Elephant David Walliams Max and the Tag Along Moon Floyd Copper
	CHERRY MOON has vined by	Cherry Moon Zaro Weil	Same Different	The Same but Different Molly Potter	MEERKAT MAIL GORILLA 202	Meerkat Mail Emily Gravett Gorilla Anthony Browne	THE STATE OF THE S	Day the Crayons Quit Oliver Jeffers There is no dragon in this story Lou Carter	(the season of the season) The season and the season of th	Snail and the Whale	Hot dot	The Dot By Peter H. Reynolds
Poetry	POEMS OUT LOUD!	Milo the Leaf Blower pg. 30 By Chrissie Gittins	Collected ALLAN POEMS AHLBERG	Please Mrs Butler by Allan Alhberg Please Mrs Butler Centre for Literacy in Primary Education (clpe.org.uk)								



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Year 3			TO THE ASSURED ON THE STEP.	The Treasure of the Loch Ness Monster Lari Dan	Pandani MOON	Ramadan Moon Na'ima B Robert					
			Hansel and Gretel	Hansel and Gretal Anthony Browne	MIISBA MAKU IRUMN SY	Misha Makes Friends Tom Percival					
	Moon Juice	Moon Juice Kate Wakeling	PLEASE MRS BUILER	Please Mrs Butler Allan Ahlberg							
Poetry											
Year 4	Voices IN THE PARK Authory Braven	Voices in the Park Anthony Browne	Theseus and the Minotaur	The Orchard Book of Greek Myths Geraldine McCaughrea n & Emma Clark	Odyssey Jan Pender Good Outer	The Odyssey Jan Pienkowski The	Sons of the Poliphin Boy	The Song of the Dolphin Boy Elizabeth :aird	* ROALD DAHL GEORDIE'S WINCH	Charlie and the Chocolate Factory Roald Dahl	
		Werewolf Club Rules Joseph Coelho		The Lost Homework Richard O'Neill	ODYSSEUS	Adventures of Odysseus Hugh Lupton & Daniel Morden &					



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	Internated		ON OST K		ONE PLASTIC BAG	Christina Balit One Plastic Bag Miranda Paul			
Poetry									
Year 5	STIG DUMP 60	Stig of the Dump Clive King	DANGEROUS G A ME TICKLAND HACKER malorie blackman	A Dangerous Game Malorie Blackman Hacker Malorie Blackman	Fastest Boy in the World KATHERINE RUNDELL TIME OD D. GOOD	The Fastest Boy in the World Elizabath Laird The Good Thieves Katherine Rundell			
	BRIGHT BURST COLOUR	Bright Bursts of Colour Matt Goodfellow							
Poetry	FUELDON: AME A POSS OF PASSE MITTER TRANSPORT	Little Red Riding Hood and the Wolf							



Year 6	Judith Kerr When Hiler Stole Pink Rabbit	When Hitler Stole Pink Rabbit Judith Kerr	RUMAYSA RAPINA RAPIZA	Rumaysa Radiya Hafiza	USUMWAD MAD TO THE PROPERTY OF	I Survived the San Francisco Earthquake Lauren Tarshis			
	RHJV and	Rhythm and Poetry Karl Nove	SUBBLE STELLAR FOSTER	Bubble Boy Stewart Foster					
	MICHAEL MOSEN On the Move Desis About Migation Michael Mosen Desis About Migation Account School	On the Move Michael Rosen							
Poetry									



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



performance	rhymes and poems, and to recite some	a repertoire of poems learnt by	play scripts to read aloud and to	play scripts to read aloud and to	of poetry by heart.	of poetry by heart.
	by heart	heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.	perform, showing understanding through intonation, tone, volume and action. Recognise some different forms of poetry, (e.g. free verse, narrative poetry).	perform, showing understanding through intonation, tone, volume and action. Recognise some different forms of poetry, (e.g. free verse, narrative poetry).	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.	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.
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knowledge and skills as the route to decode words. Respond speedily knowledge and skills as the route to decode words. Respond speedily knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1 to read knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1 to read	ly their growing wledge of root ds, prefixes and xes (etymology
as the route to decode words. Respond speedily with the correct with the	ds, prefixes and
decode words. route to decode words until automatic decoding with the correct with the cor	=
words until automatic decoding with the correct words until automatic decoding words until automatic decoding has become has become	xes (etymology
Respond speedily with the correct has become listed in English Appendix 1, to read App	
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I with the correct I has become I I wholed it is to read I I whole	d in English
	endix 1, to read
sound to grapheme embedded and they meet. aloud new words they meet.	d new words
for all 40+ reading is fluent. they meet.	meet.
phonemes, Read further Read further	
including, where Read accurately by exception words, Read further exception words, Read further	d further
11	ption words,
	ng the unusual
	espondences
graphemes taught and sound, and between spelling and sound, and between	veen spelling
	sound, and
blending sounds in recognising the word. where these occur in the word. where the word.	re these occur in
unfamiliar words alternative sounds the word.	word.
containing GPCs that for graphemes.	
	their knowledge
	wider range of
	words, prefixes
exception words, or more syndores	suffixes to
Hotting unusual that contain the	erstand and
Correspondences Same graphemes as	nounce new
between spelling above. words	as.
and sound and	
where these occur in Read further	
the word. common exception	
words, noting	
Read other words of unusual	
more than one correspondences	
syllable that contain between spelling	
taught GPCs. and sound and	
Read aloud where these occur in the word.	
I THE WOLD	



Language Comprehension	with devices and d	ntaining taught PCs and -s, -es, - g, -ed, -er and -est dings. ad words with ntractions (for ample, I'm, I'll,	Read words containing common suffixes. Discuss and clarify the meanings of words, linking new meanings to known vocabulary.	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.	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.	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.	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
	we und	e'll) and derstand that the	Discuss their	Use dictionaries to	Use dictionaries to	Use dictionaries independently to	words they meet.
	rep		favourite words and phrases.	check the meaning of words that they have read.	check the meaning of words encountered in	decipher meaning from the text. Select words and	Use dictionaries independently to decipher meaning
	_	scuss word		Understand what	reading. Understand what	phrases which show how a character is	from the text.
	nev tho	eanings, linking w meanings to ose already own.		they read, in books they can read independently by:	they read, in books they can read independently by:	feeling. Discuss and explore the meaning of words in context.	Select words and phrases which show how a character is feeling.
				Discussing words and phrases that capture the reader's interest and	Discussing words and phrases that capture the reader's interest and	Identify how language, structure and presentation contribute to	Discuss and explore the meaning of words in context.
				imagination. Discussing and explaining the	imagination. Discussing and explaining the	meaning. Discuss and evaluate how authors use language, including figurative language,	Identify how language, structure and presentation



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Eluoney	Do road be also that Dood was to	meaning of words in context. Identifying how language, structure and presentation contribute to meaning. Identifying how language, s and presentation contribute to meaning.	impact on the reader. Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.
Fluency	Re-read books that are consistent with their developing phonic knowledge to build up their fluency and confidence in word reading. Recite some rhymes and poems by heart. Read most we quickly and accurately, we overt sounding with have been frequently encountered wpm. Recite some rhymes and poems by heart. Read aloud be closely mater their improve phonic known sounding out unfamiliar we accurately, automaticall without und hesitation. Re-read book are consistent their improve phonic known p	books, read most words quickly and accurately, without overt sounding and blending eg 100 - 120 WPM Read aloud books closely matched to their improving hed to phonic knowledge, ing sounding out vledge, unfamiliar words t accurately, ords automatically and without undue hesitation. Read aloud closely matched to understand sounding ou understand without undue hesitation. Read aloud closely matched to understand sounding o unfamiliar accurately, automatically and without undue hesitation. Read aloud closely matched to understand their improving fluency and understand without undue hesitation. Read aloud perform po playscripts understand through int tone, volur	books, read most words quickly and accurately, without overt sounding and blending eg 130 – 160 WPM Books ched to ving ting, ut understanding, vords vords vords vords vords vords quickly and accurately, without overt sounding and blending eg 145 – 170 WPM Read aloud books closely matched to their improving ing, ut understanding, vords vords lly and due unfamiliar words accurately, automatically and without undue hesitation. Read aloud and perform poems and plays, showing understanding, through intonation, tone and volume so that the meaning is



			to build up their fluency and confidence in word reading. Recite some poems leant by heart with appropriate intonation to make the meaning clear.	Read aloud and perform poems and playscripts, showing understanding through intonation, tone, volume and action.		tone and volume so that the meaning is clear to the audience.	
			·	hension			
	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Understanding		Draw on what they already know or on background information and vocabulary provided by the teacher. Check that the text makes sense to them as they read and correcting inaccurate reading.	Draw on what they already know or on background information and vocabulary provided by the teacher. Discuss the sequence of events in books and how items of information are related.	Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. Ask questions to improve their understanding of a text.	Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. Ask questions to improve their understanding of a text.	Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. Ask questions to improve their understanding of a text.	Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. Ask questions to improve their understanding of a text.
			Check that the text makes sense to them as they read and correcting inaccurate reading.	Identify main ideas drawn from more than one paragraph and summarising these.	Identify main ideas drawn from more than one paragraph and summarising these. (Pupil can, when reading an age appropriate book independently, identify the main ideas in paragraphs and can usually summarise, including most of the main ideas in one or	Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. (Pupil can, when reading an age appropriate book independently, identify the main ideas in paragraphs	Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. (Pupil can identify the main ideas in paragraphs and can usually produce a succinct summary,



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Discouries and	Destinients in	Destinients in	Doublished in	two sentences, using key vocabulary from the text).	and can usually summarise in a series of sentences using key vocabulary from the text).	paraphrasing the main ideas).
Discussing reading	Participate in discussion about what is read to them, taking turns and listening to what others say. Explain clearly their understanding of what is read to them.	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. Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.	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 Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.	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. Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.	Reading for Pleasure Recommend books that they have read to their peers, giving reasons for their choices. 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.	Reading for Pleasure Recommend books that they have read to their peers, giving reasons for their choices. 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.
					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.	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.



		I	I	1	,	I
					Provide reasoned	Provide reasoned
					justifications for	justifications for
					their views.	their views.
Prediction	Discuss the	Ask and answer	Predict what might	Predict what might	Predict what might	Predict what might
	significance of the	questions.	happen from details	happen from details	happen from details	happen from details
	title and events.		stated and implied.	stated and implied.	stated and implied.	stated and implied.
		Predict what might	(Pupil can usually	(Pupil can usually	(Pupil can usually	(Pupil can usually
	Predict what might	happen on the basis	read 'between the	read 'between the	read 'between the	read 'between the
	happen on the basis	of what has been	lines' when	lines' when	lines' when	lines' when
	of what has been	read so far.	independently	independently	independently	independently
	read so far.		reading an age	reading an age	reading an age	reading an age
			appropriate text and	appropriate text and	appropriate text and	appropriate text and
			draw on their	draw on their	draw on their	draw on their
			experience of similar	experience of similar	experience of similar	experience of similar
			texts to predict what	texts to predict what	texts to predict what	texts to predict what
			might happen next,	might happen next,	might happen next,	might happen next,
			usually identifying	usually identifying	usually identifying	usually identifying
			clues the writer has	clues the writer has	clues the writer has	clues the writer has
			planted for the	planted for the	planted for the	planted for the
			reader)	reader)	reader)	reader)
			,	,	,	,
Inference	Make inferences on	Make inferences on	Draw inferences	Draw inferences	Draw inferences	Draw inferences
	the basis of what is	the basis of what is	such as inferring	such as inferring	such as inferring	such as inferring
	being said and done.	being said and done.	characters' feelings,	characters' feelings,	characters' feelings,	characters' feelings,
			thoughts and	thoughts and	thoughts and	thoughts and
			motives from their	motives from their	motives from their	motives from their
			actions, and	actions, and	actions, and	actions, and
			justifying inferences	justifying inferences	justifying inferences	justifying inferences
			with evidence.	with evidence.	with evidence.	with evidence.
			(Pupil is beginning to	(Pupil is beginning to	(Pupil can draw	(Pupil can draw
			draw inferences	draw inferences	inferences from their	inferences from their
			from their	from their	independent reading	independent reading
			independent reading	independent reading	of age appropriate	of age appropriate
			of age appropriate	of age appropriate	texts and explain	texts and explain
			texts, often correct	texts, often correct	thinking, returning	thinking, routinely
			but not always fully	but not always fully	to text to support	returning to text to
			supported by	supported by	opinions).	support opinions).



		reference to the	reference to the	
		text).	text).	