



NORTHSIDE Reading Curriculum Overview

Respect, Pride, Inclusion, Challenge, Creativity, Resilience

Through the reading curriculum, we aim to develop a love for reading through progressive teaching and by ensuring the previous year group objectives are met before moving on.

Autumn Reading Objectives								
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Recognise what skills are needed when reading for different purposes: pleasure, to find out information and the meaning of new words.								
Reading for pleasure	<p>Two Year Old Nursery: Enjoy songs and rhymes.</p> <p>Three Year Old Nursery: Story time, daily – three to five books.</p>	<p>Story time, daily – three to five books.</p>	<p>Story time (including narratives and poems), daily.</p> <p>Read books directly linked to phonics phase and suited to ability and previous phonic knowledge.</p> <p>Begin to participate in regular DEAR time (look at books, time in the book corner).</p> <p>Choose one book from the Book Corner to read.</p> <p>Start introducing Reading Road Map books to the children.</p>	<p>Story time (including narratives and poems), daily.</p> <p>Begin to read non-fiction books that are structured in different ways.</p> <p>Begin to participate in regular DEAR time (5 minutes to explore books and begin to read some independently).</p> <p>Choose one-two books from the Book Corner to read at home.</p> <p>Reading Road Map books to begin going home with the children.</p>	<p>Story time (including narratives and poems), daily.</p> <p>Begin to read books that are structured in different ways and reading for a range of purposes.</p> <p>Begin to participate in daily DEAR time for 5 minutes of independent reading.</p> <p>Choose books from the Book Corner to read at home.</p> <p>Reading Road Map books to begin going home with the children.</p>	<p>Story time (including narratives and poems), daily.</p> <p>Begin to read books that are structured in different ways and independently select and read for a range of purposes.</p> <p>Begin to participate in daily DEAR time for 10 minutes of independent reading.</p> <p>Choose books from the Book Corner and the Reading and Rhythm Room to read at home.</p> <p>Reading Road Map books to begin going home with the children.</p>	<p>Story time (including narratives and poems), daily.</p> <p>Recommend books that they have read to their peers.</p> <p>Begin to participate in daily DEAR time for 15 minutes of independent reading.</p> <p>Choose books to read independently.</p> <p>Reading Road Map books to begin going home with the children.</p>	<p>Story time (including narratives and poems), daily.</p> <p>Recommend books that they have read to their peers, giving reasons for their choices.</p> <p>Begin to participate in daily DEAR time for 20 minutes of independent reading.</p> <p>Identify themes and authors liked to choose books to read independently.</p> <p>Reading Road Map books to begin going home with the children.</p>
	<p>Three Year Old: Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.</p>	<p>Use phonic knowledge to decode regular words and read them aloud accurately.</p>	<p>Use phonic knowledge phases _ _ to help read letters and words.</p> <p>Recognise suffixes by building on root words they already know.</p>	<p>Phonics knowledge from EYFS and Year 1 (phases __ - __)</p>	<p>Recognise root words, prefixes and suffixes.</p> <p>Prefixes: 'pre-', 'dis-', 'mis-', 're-', 'sub-', 'tele-', 'super-', 'auto-'</p> <p>Suffixes: 'less' and 'ly'</p>	<p>Extend knowledge of root words, prefixes and suffixes.</p> <p>Prefixes 'in-', 'il-', 'im-' and 'ir-' 'anti-' and 'inter-'</p> <p>Suffixes '-ing', '-en', '-er', 'ed', '-tion', '-sion', '-ssion', '-cian', '-ation'</p>	<p>Continue to extend their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.</p> <p>Including: -ce, -ious, -ant, ance, -ancy, -able, -ible, -ation,</p>	<p>Continue to extend their growing knowledge of root words by identifying words in books they are reading and using knowledge to read them accurately, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.</p>

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							-fer	Including: -cial, -tial, -ent, -ence, - ency, -ablem -ce, -ge.
Vocabulary			Develop vocabulary through stories listened to and discuss what they have heard.	Develop and begin to use vocabulary through stories listened to and discuss what they have heard.	Develop and use vocabulary through stories listened to and discuss what they have heard.	Develop and accurately use vocabulary through stories listened to and discuss what they have heard.	Develop and consistently use vocabulary through stories listened to and discuss what they have heard.	Develop and confidently use vocabulary through stories listened to and discuss what they have heard.
Decoding	Three Year Old: Develop phonological awareness, so that children can: <ul style="list-style-type: none"> spot and suggest rhymes 	Use phonic knowledge to decode regular words and read them aloud accurately.	Apply phonic knowledge and skills as the route to decode words.	Apply phonics to decode words until automatic decoding has become embedded and reading is fluent.	Make good approximation of the pronunciation of new words.	Test out different pronunciations of new words.	Begin to explore new words using pronunciation.	Focus on new vocabulary including pronunciation and understanding meanings.
Accuracy	Two Year Old: Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. Three Year Old: Link sounds to letters, naming and sounding the letters of the alphabet.	Segment the sounds in simple words and blend them together.	Respond, speedily, with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.	Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.	Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.	Read new words with increasing confidence and accuracy to develop range of vocabulary.	Accurate reading of individual words, which might be key to the meaning of a sentence or paragraph to improve and display comprehension of texts.	Read words effortlessly, with automaticity and fluency. <ul style="list-style-type: none"> Stop at full stops Use expression where needed Read words in italics with emphasis
Fluency	Two Year Old: Copy finger movements and other gestures. Three Year Old: Enjoy books read aloud to them and join in with familiar words.	Read some letter groups that each represent one sound and say sounds for them.	Begin to 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.	Begin to read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.	Read aloud and understand the meaning of new words they meet varying volume as the text changes.	Read aloud with increasing fluency and but attempting to pronounce new words using knowledge of other words starting to use intonation.	Read aloud from a variety of genres with accuracy (stopping at full stops, change tone for italics, questions and exclamations). Add in genres from the overview?	Read aloud from a variety of genres with accuracy and appropriate expression, intonation, smoothness and volume for the text and phrasing including reading different dialects.
Reading comprehension - explain	Two Year Old: Recognise story books. Three Year Old: Begin to be aware the way stories are structured.	Recognise the structure of familiar stories.	Listen to, discuss and recognise the features of a story with familiar setting is (fiction) and what instructions are (non-fiction) and what poems are/that they can rhyme. <i>Language, structure and presentation.</i>	Listen to, discuss and recognise features of a wide range of stories with familiar settings, simple ordered instructions and rhyming couplets in poems and narratives. <i>Language, structure and presentation.</i>	Listen to, discuss and recognise features of different stories with imaginary settings, instructions and poems following a familiar structure. <i>Language, structure and presentation.</i>	Listen to, discuss and recognise features of stories with imaginary settings, instructional texts and rhyming poems that follow a familiar structure. <i>Language, structure and presentation.</i>	Listen to, discuss and recognise features stories with historical settings, instructions for complex tasks and rhyming poems with a variety of structures. <i>Language, structure and presentation.</i>	Listen to, discuss and recognise features stories with historical settings, instructions for more complex tasks and poems with a variety of structures. <i>Language, structure and presentation.</i>

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	<p>Two Year Old Nursery Develop play around favourite stories using props.</p> <p>Engage in imaginative role play based on stories with support.</p>	Retell a known story through role play.	Use role-play to help pupils to identify with and explore characters and to try out the language they have listened to.	Use role play and other drama techniques to identify and explore characters including emotions, reactions and how these help with the understanding of the text and in making predictions.	Use drama approaches to understand how to perform plays and poems to support their understanding of the meaning.	Use conscience alley and hot seating techniques to explore characters.	Use freeze frames and thought tracking to explore different texts and characters.	Use mime, telephone conversations and paired improvisation to explore different characters and scenarios in texts.
Discussion	<p>Two Year Old: Have favourite books and seek them out, to share with an adult, with another child, or to look at alone.</p> <p>Three Year Old: Initiate choosing a book for an adult to read.</p>	Play cooperatively in the reading corner, begin to take turns with reading books.	<p>Begin to take part in effective discussions with rules agreed.</p> <ul style="list-style-type: none"> • Answer questions directed at them • Put hand up to offer ideas. 	<p>Make contributions in whole class and group discussion.</p> <ul style="list-style-type: none"> • Volunteer to answer questions • Listen to others. 	<p>Make and respond to contributions in a variety of group situations e.g. whole class, pairs, guided groups, book circles.</p>	<p>Participate in discussions sharing their preferences and opinions on texts, supported with reasons and/or evidence.</p>	<p>Participate in discussions, building on their own and others' ideas and challenging views courteously.</p>	<p>Initiate discussions on themes, preferences and dislikes around particular books and authors.</p>
	<p>Two Year Old Nursery Repeat words and phrases from familiar stories.</p> <p>Three Year Old Nursery Know what main characters are and where to find them, in familiar stories.</p>	Know that information can be retrieved from books and computers.	<p>Retrieve information from stories with familiar settings, instructions and poems with rhyming couplets.</p> <p>Questions could include: 'Where/when is the story set?' 'How does the story end?'</p>	<p>Collect information from fiction and non-fiction books by finding the relevant information and copying key words and/or phrases.</p> <p>Questions could include 'Is there a good/bad character? How can you tell?' 'Who is telling us the story?'</p>	<p>Retrieve and record information from non-fiction texts by knowing what information they need to look for before they begin and be clear about the task.</p> <p>Questions could include: 'Find and copy...' 'Where is the story set?' 'When did ___ happen?'</p>	<p>Navigate texts to locate and retrieve information in print and on screen.</p> <p>Questions could include: 'Can you find...?' 'How does the main character look/sound/behave?'</p>	<p>Retrieve, record and present information from stories with historical settings, instructions and poems (blank verse and other structures).</p> <p>Questions could include: 'Where does it say..?' 'Where would you find...?'</p>	<p>Retrieve, record and present information from non-fiction, answering questions worded in different ways but still requiring retrieval skills.</p> <p>Questions could include: 'Can ___ have more than one meaning?' 'What does the word ___ mean?'</p>
	<p>Background knowledge/Make connections</p> <p>Two Year Old: Recognise main characters from familiar stories.</p> <p>Three Year Old: Remember some key things that happened in a familiar story.</p>	<p>Background knowledge/Make connections Anticipate key events in stories.</p>	<p>Background knowledge/Make connections Draw on what they already know (using whole class Knowledge organiser display) or on background information and vocabulary provided by the teacher to show they understand texts that are familiar to them.</p>	<p>Background knowledge/Make connections Draw on what they already know (using whole class Knowledge organiser display and vocabulary books) or on background information and vocabulary provided by the teacher to show they understand the story line and the feelings of some characters.</p>	<p>Background knowledge/Make connections Draw on what they already know to explain some elements of what they have read in class about stories, characters and poems.</p>	<p>Background knowledge/Make connections Draw on what they already know and use this to explain what they have read.</p> <ul style="list-style-type: none"> • In stories with imaginary settings- characters, dilemmas, descriptions and plot • Poems with familiar structures • Instructions for others to follow 	<p>Background knowledge/Make connections Draw on what they already know or on background information, own experiences and vocabulary independently selected to show their understanding of:</p> <ul style="list-style-type: none"> • plot developments • themes • character development • use of different structures in poetry. 	<p>Background knowledge/Make connections Draw on what they already know or on background information, own experiences and vocabulary to show their understanding of:</p> <ul style="list-style-type: none"> • historical facts being used as a basis for narratives. • how poets structure poems in ways for effect • how instructions can be written in different ways but still include the key features.

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	<p>Make predictions and ask questions/Think like a detective Two Year Old: Respond to predictable phrases Three Year Old: Recognise and join in with some predictable phrases in familiar stories and poems.</p>	<p>Make predictions and ask questions/Think like a detective Recognise and join in with predictable phrases.</p>	<p>Make predictions and ask questions/Think like a detective Use knowledge of what has been read so far (in stories with familiar settings, instructions and poems with rhyming couplets) to predict what might happen.</p>	<p>Make predictions and ask questions/Think like a detective Predict what might happen to characters based on what has been read before.</p>	<p>Make predictions and ask questions/Think like a detective Predict what might happen (to characters and in next chapters/parts of the story) on the basis of what has been read so far.</p>	<p>Make predictions and ask questions/Think like a detective Predict what might happen from details stated and implied.</p>	<p>Make predictions and ask questions/Think like a detective Predict what might happen using knowledge of previous chapters/similar narratives/texts.</p>	<p>Make predictions and ask questions/Think like a detective Predict what might happen using knowledge of previous chapters/similar narratives/texts and supporting with evidence.</p>
	<p>Identify important words/ Visualise where necessary Find words that are repeated.</p>	<p>Identify important words/ Visualise where necessary Find words to show how characters feel. Identify words that give us certain information required.</p>	<p>Identify important words/ Visualise where necessary Find actions that show how a character feels or to tell us what they are doing.</p>	<p>Identify important words/ Visualise where necessary Find words that add detail to descriptions to make them clear in the reader's mind.</p>	<p>Identify important words/ Visualise where necessary Find words/phrases that describe a place or person by using different literary techniques. For example: alliteration, expanded noun phrases, similes.</p>	<p>Identify important words/ Visualise where necessary Identify new words, find out their meanings and explain how the author used this to create and image in our minds.</p>	<p>Identify important words/ Visualise where necessary Identify metaphors and similes chosen by the author to create images in the readers mind.</p>	
	<p>Detect errors/ Make repair strategies Check that stories read to them make sense by asking questions if they do not understand. For example: why, how, when?</p>	<p>Detect errors/ Make repair strategies Check that the text makes sense to them as they read and correcting inaccurate reading by:</p> <ul style="list-style-type: none"> • using phonic knowledge 	<p>Detect errors/ Make repair strategies Check that the text makes sense to them as they read and correcting inaccurate reading by:</p> <ul style="list-style-type: none"> • using phonetic knowledge as well as knowledge of new words 	<p>Detect errors/ Make repair strategies Check texts make sense to them, discussing, understanding and explaining meaning of new words in context.</p> <ul style="list-style-type: none"> • using Word Wall for reference 	<p>Detect errors/ Make repair strategies Check texts make sense to them, discussing and understanding and explaining meaning of new words in context:</p> <ul style="list-style-type: none"> • reading out loud with expression and intonation 	<p>Detect errors/ Make repair strategies Check texts make sense to them, discussing and understanding and explaining meaning of new words in context:</p> <ul style="list-style-type: none"> • reading aloud and reading around the word to work out meanings of new words. 	<p>Detect errors/ Make repair strategies Check texts make sense to them, discussing and understanding and explaining meaning of new words in context:</p> <ul style="list-style-type: none"> • make connections with prior reading and words with similar meanings or recognisable root words. 	

Spring Reading Objectives

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Reading for pleasure	<p>Two Year Old Nursery: Enjoy songs, rhymes, tuning in and paying attention. Enjoy sharing books with an adult. Three Year Old Nursery:</p>	<p>Story time, daily – three to five books. To choose a book to be read at story time.</p>	<p>Story time (including narratives and poems), daily. Choose own reading books from The Reading Road Map. Books are organised in red, amber, green and</p>	<p>Story time (including narratives and poems), daily. Choose own reading books from The Reading Road Map (each child to achieve at least the Bronze).</p>	<p>Story time (including narratives and poems), daily. Choose own reading books from The Reading Road Map (each child to achieve at least the Bronze).</p>	<p>Story time (including narratives and poems), daily. Choose own reading books from The Reading Road Map (each child to achieve at least the Bronze or Silver).</p>	<p>Story time (including narratives and poems), daily. Choose own reading books from The Reading Road Map (each child to achieve at least the Silver or Gold).</p>	<p>Story time (including narratives and poems), daily. Choose own reading books from The Reading Road Map (each child to achieve at least the Gold).</p>

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	Story time, daily – three to five books.		are age-appropriate so this is how they progress through the year groups. Read books directly linked to phonics phase and suited to ability and previous phonic knowledge. Begin to participate in regular DEAR time (5 minutes to explore books).	Read books directly linked to phonics phase and suited to ability and previous phonic knowledge-where necessary. Continue to participate in regular DEAR time (5 minutes to explore books and read some independently).	Read books directly linked to ability and previous phonic knowledge. Continue to participate in daily DEAR time for 10 minutes of independent reading.	Read books directly linked to ability. Continue to participate in daily DEAR time for 15 minutes of independent reading.	Read books directly linked to ability. Continue to participate in daily DEAR time for 20 minutes of independent reading.	Read books directly linked to ability and some slightly more complex texts. Continue to participate in daily DEAR time for 25 minutes of independent reading.
Word reading	Two Year Old: Recognise some letters in their own name. Three Year Old: Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.	Use phonic knowledge to decode regular words and read them aloud accurately.	Use phonic knowledge phases _ _ to help read letters and words. Recognise suffixes by building on root words they already know.	Phonics knowledge from EYFS and Year 1 (phases __ - __)	Recognise root words, prefixes and suffixes. Prefixes: 'pre-', 'dis-', 'mis-', 're-', 'sub-', 'tele-', 'super-', 'auto-' Suffixes: 'less' and 'ly'	Extend knowledge of root words, prefixes and suffixes. Prefixes 'in-', 'il-', 'im-' and 'ir-' 'anti-' and 'inter-' Suffixes '-ing', '-en', '-er', 'ed', '-tion', '-sion', '-ssion', '-cian', '-ation'	Continue to extend their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1 , both to read aloud and to understand the meaning of new words that they meet. Including: -ce, -ious, -ant, ance, -ancy, -able, -ible, -ation, -fer	Continue to extend their growing knowledge of root words by identifying words in books they are reading and using knowledge to read them accurately, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1 , both to read aloud and to understand the meaning of new words that they meet. Including: -cial, -tial, -ent, -ence, -ency, -ablem -ce, -ge.
Vocabulary	Two Year Old Nursery: Three Year Old Nursery:		Develop vocabulary through stories listened to and discuss what they have heard. <i>Vocabulary lessons x per week as part of reading lessons.</i>	Develop and begin to use vocabulary through stories listened to and discuss what they have heard. <i>Vocabulary lessons x per week as part of reading lessons.</i>	Develop and use vocabulary through stories listened to and discuss what they have heard. <i>Vocabulary lessons x per week as part of reading lessons.</i>	Develop and accurately use vocabulary through stories listened to and discuss what they have heard. <i>Vocabulary lessons x per week as part of reading lessons.</i>	Develop and consistently use vocabulary through stories listened to and discuss what they have heard. <i>Vocabulary lessons x per week as part of reading lessons.</i>	Develop and confidently use vocabulary through stories listened to and discuss what they have heard. <i>Vocabulary lessons x per week as part of reading lessons.</i>
Decoding	Three Year Old: Develop their phonological awareness, so that they can: • count or clap syllables in a word	Hear and say the initial sound in words.	Start to learn how language sounds and increase their vocabulary and awareness of grammatical structures.	Apply phonics to decode words until automatic decoding has become embedded and reading is fluent. (ongoing throughout the year).	Increase independence and fluency in reading words, phrases and sentences.	Attempt to match new words they decode with familiar words.	When reading unfamiliar words, use all letters in a words so that children don't, for example, read 'invitation' as 'imitation' simply because they might be more familiar with the first word.	Use all letters in a word to decode unfamiliar words.

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Accuracy	<p>Two Year Old: Say some of the words in songs and rhymes.</p> <p>Three Year Old: Join in with songs and rhymes with increasing confidence.</p>	<p>Use letters to represent some sounds.</p> <p>Read a few common exception words matched to the school's phonic programme.</p>	<p>Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.</p> <p>Expression and pace,</p>	<p>Read accurately words of two or more syllables that contain the same graphemes as above.</p> <p>Expression, pace and volume.</p>	<p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p> <p>Expression, pace, intonation and volume.</p>	<p>Read new words with increasing confidence and accuracy to develop range of vocabulary.</p> <p>Expression, pace, smoothness, intonation and volume.</p>	<p>Read most words effortlessly and work out unfamiliar words with increasing automaticity.</p> <ul style="list-style-type: none"> Group words together accurately <p>Expression, pace, smoothness, punctuation, intonation and volume.</p>	<p>Read words effortlessly, with automaticity and fluency.</p> <ul style="list-style-type: none"> Expression after commas and ellipses. Clear reading of dialogue <p>Expression, pace, phrasing, intonation and volume.</p>
Fluency	<p>Two Year Old Nursery: Sing songs and say rhymes independently, for example, singing whilst playing.</p>	<p>Continue a rhyming string.</p> <p>Add in poems when genre overview done</p>	<p>Learn to appreciate rhymes and poems,</p> <p>Poem types (inclusive of but not restricted to): Take part in Northside Poetry Recital-with all learning the same poem.</p>	<p>Continue to build up a repertoire of poems learnt by heart, appreciating these and with appropriate intonation to make the meaning clear.</p> <p>Poem types (inclusive of but not restricted to): Take part in Northside Poetry Recital-children to choose poems from a selection chosen by the teacher. .</p>	<p>Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.</p> <p>Poem types (inclusive of but not restricted to): Choose a poem and take part in Northside Poetry Recital.</p>	<p>Re-read and rehearse poems and plays for presentation and performance.</p> <p>Poem types (inclusive of but not restricted to): Choose, rehearse and read poems as part of Northside Poetry Recital.</p>	<p>Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, so that the meaning is clear to the audience.</p> <p>Poem types (inclusive of but not restricted to): Choose and learn two poems to recite in the Northside Poetry Recital.</p>	<p>Learn a wider range of poetry by heart.</p> <p>Poem types (inclusive of but not restricted to): Choose and learn two poems (classic and modern) to recite in the Northside Poetry Recital with the aim to participate in the Poetry By Heart competition.</p>
Reading Comprehension-explain	<p>Two Year Old: Recognise different story books.</p> <p>Three Year Old: Begin to be of other types of books.</p> <p>Answer why and how questions about stories.</p>	<p>Enjoy an increasing range of books.</p> <p>Discuss characters feelings in stories.</p>	<p>Listen to, discuss and recognise the features of traditional tales, thank you letters, nursery rhymes, stories from other cultures, explanations and additional lines poems.</p> <p>Significant children's poet: Ahlberg</p>	<p>Listen to, discuss and recognise features of a wide range of traditional tales with alternative endings, informal letters, narrative poetry, stories from other cultures, explanations and additional lines poems.</p> <p>Significant children's poet: AA Milne</p>	<p>Listen to, discuss and recognise features of myths, persuasive letters, nonsense poetry, stories from other cultures, explanations and poems with predictable and patterned language.</p> <p>Significant children's poet: Lear</p>	<p>Listen to, discuss and recognise features of myths, persuasive letters, nonsense narrative poetry, stories from other cultures, explanations and poems with predictable and patterned language.</p> <p>Significant children's poet: Dahl</p>	<p>Listen to, discuss and recognise features of legends, letters of complaint, classic narrative poetry, stories from other cultures, explanations linked to topic and modern versions of classic poems-with a variety of structures.</p> <p>Significant children's poet: Carroll</p>	<p>Listen to, discuss and recognise features of legends, letters of complaint, classic narrative poetry, stories from other cultures, explanations linked to topic and modern versions of classic poems</p> <p>Significant children's poet: Blake</p>
Discussion	<p>Two Year Old: Ask questions about the book. Make comments and shares their own ideas.</p> <p>Three Year Old Engage in extended conversations about stories, learning new vocabulary.</p>	<p>Tell someone what you like and don't like about a book.</p>	<p>Participate in discussion about what is read to them, taking turns, listening to what others say and give opinions with reasons.</p>	<p>Listen and respond to contributions from others considering their point of view.</p>	<p>Discuss words, phrases and devices that capture the reader's interest and Imagination.</p>	<p>Discuss what the author does to capture the reader's interest and imagination and that help to identify different types of writing.</p>	<p>Discuss and evaluate how authors use language including figurative language, considering the impact on the reader.</p>	<p>Discuss what they hear and read, such as metaphor, simile, analogy, imagery, style and effect.</p>

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Retrieve	<p>Two Year Old Nursery Find words and phrases in a story.</p> <p>Three Year Old Nursery Be able to find the main character in a story.</p>	<p>Begin to retrieve information from books and computers.</p>	<p>Retrieve information from traditional tales, thank you letters, nursery rhymes, stories from other cultures, explanations and additional lines poems.</p> <p>Questions could include: 'Which information did you find the most interesting and why?' 'What happened when _____?'</p>	<p>Collect information from fiction and non-fiction (traditional tales, thank you letters, nursery rhymes, stories from other cultures, explanations and additional lines poems) books by finding the relevant information and copying key words and/or phrases.</p> <p>Questions could include: 'What do you remember most from _____?'</p>	<p>Retrieve information from myths, persuasive letters, nonsense narrative poetry, stories from other cultures, explanations and poems with predictable and patterned language.</p> <p>Start to use contents pages and indexes to locate information.</p> <p>Questions could include: 'What are the key bits of information about ...?'</p>	<p>Retrieve information from myths, persuasive letters, nonsense narrative poetry, stories from other cultures, explanations and poems with predictable and patterned language.</p> <p>Independently use contents pages and indexes to locate information.</p>	<p>Retrieve information from legends, letters of complaint, classic narrative poetry, stories from other cultures, explanations linked to topic and modern versions of classic poems-with a variety of structures.</p> <p>Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.</p> <p>'Describe...' 'What happened at...?'</p>	<p>Retrieve information from legends, letters of complaint, classic narrative poetry, stories from other cultures, explanations linked to topic and modern versions of classic poems-with a variety of structures.</p> <p>Know what information they need to look for before they begin to read about a subject/visit a place of interest by using reference books, information leaflets, programmes and websites etc.</p> <p>Use contents pages to select appropriate pages to retrieve information specific from.</p>
	Interpret and choice	<p>Background knowledge/Make connections</p> <p>Two and Three Year Old Nursery: Draw inference from pictures.</p>	<p>Background knowledge/Make connections Use ____ to support ____ Demonstrate understanding when talking with others about what they have read.</p>	<p>Background knowledge/Make connections Make inferences on the basis of what is being said and done.</p>	<p>Background knowledge/Make connections Make inferences on the basis of what is being said and done.</p>	<p>Background knowledge/Make connections Make inferences on the basis of what is being said and done.</p> <p>Draw on inferences such as inferring characters' feelings, thoughts and reasons for their actions, and justifying inferences with evidence.</p>	<p>Background knowledge/Make connections Make inferences on the basis of what is being said and done.</p> <p>Recognise some different forms of poetry (for example, limericks and monologues).</p>	<p>Background knowledge/Make connections Make inferences on the basis of what is being said and done. Use supporting evidence.</p> <p>Start to be able to identify themes in texts.</p>
<p>Make predictions and ask questions/Think like a detective</p> <p>Two Year Old: Recognise familiar</p>		<p>Make predictions and ask questions/Think like a detective</p> <p>Guess the next word or sentence in a book with</p>	<p>Make predictions and ask questions/Think like a detective</p> <p>Predict what a character might do based on</p>	<p>Make predictions and ask questions/Think like a detective</p> <p>Predict what might happen to a character</p>	<p>Make predictions and ask questions/Think like a detective</p> <p>Predict what key events might happen in the next</p>	<p>Make predictions and ask questions/Think like a detective</p> <p>Use previous actions and events to infer and</p>	<p>Make predictions and ask questions/Think like a detective</p> <p>Predict what might happen and what</p>	<p>Make predictions and ask questions/Think like a detective</p> <p>Predict what might happen using knowledge of previous</p>

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	<p>repetitions in stories and rhymes. Three Year Old: Guess words that might be in a book from the title and front cover.</p>	<p>repeated phrases.</p>	<p>something they did before.</p>	<p>based on something that has happened to them before.</p>	<p>chapter of a text, based on what has already happened.</p>	<p>predict.</p>	<p>literary devices may be used, from details stated and implied. Predict what might happen using knowledge of previous chapters/similar narratives/texts.</p>	<p>chapters/similar narratives/texts and supporting with evidence.</p>
		<p>Detect errors/ Make repair strategies Check that stories read to them make sense by asking questions if they do not understand. For example: why, how, when?</p>	<p>Detect errors/ Make repair strategies Check that the text makes sense to them as they read and correcting inaccurate reading by:</p> <ul style="list-style-type: none"> • using phonic knowledge 	<p>Detect errors/ Make repair strategies Check that the text makes sense to them as they read and correcting inaccurate reading by:</p> <ul style="list-style-type: none"> • using phonetic knowledge as well as knowledge of new words 	<p>Detect errors/ Make repair strategies Check texts make sense to them, discussing, understanding and explaining meaning of new words in context.</p> <ul style="list-style-type: none"> • using Word Wall for reference 	<p>Detect errors/ Make repair strategies Check texts make sense to them, discussing and understanding and explaining meaning of new words in context:</p> <ul style="list-style-type: none"> • reading out loud with expression and intonation 	<p>Detect errors/ Make repair strategies Check texts make sense to them, discussing and understanding and explaining meaning of new words in context:</p> <ul style="list-style-type: none"> • reading aloud and reading around the word to work out meanings of new words. 	<p>Detect errors/ Make repair strategies Check texts make sense to them, discussing and understanding and explaining meaning of new words in context:</p> <ul style="list-style-type: none"> • make connections with prior reading and words with similar meanings or recognisable root words.

Summer Reading Objectives								
	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Reading for pleasure	<p>Two Year Old Nursery: Enjoy songs, rhymes, tuning in and paying attention.</p> <p>Three Year Old Nursery: Story time, daily – three to five books.</p> <p>Hold books the correct way and turn pages.</p>	<p>Story time, daily – three to five books.</p> <p>To choose a book to take home and read.</p> <p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p>	<p>Choose own reading books from The Reading Road Map. Books are organised in red, amber, green and are age-appropriate so this is how they progress through the year groups.</p> <p>Read books directly linked to phonics phase and suited to ability and previous phonic knowledge.</p> <p>Begin to participate in regular DEAR time (5-10 minutes to explore books).</p>	<p>Choose own reading books from The Reading Road Map (each child to achieve at least the Bronze or Silver).</p> <p>Read books directly linked to phonics phase and suited to ability and previous phonic knowledge-where necessary.</p> <p>Continue to participate in regular DEAR time (10-15 minutes to explore books and read some independently).</p>	<p>Choose own reading books from The Reading Road Map (each child to achieve at least the Silver).</p> <p>Read books directly linked to ability and previous phonic knowledge.</p> <p>Continue to participate in daily DEAR time for 15-20 minutes of independent reading.</p>	<p>Choose own reading books from The Reading Road Map (each child to achieve at least the Silver or Gold).</p> <p>Read books directly linked to ability.</p> <p>Continue to participate in daily DEAR time for 20-25 minutes of independent reading.</p>	<p>Choose own reading books from The Reading Road Map (each child to achieve at least the Silver Gold or Platinum).</p> <p>Read books directly linked to ability.</p> <p>Continue to participate in daily DEAR time for 25-30 minutes of independent reading.</p>	<p>Choose own reading books from The Reading Road Map (each child to achieve at least the Platinum or exceptional effort in reading certificate).</p> <p>Read books directly linked to ability and some slightly more complex texts including at least two book by their favourite author.</p> <p>Continue to participate in daily DEAR time for at least 30 minutes of independent reading.</p>
Word Reading	<p>Three Year Old Nursery: Read your own name.</p>	<p>Use phonics sounds learnt to decode regular words and read them aloud accurately.</p>	<p>Read words containing taught GPCs and –s, -es, -ing, -ed, -er and –est endings.</p>				<p>Explore new vocabulary using all letters to help with pronunciation.</p>	<p>Identify root words in books you are reading and use knowledge to read them accurately with their prefixes and suffixes. Use a dictionary. Understand new root words.</p>
Vocabulary	<p>Three Year Old Nursery Use and understand recently introduced vocabulary during discussions.</p>	<p>Use vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p>	<p>Develop vocabulary through stories listened to and discuss what they have heard.</p> <p>Vocabulary lessons x per week as part of reading lessons.</p>	<p>Develop and begin to use vocabulary through stories listened to and discuss what they have heard.</p> <p>Vocabulary lessons x per week as part of reading lessons.</p>	<p>Develop and use vocabulary through stories listened to and discuss what they have heard.</p> <p>Vocabulary lessons x per week as part of reading lessons.</p>	<p>Develop and accurately use vocabulary through stories listened to and discuss what they have heard.</p> <p>Vocabulary lessons x per week as part of reading lessons.</p>	<p>Develop and consistently use vocabulary through stories listened to and discuss what they have heard.</p> <p>Vocabulary lessons x per week as part of reading lessons.</p>	<p>Develop and confidently use vocabulary through stories listened to and discuss what they have heard.</p> <p>Vocabulary lessons x per week as part of reading lessons.</p>
Decoding	<p>Three Year Old Nursery Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> recognise words with the same initial sound such as money and mother. 	<p>Begin to read words and simple sentences.</p>	<p>Read other words of more than one syllable that contain taught GPCs.</p> <p>Read words with contractions (eg I'll, we'll and I'm) and understand that the apostrophe represents the omitted letter(s).</p>	<p>Apply phonics to decode words until automatic decoding has become embedded and reading is fluent. (ongoing throughout the year).</p>				

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Accuracy		<p>Read some common irregular words.</p> <p>Blend sounds into words so that they can read short words made up of known letter-sounds correspondances.</p>	<p>Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p>	<p>Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.</p>	<p>Read with increasing expression, pace, smoothness, punctuation, intonation and volume.</p>	<p>Read with clear expression, pace, smoothness, punctuation, intonation and volume.</p>	<p>Read by applying growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.</p> <p>Including: -ce, -ious, -ant, ance, -ancy, -able, -ible, -ation, -fer</p>	<p>Read by applying growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.</p> <p>Including: -cial, -fial, -ent, -ence, -ency, -ablem -ce, -ge.</p>
Fluency	<p>Two Year Old Nursery Pay attention and respond to the pictures or the words.</p> <p>Three Year Old Nursery Verbally perform well-known rhyme.</p>	<p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>Read and understand simple sentences.</p>	<p>Read 60 words in one minutes.</p> <p>Retell familiar stories and consider their particular characteristics.</p> <p>Re-read familiar books to build up their fluency and confidence in word reading.</p> <p>Recite some poems by heart discussing word meanings, linking new meanings to those already known.</p>	<p>Read 210 words in three minutes.</p> <p>Re-read familiar books to build up their fluency and confidence in word reading starting to use expression.</p> <p>Continue to build up a repertoire of poems learnt by heart, appreciating these and with appropriate intonation to make the meaning clear.</p>	<p>Increase the speed in which words are read without the need to decode words e.g 270 words in three minutes.</p>	<p>Read age-appropriate texts at a reasonable speaking pace eg 360 words in four minutes.</p>	<p>Read age-appropriate texts at a reasonable speaking pace eg 450 words in five minutes.</p> <p>Read most words effortlessly, with automaticity and fluency.</p>	<p>Read age-appropriate texts at a reasonable speaking pace eg 900 words in ten minutes.</p> <p>Read words effortlessly, with automaticity and fluency.</p> <p>Learn a wider range of poetry by heart.</p>
			<p>Listen to, discuss and recognise the features of classic fairy stories, information leaflet, tongue twisters, stories with problems and short classic verse poems.</p>	<p>Listen to, discuss and recognise the features of modern fairy stories, newsletters, riddles, stories with issues, classical poetry.</p>	<p>Listen to, discuss and recognise the features of stories with developed plots, magazine articles, limericks, stories with dilemma, autobiographies and humourous verse.</p>	<p>Listen to, discuss and recognise the features of stories with a developed plot, magazine articles, limericks, stories with dilemmas, autobiographies and humourous verse.</p>	<p>Listen to, discuss and recognise the features of extended narratives based on literary heritage, newspaper reports, humourous/nonsense verse, stories with cliffhangers, biographies and poems of cautionary tales.</p>	<p>Listen to, discuss and recognise the features of extended narratives based on literary heritage, newspaper reports, humourous/nonsense verse, stories with cliffhangers, biographies and poems of cautionary tales.</p>

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Reading comprehension-explain	<p>Three Year Old Nursery Listen to stories with increasing attention and recall.</p>	<p>Demonstrate understanding when talking to others about what you read.</p> <p>Describe main story settings, events and principle characters.</p>	<p>Link what you read or hear read to your own experiences.</p>	<p>Become increasingly familiar with and retelling a wider range of stories, fairy tales and traditional tales</p> <p>See genre overview for specific genres each term.</p>	<p>Be familiar with a wide range of books, including stories with developed plots and retelling some of these orally.</p> <p>See genre overview for specific genres each term.</p>	<p>Increase their familiarity with a wide range of books, including myths, and retelling some of these orally.</p> <p>See genre overview for specific genres each term.</p>	<p>Increase their familiarity with a wide range of books, including modern fiction and fiction from our literary heritage and retelling parts orally.</p> <p>See genre overview for specific genres each term.</p>	<p>Increase their familiarity with a wide range of books, including books from other cultures and traditions and retelling or summarising orally.</p> <p>See genre overview for specific genres each term.</p>
			<p>Begin to understand how written language can be structured in order, for example, to build surprise in narratives or to present facts in non-fiction.</p>	<p>Understand the order of texts and the need to read a narrative from the beginning or choose appropriate pages in an information text.</p> <p>Understand cause and effect in narrative and non-fiction texts.</p>	<p>Identify themes and conventions in a wide range of books, recognising themes in what they read, such as the triumph of good over evil or the use of magical devices in fairy tales and folk tales.</p>	<p>Identifying themes and conventions in a wide range of books, learning the conventions of different types of writing (e.g. the greeting in letters, a diary written in the first person or prepositional devices such as numbering and headings for instructions).</p>	<p>Identify and discuss themes and conventions in and across a wide range of writing make comparisons within and across books.</p> <p>Compare characters and consider different accounts of the same events.</p>	<p>Identify and discuss themes and conventions in and across a wide range of writing making comparisons within and across books</p>
			<p>Explain clearly their understanding of what is read to them.</p>	<p>Discuss and clarify the meanings of words, linking new meanings to known vocabulary.</p>	<p>Evaluate how specific information is organised within a non-fiction text e.g. text boxes, sub-headings, contents, bullet points, glossary, diagrams.</p>	<p>Explain how paragraphs are used to order or build up ideas, and how they are linked.</p> <p>Analyse how specific information is organised within a non-fiction text e.g. text boxes, sub-headings, contents, bullet points, glossary, diagrams.</p>	<p>Identify different types of writing, such as the use of the first person in writing diaries and autobiographies.</p>	<p>Use PEE to make a point, provide evidence and explain their reasoning.</p>
Discussion	<p>Three Year Old: Say if they like a story/character/setting or not and say why.</p>	<p>Listen to stories and respond to show what you think of it. Eg favourite characters, words you like or don't like, what the place is like and it reminds you of any other things.</p>	<p>Discuss the significance of the title and events.</p> <p>Participate in discussions about what is read to them, taking turns and listening to what others say.</p>	<p>Explain and discuss their understanding of modern fairy stories, newsletters and riddles books, poems and other material, both those that they listen to and those that they have read for themselves.</p> <p>Discuss the sequence of events in books and how items of information are related.</p> <p>Discuss their favourite words and phrases.</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>Develop and agree on rules for effective discussion.</p>	<p>Discuss language, including vocabulary, to extend interest in the meaning of new words.</p>	<p>Discuss themes and conventions across a wide range of texts.</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>Discuss viewpoints (both of authors and fictional characters) within and across more than one text.</p> <p>Engage in debates and provide reasoned justifications for their views.</p>

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Retrieve	<p>Two Year Old: Find names and key words in familiar stories.</p> <p>Three Year Old: Find the main characters and repeat words and phrases from familiar stories.</p>	<p>Select important information from a story through being questioned.</p>	<p>Retrieve information from classic fairy stories, information leaflets, tongue twisters, stories with problems and short classic verse.</p> <p>Questions could include: What happened to make...?</p> <p>What is your favourite/worst/scariest part of the story?</p>	<p>Retrieve information from modern fairy stories, newsletters, riddles, stories with issues and short classic verses.</p> <p>Questions could include: How are the issues resolved?</p> <p>Why is this story/non-fiction/poem/section/chapter called _____?</p>	<p>Retrieve information from stories with developed plots, magazine articles, limericks, stories with dilemmas, autobiographies and humorous verse</p> <p>Identify how language, structure and presentation contribute to meaning.</p> <p>Questions could include: Which paragraph tells us...?</p>	<p>Retrieve information from stories with developed plots, magazine articles, limericks, stories with dilemmas, autobiographies and humorous verse.</p> <p>Independently use contents pages and indexes to locate information.</p> <p>Questions could include: What did _____ do when _____?</p>	<p>Retrieve information from extended narratives based on literary heritage, newspaper reports, humorous/nonsense poetry, stories with cliff-hangers, biographies and poems with cautionary tales.</p> <p>Identify how language, structure and presentation contribute to meaning.</p> <p>Questions could include: Can _____ have more than one meaning?</p>	<p>Retrieve information from extended narratives based on literary heritage, newspaper reports, humorous/nonsense poetry, stories with cliff-hangers, biographies and poems with cautionary tales.</p> <p>Continue to use contents and index pages to select appropriate pages to retrieve information from.</p> <p>Questions could include: Describe... Explain... Show an example where...</p>
Interpret and choice	<p>Three Year Old Nursery Retell events from a familiar story.</p>		<p>Background knowledge/Make connections</p> <p>Be very familiar with the Terrific Text, fairy tales and traditional tales.</p>	<p>Background knowledge/Make connections</p> <p>Recognise a range of contemporary and classic poetry, stories and non-fiction.</p> <p>Recognise simple recurring literary language in stories and poetry.</p>	<p>Background knowledge/Make connections</p> <p>Draw on inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>Recognise different poems, stories and non-fiction texts.</p>	<p>Background knowledge/Make connections</p> <p>Recognise some different forms of poetry –see genre overview for specific detail.</p>	<p>Background knowledge/Make connections</p> <p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>Recognise themes in what they read, such as loss or heroism.</p>	<p>Background knowledge/Make connections</p> <p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence and using this to infer the character's personality.</p> <p>Compare characters, consider different accounts of the same event and discuss viewpoints (both of authors and of fictional characters), within a text and across more than one text.</p>

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		<p>Make predictions and ask questions/Think like a detective</p> <p>Guess the next thing that the character will do based on their previous actions.</p>	<p>Make predictions and ask questions/Think like a detective</p> <p>Predict what is likely to happen next.</p>	<p>Make predictions and ask questions/Think like a detective</p> <p>Predict what could happen and explain why this is likely.</p>	<p>Make predictions and ask questions/Think like a detective</p> <p>Connect previous information to new information to predict what could happen.</p> <p>Begin to use text marking to identify where evidence might be.</p>	<p>Make predictions and ask questions/Think like a detective</p> <p>Connect previous information to make inferences when information isn't explicit and to use this to predict what could happen.</p> <p>Use text marking to identify where evidence might be.</p>	<p>Make predictions and ask questions/Think like a detective</p> <p>Predict what might happen and what literary devices may be used, from details stated and implied.</p> <p>Predict what might happen using knowledge of previous chapters/similar narratives/texts.</p>	<p>Make predictions and ask questions/Think like a detective</p> <p>Predict what might happen using knowledge of previous chapters/similar narratives/texts and supporting with evidence.</p>
		<p>Detect errors/ Make repair strategies</p> <p>Check that stories read to them make sense by asking questions if they do not understand. For example: why, how, when?</p>	<p>Detect errors/ Make repair strategies</p> <p>Check that the text makes sense to them as they read and correcting inaccurate reading by:</p> <ul style="list-style-type: none"> • using knowledge of key words and vocabulary • referring to the Word Wall 	<p>Detect errors/ Make repair strategies</p> <p>Check that the text makes sense to them as they read and correcting inaccurate reading by:</p> <ul style="list-style-type: none"> • using spelling rules • reading out loud 	<p>Detect errors/ Make repair strategies</p> <p>Check texts make sense to them, discussing, understanding and explaining meaning of new words in context.</p> <ul style="list-style-type: none"> • using whole class KO • using dictionaries 	<p>Detect errors/ Make repair strategies</p> <p>Check texts make sense to them, discussing and understanding and explaining meaning of new words in context:</p> <ul style="list-style-type: none"> • using resources in class to find meanings of new words 	<p>Detect errors/ Make repair strategies</p> <p>Check texts make sense to them, discussing and understanding and explaining meaning of new words in context:</p>	<p>Detect errors/ Make repair strategies</p> <p>Check texts make sense to them, discussing and understanding and explaining meaning of new words in context:</p> <ul style="list-style-type: none"> • make connections with prior reading and words with similar meanings or recognisable root words.

UN Rights of the child. Article 28 (right to education) Every child has the right to an education.

Article 29 (goals of education) Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures and the environment.