



Curriculum Coverage

Subject : Reading

Reading - word reading							
	EYFS Three and Four-Year-Olds Reception Early Learning Goals	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Decoding	<p>Develop their phonological awareness, so that they can: -spot and suggest rhymes</p> <p>-count or clap syllables in words</p> <p>-recognise words with the same initial sound, such as money and mother.</p> <p>Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made</p>	<ul style="list-style-type: none"> • apply phonic knowledge to decode words • speedily read all 40+ letters/groups for 40+ phonemes • read accurately by blending • taught GPC • read common exception words • read common suffixes (- s, -es, -ing, -ed, etc.) • read 	<ul style="list-style-type: none"> • secure phonic decoding until reading is fluent • read accurately by blending, including alternative sounds for graphemes • read multisyllable words containing these graphemes • read common suffixes • read 	<ul style="list-style-type: none"> • apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet • read further exception words, noting the unusual correspondenc 	<ul style="list-style-type: none"> • apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet • read further exception words, noting the unusual correspondences between spelling 	<ul style="list-style-type: none"> • apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet 	<ul style="list-style-type: none"> • apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet

	<p>up of letter-sound correspondences. Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>	<p>multisyllable words containing taught GPCs</p> <ul style="list-style-type: none"> • read contractions and understanding use of apostrophe • read aloud phonically decodable texts 	<p>exception words, noting unusual correspondences</p> <ul style="list-style-type: none"> • read most words quickly & accurately without overt sounding and blending 	<p>es between spelling and sound, and where these occur in the word</p>	<p>and sound, and where these occur in the word</p>		
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Reading - reading experience							
	EYFS Three and Four-Year-Olds Reception Early Learning Goals	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Range of reading		• listening to and discussing a wide range of poems,	• listening to, discussing and expressing	• listening to and discussing a wide range of	• listening to and discussing a wide range of	• continuing to read and discuss an increasingly	• continuing to read and discuss an increasingly

		<p>stories and non-fiction at a level beyond that at which they can read independently • being encouraged to link what they read or hear read to their own experiences</p>	<p>views about a wide range of contemporary and classic poetry, stories and nonfiction at a level beyond that at which they can read independently</p>	<p>fiction, poetry, plays, non-fiction and reference books or textbooks • reading books that are structured in different ways and reading for a range of purposes</p>	<p>fiction, poetry, plays, non-fiction and reference books or textbooks • reading books that are structured in different ways and reading for a range of purposes</p>	<p>wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • reading books that are structured in different ways and reading for a range of purposes • making comparisons within and across books</p>	<p>wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • reading books that are structured in different ways and reading for a range of purposes • making comparisons within and across books</p>
<p>Familiarity within texts</p>	<p>Compare and contrast characters from stories, including figures from the past. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Offer</p>	<p>• becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics • recognising and joining in with predictable phrases</p>	<p>• becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales • recognising simple recurring literary language in stories and poetry</p>	<p>• increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • identifying themes and conventions in a wide range of books</p>	<p>• increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • identifying themes and conventions in a wide range of books</p>	<p>• increasing 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 • identifying and discussing themes and conventions in and across a wide range of writing</p>	<p>• increasing 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 • identifying and discussing themes and conventions in and across a wide range of writing</p>

	<p>explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Anticipate (where appropriate) key events in stories. Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p>						
<p>Poetry and performance</p>	<p>Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story. Take part in simple pretend play, using an object to represent something else even though they are not similar. Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses,</p>	<ul style="list-style-type: none"> • learning to appreciate rhymes and poems, and to recite some by heart 	<ul style="list-style-type: none"> • continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear 	<ul style="list-style-type: none"> • preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action • recognising some different forms of poetry 	<ul style="list-style-type: none"> • preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action • recognising some different forms of poetry 	<ul style="list-style-type: none"> • learning a wider range of poetry by heart • preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience 	<ul style="list-style-type: none"> • learning a wider range of poetry by heart • preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience

	<p>etc. Remember and sing entire songs. Sing the melodic shape (moving melody, such as up and down and down and up) of familiar songs. Create their own songs, or improvise a song around one they know.</p> <p>Engage in story times. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Learn rhymes, poems and songs. Sing in a group or on their own, increasingly matching the pitch and following the melody. Develop storylines in their pretend play.</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Make use of props and materials when role playing characters in narratives and</p>						
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	<p>stories. Invent, adapt and recount narratives and stories with their peers and their teacher. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move</p>						
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Reading - comprehension							
	EYFS Three and Four-Year-Olds Reception Early Learning Goals	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Word meanings	<p>Use a wider range of vocabulary. Engage in extended conversations about stories, learning new vocabulary. Learn new vocabulary. Use new vocabulary throughout the day. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some</p>	<ul style="list-style-type: none"> discussing word meanings, linking new meanings to those already known 	<ul style="list-style-type: none"> discussing and clarifying the meanings of words, linking new meanings to known vocabulary discussing their favourite words and phrases 	<ul style="list-style-type: none"> using dictionaries to check the meaning of words that they have read 	<ul style="list-style-type: none"> using dictionaries to check the meaning of words that they have read 	<ul style="list-style-type: none"> using dictionaries to check the meaning of words that they have read 	<ul style="list-style-type: none"> using dictionaries to check the meaning of words that they have read

	<p>in their own words. Use new vocabulary in different contexts. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p>						
Understanding	<p>Enjoy listening to longer stories and can remember much of what</p>	<ul style="list-style-type: none"> • drawing on what they already know or on background 	<ul style="list-style-type: none"> • discussing the sequence of events in books and how 	<ul style="list-style-type: none"> • checking that the text makes sense to them, discussing their 	<ul style="list-style-type: none"> • checking that the text makes sense to them, discussing their 	<ul style="list-style-type: none"> • checking that the book makes sense to them, discussing their 	<ul style="list-style-type: none"> • checking that the book makes sense to them, discussing their

	<p>happens. Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" Be able to express a point of view and debate when they disagree with an adult or a friend, using words as well as actions.</p> <p>Listen to and talk about stories to build familiarity and understanding. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p>	<p>information and vocabulary provided by the teacher • checking that the text makes sense to them as they read and correcting inaccurate reading</p>	<p>items of information are related • drawing on what they already know or on background information and vocabulary provided by the teacher • checking that the text makes sense to them as they read and correcting inaccurate reading</p>	<p>understanding and explaining the meaning of words in context *asking questions to improve their understanding of a text *identifying main ideas drawn from more than one paragraph and summarising these</p>	<p>understanding and explaining the meaning of words in context *asking questions to improve their understanding of a text *identifying main ideas drawn from more than one paragraph and summarising these</p>	<p>understanding and exploring the meaning of words in context • asking questions to improve their understanding • summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas</p>	<p>understanding and exploring the meaning of words in context • asking questions to improve their understanding • summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas</p>
<p>Inference</p>	<p>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" Offer explanations for why things might happen,</p>	<p>• discussing the significance of the title and events • making inferences on the basis of what is being said and done</p>	<p>• making inferences on the basis of what is being said and done • answering and asking questions</p>	<p>• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions,</p>	<p>• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions,</p>	<p>• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying</p>	<p>• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying</p>

	<p>making use of recently introduced vocabulary from stories, nonfiction, rhymes and poems when appropriate. Anticipate (where appropriate) key events in stories.</p>			and justifying inferences with evidence	and justifying inferences with evidence	inferences with evidence	inferences with evidence
Prediction	<p>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, nonfiction, rhymes and poems when appropriate. Anticipate (where appropriate) key events in stories.</p>	<ul style="list-style-type: none"> • predicting what might happen on the basis of what has been read so far 	<ul style="list-style-type: none"> • predicting what might happen on the basis of what has been read so far 	<ul style="list-style-type: none"> • predicting what might happen from details stated and implied 	<ul style="list-style-type: none"> • predicting what might happen from details stated and implied 	<ul style="list-style-type: none"> • predicting what might happen from details stated and implied 	<ul style="list-style-type: none"> • predicting what might happen from details stated and implied
Authorial Intent				<ul style="list-style-type: none"> • discussing words and phrases that capture the reader's interest and imagination • identifying how language, structure, and presentation contribute to meaning 	<ul style="list-style-type: none"> • discussing words and phrases that capture the reader's interest and imagination • identifying how language, structure, and presentation contribute to meaning 	<ul style="list-style-type: none"> • identifying how language, structure and presentation contribute to meaning • discuss and evaluate how authors use language, including figurative language, considering the 	<ul style="list-style-type: none"> • identifying how language, structure and presentation contribute to meaning • discuss and evaluate how authors use language, including figurative language, considering the

						impact on the reader	impact on the reader
Non fiction	<p>Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play</p>	<ul style="list-style-type: none"> listening to and discussing a wide range of non-fiction at a level beyond that at which they can read independently. 	<ul style="list-style-type: none"> being introduced to nonfiction books that are structured in different ways 	<ul style="list-style-type: none"> retrieve and record information from nonfiction 	<ul style="list-style-type: none"> retrieve and record information from nonfiction 	<ul style="list-style-type: none"> distinguish between statements of fact and opinion retrieve, record and present information from non-fiction 	<ul style="list-style-type: none"> distinguish between statements of fact and opinion retrieve, record and present information from non-fiction
Discussing Texts	<p>Be able to express a point of view and debate when they disagree with an adult or a friend, using words as well as actions.</p> <p>Compare and contrast characters from stories, including figures from the past.</p>	<ul style="list-style-type: none"> participate in discussion about what is read to them, taking turns and listening to what others say explain clearly their understanding of what is read to them 	<ul style="list-style-type: none"> participate in discussion about books, poems & other works that are read to them & those that they can read for themselves, taking turns and listening to what others 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> recommending books that they have read to their peers, giving reasons for their choices participate in discussions about books, building on their own and others' ideas and 	<ul style="list-style-type: none"> recommending books that they have read to their peers, giving reasons for their choices participate in discussions about books, building on their own and others' ideas and

	<p>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> <p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Anticipate (where appropriate) key events in stories. Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary</p>		<p>say • explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</p>			<p>challenging views courteously • explain and discuss their understanding of what they have read, including through formal presentations and debates, *provide reasoned justifications for their views</p>	<p>challenging views courteously • explain and discuss their understanding of what they have read, including through formal presentations and debates, *provide reasoned justifications for their views</p>
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