

Monkhouse Reading Curriculum

EYFS and Year 1 to Year 6

EYFS Reading Curriculum Overview		
	Nursery	Reception
Word Reading	<p>By the end of the year:</p> <p>Words are made of sounds</p> <p>We use letters to write words</p> <p>Read and understand simple words</p>	<p>Say a sound for each letter in the alphabet and at least 10 digraphs</p> <p>Read words consistent with their phonic knowledge by decoding and sound-blending</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>Read some irregular words Continues a rhyming string</p> <p>By the end of the year:</p> <p>Know set 1 sounds and digraphs (sh, ch, th, nk, ng)</p> <p>Know set 2 sounds - digraphs (ay, ee, igh, ow, oo)</p> <p>Begin to know set 3 sounds and that there is more than one way to represent a sound</p>
Reading understanding	<p>By the end of the year:</p> <p>Name and locate favourite books and give very brief descriptions of plot elements or characters.</p> <p>Re-enact very short excerpts from favourite texts using puppets or small world figures.</p> <p>Use the structure of the text to anticipate when to join in.</p>	<p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary</p> <p>Anticipate – where appropriate – key events in stories</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p>Have an understanding of the difference between nonfiction and fiction.</p>

	<p>Suggest what might happen next in unfamiliar books, drawing on the plot so far.</p> <p>Distinguish between the text and the illustrations. Hold books correctly and engage with 're-telling' their version of the story.</p> <p>Talk about and describe the pictures in the book.</p>	<p>By the end of the year: Can sequence events from a familiar story with a degree of independence</p> <p>Grasp and use a wider range of structures in books and use these to aid participation (eg, recognising when parts of a story repeat). Empathise with characters.</p> <p>Make links between texts.</p> <p>Access simple information books and identify simple non fiction books (e.g contents page, facts, photographs)</p> <p>Look for cues in illustrations Perform more complex action rhymes and nursery rhymes.</p> <p>Articulate the dilemmas the characters face.</p> <p>Use the structure of rhyming texts to participate in a recall of sections of text.</p>
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<p>Year 1 Reading Curriculum Overview</p>	
<p>Word Reading</p>	<ul style="list-style-type: none"> ● 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

	<p>taught</p> <ul style="list-style-type: none"> ● 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 	
<p>Reading Comprehension</p>	<p><i>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</i></p> <ul style="list-style-type: none"> ● listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently ● being encouraged to link what they read or hear to their own experiences ● 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 ● learning to appreciate rhymes and poems, and 	<p><i>Understand both the books they can already read accurately and fluently and those they listen to by:</i></p> <ul style="list-style-type: none"> ● 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 the significance of the title and events

	<p>to recite some by heart</p> <ul style="list-style-type: none"> ● discussing word meanings, linking new meanings to those already known 	<ul style="list-style-type: none"> ● 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
Reading Comprehension	<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. 	

Year 2 Reading Curriculum Overview	
Word Reading	<ul style="list-style-type: none"> ● 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

	<ul style="list-style-type: none"> ● 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 	
Reading Comprehension	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> ● 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 ● discussing the sequence of events in books and how items of information are related ● becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales ● being introduced to non-fiction books that are structured in different ways ● recognising simple recurring literary language in stories and poetry ● discussing and clarifying the meanings of words, linking new meanings to known vocabulary 	<p>Understand both the books they can already read accurately and fluently and those they listen to by:</p> <ul style="list-style-type: none"> ● 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 ● 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

	<ul style="list-style-type: none"> ● discussing their favourite words and phrases ● continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear 	
Reading Comprehension	<ul style="list-style-type: none"> ● participate in discussion about books, poems and other works that are read to them and 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 	

Year 3 Reading Curriculum Overview		
Word Reading	<ul style="list-style-type: none"> ● Apply knowledge of root words, prefixes and suffixes (etymology and morphology), 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. ● Develop vocabulary for breadth of reading. ● Consider pronunciation, specifically for reading longer words, drawing on background knowledge. 	
Reading Comprehension	Develop pleasure in reading, motivation to read, vocabulary and understanding by:	Understand both the books they can already read accurately and fluently and

	<ul style="list-style-type: none"> ● 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 ● using dictionaries to check the meaning of words that they have read ● 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 ● Skim and scan a text to find information ● preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action ● discussing words and phrases that capture the reader's interest and imagination ● recognising some different forms of poetry [for example, free verse, narrative poetry] ● Discuss understanding and explain meaning of words in context. 	<p>those they listen to by:</p> <ul style="list-style-type: none"> ● 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 ● 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 main ideas drawn from more than 1 paragraph and summarising these ● identifying how language, structure, and presentation contribute to meaning
<p>Reading comprehension</p>	<ul style="list-style-type: none"> ● 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 	

Year 4 Reading Curriculum Overview

Word Reading	<ul style="list-style-type: none">● Apply knowledge of root words, prefixes and suffixes (etymology and morphology), 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.● Develop vocabulary for breadth of reading.● Consider pronunciation, specifically for reading longer words, drawing on background knowledge.● Work out any unfamiliar words.	
Reading Comprehension	Develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none">● 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● using dictionaries to check the meaning of words that they have read● 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● Talk about the author's purpose.	Understand both the books they can already read accurately and fluently and those they listen to by: <ul style="list-style-type: none">● 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● drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence● predicting what might happen

	<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 ● discussing words and phrases that capture the reader's interest and imagination ● recognising some different forms of poetry [for example, free verse, narrative poetry] 	<p>from details stated and implied</p> <ul style="list-style-type: none"> ● identifying main ideas drawn from more than 1 paragraph and summarising these ● identifying how language, structure, and presentation contribute to meaning
Reading comprehension	<ul style="list-style-type: none"> ● 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 	

Year 5 Reading Curriculum Overview		
Word Reading	<ul style="list-style-type: none"> ● Work out any unfamiliar words. Pay attention to new vocabulary, meaning and pronunciation. ● Accurate reading of individual words, specifically those that might give meaning to the overall sentence. 	
Reading Comprehension	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> ● continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks 	<p>Understand both the books they can already read accurately and fluently and those they listen to by:</p> <ul style="list-style-type: none"> ● checking that the book makes sense to them, discussing their

	<ul style="list-style-type: none"> ● reading books that are structured in different ways and reading for a range of purposes ● 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 ● recommending books that they have read to their peers, giving reasons for their choices ● identifying and discussing themes and conventions in and across a wide range of writing ● 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. ● Discuss and evaluate how the authors choice of language impacts on the reader. 	<p>understanding and exploring the meaning of words in context</p> <ul style="list-style-type: none"> ● asking questions to improve their understanding ● 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 ● summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas ● identifying how language, structure and presentation contribute to meaning
Reading comprehension	<ul style="list-style-type: none"> ● 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 ● participate in discussions about books that are read to them and those they can read for themselves, 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, maintaining a focus on the topic and using notes where 	

	<p>necessary</p> <ul style="list-style-type: none"> ● provide reasoned justifications for their views
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Year 6 Reading Curriculum Overview		
Word Reading	<ul style="list-style-type: none"> ● Read a wide range of fiction and non-fiction with different form and authors, particularly whole books, short stories, poems and plays. ● Re-read books to increase familiarity and provide a basis for making comparisons. 	
Reading Comprehension	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> ● continuing to read and discuss an increasingly 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 ● 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 ● recommending books that they have read to their peers, giving reasons for their choices ● identifying and discussing themes and conventions in and across a wide range of 	<p>Understand both the books they can already read accurately and fluently and those they listen to by:</p> <ul style="list-style-type: none"> ● 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 ● drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence ● predicting what might happen

	<p>writing</p> <ul style="list-style-type: none"> ● 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. 	<p>from details stated and implied</p> <ul style="list-style-type: none"> ● summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas ● identifying how language, structure and presentation contribute to meaning ● Discuss how a writer's language choices contribute to the overall effect on the reader. ● Make critical comparisons across texts. ● Compare and identify features used by writers from different periods and writing styles.
<p>Reading comprehension</p>	<ul style="list-style-type: none"> ● 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 ● participate in discussions about books that are read to them and those they can read for themselves, 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, maintaining a focus on the topic and using notes where necessary ● provide reasoned justifications for their views 	