Primary Reading Curriculum

Year Group	Decoding	Retrieval	Summarising	Vocabulary	Predicting	Inference
Pre-Reception	Uses recognition of a few words or letters as 'anchors' in print. Begins to break the flow of speech into words when joining in with a shared book.	Discusses books read Listens to stories with increased attention and recall (30-50 months)	NA	Repeats words and phrases from familiar stories. Uses repetitive language structures and pictures to 'tell the story'	Suggests how the story might end. (30-50 months)	NA
Reception	Segments the sounds in simple words and blends them together and knows which letters represent some of them. Begins to read simple words and sentences. Attempts to self-correct when sense is lost with occasional success (By July)	Identifies and retains the title (By April) Demonstrates understanding when talking with others about what they have read (ELG Rdg) (By July) Makes connections between texts (By July)	NA	Reads and understands simple sentences (ELG Rdg)	Listens to stories, accurately anticipating key events (ELG Lis & Att) (By July)	Uses repetitive language structures and pictures to confirm application of developing phonic knowledge (By Dec) Answers 'how' and 'why' questions about their experience and in response to stories and events (ELG Und) (By July)

Year Group	Decoding	Vocabulary (1a)	Retrieval (1b)	Summarising/Explaining/ Sequencing (1c)	Inference (1d)	Predicting (1e)
Year 1	Applies phonic knowledge and skills as the route to decode words. Reads aloud accurately books that are consistent with their developing phonic knowledge. With support, justifies their views about texts they have had read to them and uses the word 'because' Uses different voice pitch to indicate if they are reading a (?) or a (!)	Explains their understanding of texts that are pitched beyond the level they can read independently Begins to understand how written language can be structured differently according to genre. Refines phrasing to support comprehension. Identifies recurring words and phrases Identifies the meaning of vocabulary in context.	Recognises phrases in texts (repeated phrases and refrains) Discusses the significance of a title. Comments on things that interest them. Observes the punctuation and uses this to aid understanding. Identifies where key information is located in non-fiction texts using indexes, glossaries. Reads age-appropriate texts fluently, pauses appropriately, reading in phrases, and using punctuation with around 90% accuracy.	Identifies how non-fiction texts are sequenced (contents, index, glossary) Identifies the beginning, middle and the end in stories.	Expresses preferences linked to own experiences (E.G I like going to the beach too) Makes simple inferences with support. Makes simple inferences about characters' actions. Uses different voices for characters when reading dialogue. Identifies goals and motives of the main character on the basis of what they have said and done. (I think she wants her daddy to help her to build a sandcastle)	Uses brief introduction to make own speculations about the book's content. Predicts likely actions following a pivotal point in the story.

Year Group	Decoding	Vocabulary (1a)	Retrieval (1b)	Summarising/Explaining/ Sequencing (1c)	Inference (1d)	Predicting (1e)
2	Continues to apply phonic knowledge and skills as the route to decode until automatic decoding has become embedded. Reads most words quickly and accurately, without overt sounding and blending Uses knowledge of a growing range of prefixes and suffixes to aid decoding, pronunciation and meaning-making. Reads quietly or silently to self, sustaining attention across longer sentences and paragraphs. Sustains interest in longer narratives (e.g. short chapter books)	Discusses effective language (Slimy is a good word because…) and (The glossary is easy to scan because…) Identifies that adverbs help to tell us how the character is feeling Begins to use dictionaries to locate the meanings of words	Retrieves key information from a text. Understands that books can be used to find things out and is beginning to do so. With support, justifies their views about what they have read. Identifies words and phrases that link events. Refers back to the text for evidence. May look back through the text to help them to remember. Recognises that information is grouped according to subject. Picks up, leaves and returns to a text without losing the story thread.	Identifies the sequence of events (Q Which event happened first? What happened before he fell over?) Explains the difference between, fiction and non-fiction.	Identifies common themes in traditional tales (e.g. the use of magic objects, good overcoming evil, a bad character learning a lesson) Demonstrates empathy with characters. Recognises that characters have different thoughts/feelings about events in the text..	Predicts some key events on the setting described in the story opening. Offers alternative endings or plotlines.

Year Group	Decoding	Vocabulary (2a)	Retrieval (2b)	Summarising (2c)	Inference (2d)	Predicting (2e)	Analysing (2f)	Authorial Intent (2g)	Compare (2h)
3	Decodes most new words outside of their spoken vocabulary.

Self corrects spontaneously in order to enhance expression, intonation or to reinterpret what has been said.

Sustains silent reading most of the time. | Uses knowledge of root words, prefixes and suffixes to read unfamiliar words.

Identifies new vocabulary and sentence structure and discusses to develop understanding.

Identifies how settings are used to create atmosphere. (e.g. what words and phrases in this description indicate that bad things might be about to happen in this place?)

Evaluates the effectiveness of texts. (e.g. discusses words and phrases that capture the reader's imagination)

Greater Depth
Explains how words/phrases in the description are linked to create an overall and consistent impression on the reader (What other words in this paragraph tell us that he is a sinister character?) | Refers back to the text for evidence and when explaining.

Uses contents page and indexes to locate, retrieve and record information from Non-Fiction texts.

Comments on the use of language using terminology including: alliteration, rhythm, rhyme and simile

Greater Depth
Recognises the move from general to specific information. | Summarises the main ideas from the text.

Begins to identify themes across texts (e.g. friendship, good and evil, bullying) | Suggests reasons for events and actions.

Infers characters' feelings, motives, behaviour and relationships based on descriptions and their actions in the story.

Identifies with characters and makes links with own experiences when making judgements about the characters' actions.

Justifies their views about what they have read.

Greater Depth
Identifies evidence of relationship between characters based on dialogue and behaviour. | Predicts what might happen from details stated and can indicate the strength/likelihood of their prediction being correct. | Recognises the move from general to specific detail. | Evaluates effectiveness of texts and can discuss words/phrases that capture the reader's imagination. | Comments on the effect of scene/setting changes. |

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4	Reads silently, with good understanding testing out different pronunciations of unfamiliar words with support. Self-corrects spontaneously in order to enhance expression, intonation or to reinterpret what has been read. (repeat of Y3)	Applies word meaning knowledge to infer the meaning of unfamiliar words. Notes examples of figurative language and explains the moods or atmosphere they create. Identifies how authors use precise vocabulary to meet the intended purpose/ effect (e.g. They slipped into the room unnoticed) Identifies figurative and expressive language that builds a fuller picture of a character.	Retrieves information from text where there is competing or distracting information. Identifies key words or phrases when making a point. Identifies the way descriptive language and small details are used to build an impression of an unfamiliar place. Greater Depth Identifies events that are presented in more detail and those that are skimmed over. Identifies underlying themes in a range of narrative texts.	Explains and justifies an opinion on the resolution of an issue/whole narrative. Summarises the main ideas in texts, including non-fiction. Greater Depth Comments on differences between what characters do and say	techniques used by the author to persuade the reader to feel sympathy or dislike. Justifies opinions of particular characters and/or settings. Distinguishes between fact and opinion. Identifies Makes deductions about the motives and feelings that might lay behind the characters' words. Evaluates texts for their appeal for the intended audience. Greater Depth Makes deductions about characters' motives and feelings and explain whether their behaviour was predictable or unexpected. Explores alternative outcomes to an issue. Analyses dialogue, making judgements about the extent to which characters reveal their true feelings or motives	Predicts on the basis of mood or atmosphere (e.g. how a character will behave in a specific setting)	Analyses how authors use sentences	Explains the decisions that the author has made in setting up problems for the characters and choosing how to resolve them.	Comments on differences between what characters say and do.

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5	Reads silently with good understanding, using a range of strategies to work out unfamiliar words.	Uses a range of strategies to identify the meaning of new vocabulary. Identifies examples of effective description that evoke time or place commenting on both word and sentence choice.	Justifies personal response to particular texts and characters with evidence. Comments on the use of language using terminology including: onomatopoeia, metaphor, personification. Identifies how the author signals change in the narration, time and place and notes the effect this has on them as a reader. Retrieves information, referring to more than one place in the text, and where there is competing or distracting information. Comments on how a character is built and presented referring to dialogue, action and description. Greater Depth Identifies how an author varies speech by using direct or reported speech at different points in the story.	Identifies balanced or biased viewpoints and discuss texts which explore more than one perspective on an issue. Checks whether viewpoint changes in the story.	Provides evidence of characters changing within a story and discusses possible reasons where reasons are not fully stated in the text. Recognises that characters may have different perspectives in the story. Considers the time and place where a story is set and looks for evidence of how that affects characters' behaviour and/or plot development. Greater Depth Analyses character appearance, actions and relationships and makes deductions about relationships and attitudes. Identifies examples of dialogue that show different degrees of formality and considers what this implies about the relationship/context.	Identifies whether changes in characters met or challenged the reader's expectations.	Analyses paragraph structures in similar texts noting and commenting on differences and similarities.	Explores in-depth the meaning of particular multi-layered (figurative) word/phrases, deciding what effect the author must probably intended on the reader and justifying this with further evidence from the text.	Checks whether the viewpoint changes within the story. Identifies balanced or biased viewpoints and discusses texts which explore more than viewpoint on an issue.

Year Group	Vocabulary (2a)	Retrieval (2b)	Summarising (2c)	Inference (2d)	Analyse (2f)	Authorial intent (2g)	Compare (2h)
6	Uses a range of strategies to understand the meaning of new vocabulary Analyses and explains the impact of authors' techniques and use of language (e.g. expressive or figurative language, range of sentence structure, repetition etc) Greater Depth Notices where the author uses a wider range of cohesive language to create more sophisticated links between and within paragraphs.	Retrieves information, referring to more than one place in the text, and where there is a competing (or distracting) information. Recognises how the author of non-fiction texts expresses, sequences and links points. Explains how poets and other writers creates shades of meaning, justifying own views with reference to the text. Justifies agreement or disagreement with the narrator's point of view when evaluating a text	Summarises competing views. Analyses dialogue at certain points in the story and summarises its purpose (e.g. to explain plot, show character and relationships, convey mood or create humour. Analyses why and how scene changes are made and how they affect characters and events. Justifies personal responses to narratives with suitable expansion (e.g whether it was believable, whether dilemmas were resolved satisfactorily) Explains how a personal response has altered at various points across a text as the narrative viewpoint changes (e.g. I didn't like this character at the beginning because….but now I understand why…) Greater Depth Discusses main ideas from a text within a group and summarises the discussion.	Distinguishes between implicit and explicit points of view. Explains the intent of the author (e.g. explains how the author has tried to manipulate the emotions/bias of the reader) Greater Depth Provides evidence to explain how themes emerge and conventions are applied in a range of fiction and non-fiction. Identifies stock characters (e.g. the mean stepmother, the loyal servant, the dumb blonde) and looks for evidence of characters that challenge stereotypes and surprise the reader.	Justifies personal responses to narratives with suitable expansion e.g. whether it was believable, whether dilemmas were resolved satisfactorily	Justifies agreement or disagreement with a narrator's point of view when evaluating a text.	Explains how a personal response has altered at different points across a text. E.G I didn't like this character at the beginning because….but now I understand why…