



NATIONAL CURRICULUM COVERAGE BY STRAND

Word Reading (Decoding)

Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why phonics should be emphasised in the early teaching of reading to beginners (ie unskilled readers) when they start school. (NC 2014)

Word Reading / Decoding NC Objectives

Pupils should be taught to:

FS	Year 1	Year 2	Year 3 & Year 4	Year 5 & Year 6
say a sound for each letter in the alphabet and at least 10 digraphs (Lit WR)	apply phonic knowledge and skills as the route to decode words	continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent	apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet	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
read words consistent with their phonic knowledge by sound-blending (Lit WR)	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 aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words (Lit WR)	read accurately by blending sounds in unfamiliar words containing GPCs that have been taught	read accurately words of two or more syllables that contain the same graphemes as above		
	read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word	read words containing common suffixes		
	read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings	read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word		
	read other words of more than one syllable that contain taught GPCs	read most words quickly and accurately, without overt sounding and blending, when		

	<p>read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)</p> <p>read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words</p> <p>reread these books to build up their fluency and confidence in word reading</p>	<p>they have been frequently encountered</p> <p>read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</p> <p>reread these books to build up their fluency and confidence in word reading</p>		
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NATIONAL CURRICULUM COVERAGE – COMPREHENSION

Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction. All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world they live in, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils' imagination and opens up a treasure house of wonder and joy for curious young minds. (NC 2014)

Range of Reading

Pupils should be taught to develop positive attitudes to reading, and an understanding of what they read, by

FS	Year 1	Year 2	Year 3 & Year 4	Year 5 & Year 6
using and understanding recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play	listening to and discussing a wide range of poems, stories and nonfiction 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	listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently	listening to and discussing a 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	continuing to read and discuss a wide variety of texts reading books that are structured in different ways making comparisons within and across books

Poetry & Performance

Pupils should be taught to develop positive attitudes to reading, and an understanding of what they read, by

FS	Year 1	Year 2	Year 3 & Year 4	Year 5 & Year 6
<p>Inventing, adapting and recounting narratives and stories with peers and their teacher (EAD - BIE)</p> <p>singing a range of well-known nursery rhymes and songs (EAD - BIE)</p> <p>performing songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. (EAD - BIE)</p> <p>making use of props and materials when role playing characters in narratives and stories (EAD CM)</p>	<p>learning to appreciate rhymes and poems, and to recite some by heart</p>	<p>continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</p>	<p>preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p> <p>recognising some different forms of poetry</p>	<p>learning a wider range of poetry by heart</p> <p>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>

Familiarity with Texts

Pupils should be taught to develop positive attitudes to reading, and an understanding of what they read, by

FS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>demonstrating understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary (Lit C)</p> <p>anticipating – where appropriate – key events in stories (Lit C)</p>	<p>becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</p> <p>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</p> <p>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</p> <p>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</p> <p>identifying and discussing themes and conventions in and across a wide range of writing</p>	

Understanding / Retrieval / Summarising

Pupils should be taught to understand what they read by:

FS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>listening 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 (CL LAU)</p> <p>making comments about what they have heard and ask questions to clarify their understanding (CL LAU)</p> <p>offering explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate (CL S)</p>	<p>drawing on what they already know or on background information and vocabulary provided by the teacher</p> <p>checking that the text makes sense to them as they read and correcting inaccurate reading</p>	<p>discussing the sequence of events in books and how items of information are related</p> <p>drawing on what they already know or on background information and vocabulary provided by the teacher</p> <p>checking that the text makes sense to them as they read and correcting inaccurate reading</p>	<p>checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</p> <p>asking questions to improve their understanding of a text identifying main ideas drawn from more than one paragraph and summarising these</p>	<p>checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</p> <p>asking questions to improve their understanding</p> <p>summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas</p>		

Word Meanings / Vocabulary

Pupils should be taught to understand what they read by:

FS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary (CL S)	discussing word meanings, linking new meanings to those already known	discussing and clarifying the meanings of words, linking new meanings to known vocabulary discussing their favourite words and phrases	using dictionaries to check the meaning of words that they have read			

Inference

Pupils should be taught to understand what they read by:

FS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate (CL S)	discussing the significance of the title and events making inferences on the basis of what is being said and done	making inferences on the basis of what is being said and done answering and asking questions	drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence		drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	

Prediction						
Pupils should be taught to understand what they read by:						
FS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Anticipate – where appropriate – key events in stories (Lit C)	predicting what might happen on the basis of what has been read so far	predicting what might happen on the basis of what has been read so far	predicting what might happen from details stated and implied		predicting what might happen from details stated and implied	

Authorial Intent						
Pupils should be taught to understand what they read by:						
FS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			discussing words and phrases that capture the reader's interest and imagination		identifying how language, structure and presentation contribute to meaning	
			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	

Non Fiction						
Pupils should be taught to:						
FS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play (Lit C)		being introduced to non-fiction books that are structured in different ways	retrieve and record information from non-fiction		distinguish between statements of fact and opinion	
					retrieve, record and present information from non-fiction	

Discussion of Reading

Pupils should be taught to:

FS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role-play (Lit C)	<p>participate in discussion about what is read to them, taking turns and listening to what others say</p> <p>explain clearly their understanding of what is read to them</p>	<p>participate in discussion about books, poems & other works that are read to them & those that they can read for themselves, taking turns and listening to what others say</p> <p>explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</p>	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>recommending books that they have read to their peers, giving reasons for their choices</p> <p>participate in discussions about books, building on their own and others' ideas and challenging views courteously</p> <p>explain and discuss their understanding of what they have read, including through formal presentations and debates</p> <p>provide reasoned justifications for their views</p>	