



## NATIONAL CURRICULUM READING COVERAGE BY YEAR GROUP - FOUNDATION

### Word Reading / Decoding

say a sound for each letter in the alphabet and at least 10 digraphs (Lit WR)

read words consistent with their phonic knowledge by sound-blending (Lit WR)

read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words (Lit WR)

### Comprehension

Range of Reading	Poetry & Performance	Familiarity with Texts	Understanding / Retrieval / Summarising	Word Meanings / Vocabulary
use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play	invent, adapt and recount narratives and stories with peers and their teacher (EAD - BIE) sing a range of well-known nursery rhymes and songs (EAD - BIE) perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. (EAD - BIE) make use of props and materials when role playing characters in narratives and stories (EAD CM)	demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary (Lit C) anticipate – where appropriate – key events in stories (Lit C)	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 (CL LAU) make comments about what they have heard and ask questions to clarify their understanding (CL LAU) offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate (CL S)	participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary (CL S)
Inference	Prediction	Authorial Intent	Non Fiction	Discussion of Reading
offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate (CL S)	Anticipate – where appropriate – key events in stories (Lit C)		use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play (Lit C)	use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role-play (Lit C)

# NATIONAL CURRICULUM READING COVERAGE BY YEAR GROUP – YEAR ONE

## Word Reading / Decoding NC Objectives

Pupils should be taught to:

apply phonic knowledge and skills as the route to decode words  
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 sounds in unfamiliar words containing GPCs that have been taught  
read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word

read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings  
read other words of more than one syllable that contain taught GPCs  
read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)  
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  
reread these books to build up their fluency and confidence in word reading

## Comprehension

Pupils should be taught to: develop pleasure in reading, motivation to read, vocabulary and understanding by:

Pupils should be taught to understand both the books they can already read accurately and fluently and those they listen to by:

Pupils should be taught to:

Range of Reading	Poetry & Performance	Familiarity with Texts	Understanding / Retrieval / Summarising	Word Meanings / Vocabulary
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	learning to appreciate rhymes and poems, and to recite some by heart	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	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	discussing word meanings, linking new meanings to those already known
Inference	Prediction	Authorial Intent	Non Fiction	Discussion of Reading
discussing the significance of the title and events making inferences on the basis of what is being said and done	predicting what might happen on the basis of what has been read so far			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

# NATIONAL CURRICULUM READING COVERAGE BY YEAR GROUP – YEAR TWO

## Word Reading / Decoding NC Objectives

Pupils should be taught to:

continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent  
 read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes  
 read accurately words of two or more syllables that contain the same graphemes as above  
 read words containing common suffixes

read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word  
 read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered  
 read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation  
 reread these books to build up their fluency and confidence in word reading

## Comprehension

Pupils should be taught to: develop pleasure in reading, motivation to read, vocabulary and understanding by:

Pupils should be taught to understand both the books they can already read accurately and fluently and those they listen to by:

Pupils should be taught to:

Range of Reading	Poetry & Performance	Familiarity with Texts	Understanding / Retrieval / Summarising	Word Meanings / Vocabulary
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	continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear	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	discussing the sequence of events in books and how 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	discussing and clarifying the meanings of words, linking new meanings to known vocabulary discussing their favourite words and phrases
Inference	Prediction	Authorial Intent	Non Fiction	Discussion of Reading
making inferences on the basis of what is being said and done answering and asking questions	predicting what might happen on the basis of what has been read so far		being introduced to non-fiction books that are structured in different ways	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 explain and discuss their understanding of books, poems and other material, both those

				that they listen to and those that they read for themselves
NATIONAL CURRICULUM READING COVERAGE BY YEAR GROUP – YEARS THREE & FOUR				
Word Reading / Decoding NC Objectives				
Pupils should be taught to:				
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 and sound, and where these occur in the word				
Comprehension				
Pupils should be taught to develop positive attitudes to reading, and an understanding of what they read, by:				
Pupils should be taught to understand what they read, in books they can read independently, by:				
Pupils should be taught to:				
Range of Reading	Poetry & Performance	Familiarity with Texts	Understanding / Retrieval / Summarising	Word Meanings / Vocabulary
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	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	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	checking that the text makes sense to them, discussing their 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	using dictionaries to check the meaning of words that they have read
Inference	Prediction	Authorial Intent	Non Fiction	Discussion of Reading
drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	predicting what might happen from details stated and implied	discussing words and phrases that capture the reader's interest and imagination identifying how language, structure, and presentation contribute to meaning	retrieve and record information from non-fiction	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

# NATIONAL CURRICULUM READING COVERAGE BY YEAR GROUP – YEARS FIVE & SIX

## Word Reading / Decoding NC Objectives

Pupils should be taught to:

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

## Comprehension

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

Pupils should be taught to understand what they read, in books they can read independently, by:

Pupils should be taught to:

Range of Reading	Poetry & Performance	Familiarity with Texts	Understanding / Retrieval / Summarising	Word Meanings / Vocabulary
continuing to read and discuss a wide variety of texts reading books that are structured in different ways making comparisons within and across books	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	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	checking that the book makes sense to them, discussing their 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	using dictionaries to check the meaning of words that they have read
Inference	Prediction	Authorial Intent	Non Fiction	Discussion of Reading
drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	predicting what might happen from details stated and implied	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	distinguish between statements of fact and opinion retrieve, record and present information from non-fiction	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 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

