



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 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.



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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	 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 Alan 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>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</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>BOY GIANT MICHAEL MORPURGO</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>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>BOY GIANT MICHAEL MORPURGO</p>	<p>Boy Giant Michael Morpurgo</p>						

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
		Room on the Broom Julia Donaldson		Can't You Sleep Little Bear Martin Waddell		Zog Julia Donaldson
		Scarecrow's Wedding Julia Donaldson		Owl Babies Martin Waddell		Aliens Love Underpants Claire Freedman
Poetry		Wriggle and Roar Julia Donaldson		A Great Big Cuddle Michael Rosen		Each Peach Pear Plum Allan Ahlberg
		Mad About Minibeasts Giles Andreae		Supertato Sue Hendra & Paul Linnet		Burglar Bill Allan Ahlberg
		Seaside Poems Jill Bennett		The Rainbow Fish Marcus Pfister		Tiddler Julia Donaldson
Year 1 Talk Through Stories		After the Fall Dan Santat		Billy and the Beast Nadia Shireen		Five Minutes' Peace Jill Murphy
		Winnie the Witch Valerie Thomas		Where the Wild Things Are Seymour Chwast		On the Way Home Jill Murphy
				The Wonkey Donkey Craig Smith		I'm in Charge Jeanne Willis
						Ruby's Worry Tom Percival
						Perfectly Norman To, Percival

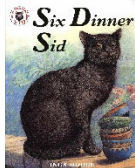
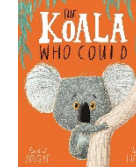

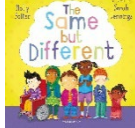
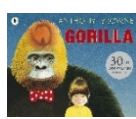
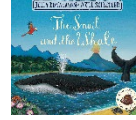
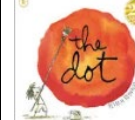


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		A Little Bit Brave Nicola Kinnear		Maurice Sendak Stick Man Julia Donaldson					Anna Hibiscus' Song Atinuke		The Squirrels Who Squabbled Rachel Bright	
	 	Elmer David McKee Out and About Shirley Hughes		Colour and Me Michaela Dias-Hayes		Bob and the Moon tree Mystery	 	The Storm Whale in winter by Benji Davies The Solomon Crocodile	The Great Fire of London Emma Adams and James Weston Lewis Vlad and the Great Fire of London Kate and Sam Cunningham	 	Beegu Alexis Deacon The boy who sailed the world By Julia Green	
Poetry		Out and about by Shirley Hughes Linked to Science Seasons		Question Time By Julia Donaldson Question Time Centre for Literacy in Primary Education (clpe.org.uk)		Winter trees by George Szirtes Winter trees Centre for Literacy in Primary Education (clpe.org.uk)		Ready Steady Steam Train By Kate Wakeling Ready Steady Steam Train Centre for Literacy in Primary Education (clpe.org.uk)		Fire pg46 By Shirley Hughes		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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<p>Year 2 Talk Through Stories</p>	  	<p>George and the Dragon Christopher Wormell</p> <p>Slow Samson Bethany Christou</p>	  	<p>Six Dinner Sid Inga Moore</p> <p>Sonya's Chickens Phoebe Wahl</p>	 	<p>Ravi's Roar Tom Percival</p>	 	<p>The Extraordinary Gardener Sam Boughton</p>	  	<p>Jill Tomlinson</p> <p>Jill Tomlinson</p> <p>Gecko's Echo Lucy Rowland</p> <p>The Bear and the Piano David Lichfield</p>	  	<p>David Walliams</p> <p>The Very Annoying Elephant David Walliams</p> <p>Max and the Tag Along Moon Floyd Copper</p>
		<p>Cherry Moon Zaro Weil</p>		<p>The Same but Different Molly Potter</p>	 	<p>Meerkat Mail Emily Gravett</p> <p>Gorilla Anthony Browne</p>	 	<p>Day the Crayons Quit Oliver Jeffers</p> <p>There is no dragon in this story Lou Carter</p>		<p>Snail and the Whale</p>		<p>The Dot By Peter H. Reynolds</p>
<p>Poetry</p>		<p>Milo the Leaf Blower pg. 30 By Chrissie Gittins</p>		<p>Please Mrs Butler by Allan Ahlberg Please Mrs Butler Centre for Literacy in Primary Education (clpe.org.uk)</p>								



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<p>Year 3</p>		<p>Moon Juice Kate Wakeling</p>	  	<p>The Treasure of the Loch Ness Monster Lari Dan</p> <p>Hansel and Gretel Anthony Browne</p> <p>Please Mrs Butler Allan Ahlberg</p>	 	<p>Ramadan Moon Na'ima B Robert</p> <p>Misha Makes Friends Tom Percival</p>						
<p>Poetry</p>												
<p>Year 4</p>		<p>Voices in the Park Anthony Browne</p> <p>Werewolf Club Rules Joseph Coelho</p>	 	<p>The Orchard Book of Greek Myths Geraldine McCaughrean & Emma Clark</p> <p>The Lost Homework Richard O'Neill</p>	 	<p>The Odyssey Jan Pienkowski</p> <p>The Adventures of Odysseus Hugh Lupton & Daniel Morden &</p>		<p>The Song of the Dolphin Boy Elizabeth Laird</p>		<p>Charlie and the Chocolate Factory Roald Dahl</p>		



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Year 6		When Hitler Stole Pink Rabbit Judith Kerr		Rumaysa Radiya Hafiza		I Survived the San Francisco Earthquake Lauren Tarshis						
		Rhythm and Poetry Karl Nove		Bubble Boy Stewart Foster								
		On the Move Michael Rosen										
Poetry												

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 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 across a wide range of writing.</p>



<p>Poetry and performance</p>		<p>Learn to appreciate rhymes and poems, and to recite some by heart</p>	<p>Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.</p>	<p>Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.</p> <p>Recognise some different forms of poetry, (e.g. free verse, narrative poetry).</p>	<p>Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.</p> <p>Recognise some different forms of poetry, (e.g. free verse, narrative poetry).</p>	<p>Learn a wider range of poetry by heart.</p> <p>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.</p>	<p>Learn a wider range of poetry by heart.</p> <p>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.</p>
<p>Non-Fiction</p>		<p>Know that some books are used for information and these contain facts.</p> <p>Understand the basic structure of a non-fiction book such as contents page.</p>	<p>Be introduced to non-fiction books that are structured in different ways.</p>	<p>Retrieve and record information from non-fiction.</p> <p>Discuss all features of non-fiction texts and identify the purpose of this structure.</p>	<p>Retrieve and recording information from non-fiction.</p> <p>Use all features of non-fiction texts to locate relevant information and explain their purpose.</p>	<p>Distinguish between statements of fact and opinion</p> <p>Retrieving, recording and presenting information from non-fiction.</p> <p>Using the specific features of non-fiction texts and recording information coherently, using a range of models for making notes.</p>	<p>Distinguish between statements of fact and opinion.</p> <p>Retrieve, record and present information from non-fiction.</p> <p>Use the specific features of non-fiction texts and recording information coherently, using a range of models for making notes.</p>
<p>Key Area</p>							
	<p>EYFS</p>	<p>Y1</p>	<p>Y2</p>	<p>Y3</p>	<p>Y4</p>	<p>Y5</p>	<p>Y6</p>



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 syllable that contain taught GPCs. Read aloud accurately books</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 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>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>
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		<p>that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.</p>					
<p>Language Comprehension</p>		<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>Discussing and explaining the</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>Discussing and explaining the</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. Select words and phrases which show how a character is feeling.</p> <p>Discuss and explore the meaning of words in context. Identify how language, structure and presentation contribute to meaning. Discuss and evaluate how authors use language, including figurative language,</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</p>



				<p>meaning of words in context.</p> <p>Identifying how language, structure and presentation contribute to meaning.</p>	<p>meaning of words in context.</p> <p>Identifying how language, structure and presentation contribute to meaning.</p>	<p>considering the impact on the reader.</p>	<p>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>Re-read books that are consistent with their improving phonic knowledge,</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 confidence in word reading.</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 through intonation, tone, volume and action.</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 plays, showing understanding through intonation,</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 that the meaning is clear to the audience.</p>



			to build up their fluency and confidence in word reading. Recite some poems learnt 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.	
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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 the main ideas in paragraphs and can usually summarise, including most of the main ideas in one or</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 appropriate book independently, identify the main ideas in paragraphs</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 identify the main ideas in paragraphs and can usually produce a succinct summary,</i></p>



					<i>two sentences, using key vocabulary from the text).</i>	<i>and can usually summarise in a series of sentences using key vocabulary from the text).</i>	<i>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 using notes where necessary.</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 using notes where necessary.</p>



						Provide reasoned justifications for their views.	Provide reasoned justifications for their views.
Prediction		<p>Discuss the significance of the title and events.</p> <p>Predict what might happen on the basis of what has been read so far.</p>	<p>Ask and answer questions.</p> <p>Predict what might happen on the basis of what has been read so far.</p>	<p>Predict what might happen from details stated and implied.</p> <p><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></p>	<p>Predict what might happen from details stated and implied.</p> <p><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></p>	<p>Predict what might happen from details stated and implied.</p> <p><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></p>	<p>Predict what might happen from details stated and implied.</p> <p><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></p>
Inference		<p>Make inferences on the basis of what is being said and done.</p>	<p>Make inferences on the basis of what is being said and done.</p>	<p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p><i>(Pupil is beginning to draw inferences from their independent reading of age appropriate texts, often correct but not always fully supported by</i></p>	<p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p><i>(Pupil is beginning to draw inferences from their independent reading of age appropriate texts, often correct but not always fully supported by</i></p>	<p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p><i>(Pupil can draw inferences from their independent reading of age appropriate texts and explain thinking, returning to text to support opinions).</i></p>	<p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p><i>(Pupil can draw inferences from their independent reading of age appropriate texts and explain thinking, routinely returning to text to support opinions).</i></p>



King's Meadow
Academy

				<i>reference to the text).</i>	<i>reference to the text).</i>		
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