

# St Andrew's Church School

## Reading Curriculum Coverage



Year Group	N1 and N2	YR
Coverage	<p><u>Poetry</u></p> <p>Traditional Nursery Rhymes and contemporary poems - some of them need <a href="#">reciting by heart</a></p> <p><u>Stories</u></p> <p>Fairy Stories</p> <p>Traditional Tales (repetitive patterns, joining in with repeated refrains), from around the world.</p> <p>Encouraging children to learn some simple stories off by heart.</p> <p><u>Non Fiction</u></p> <p>Books provided as an enhancement to children's play, books about buildings placed in the construction area.</p> <p><u>Plays</u></p> <p>Through role-play and drama (nativity/ school performances)</p> <p>Children orally telling stories to an adult who will document before the children act them out.</p> <p><u>Suggested writing genres:</u></p> <p>Emphasis on drawing and emergent mark-making, hearing initial sounds and beginning to form letters.</p> <p><i>Phonics: Letters and Sounds Phase 1: Sound discrimination/Rhyme/Aliteration/Voice Sounds/Oral segmenting and blending.</i></p> <p><i>Statutory curriculum, including Listening and attention/ Understanding/Speaking/</i></p>	<p><u>Poetry</u></p> <p>Traditional Nursery Rhymes and contemporary poems - some of them need <a href="#">reciting by heart</a></p> <p><u>Stories</u></p> <p>Fairy Stories</p> <p>Traditional Tales (repetitive patterns, joining in with repeated refrains), from around the world.</p> <p>Encouraging children to learn some simple stories off by heart.</p> <p><u>Non Fiction</u></p> <p>Books provided as an enhancement to children's play, books about buildings placed in the construction area.</p> <p><u>Plays</u></p> <p>Through role-play and drama (nativity/ school performances)</p> <p>Children orally telling stories to an adult who will document before the children act them out.</p> <p><u>Suggested writing genres:</u></p> <ul style="list-style-type: none"> <li>♦ <a href="#">Recounts,</a></li> <li>♦ <a href="#">Descriptions</a></li> <li>♦ <a href="#">Lists</a></li> <li>♦ <a href="#">Labels</a></li> </ul> <p><i>Phonics: Letters and Sounds Phases 1 to 4</i></p> <p><i>Statutory curriculum, including Listening and attention/ Understanding/Speaking/Handwriting,</i></p>



Year 1
<ul style="list-style-type: none"> <li>•apply phonic knowledge to decode words</li> <li>•speedily read all 40+ letters/groups for 40+ phonemes</li> <li>•read accurately by blending taught GPC</li> <li>•read common exception words</li> <li>•read common suffixes (-s, -es, -ing, -ed, etc.)</li> <li>•read multisyllable words containing taught GPCs</li> <li>•read contractions and understanding use of apostrophe</li> <li>•read aloud phonically-decodable texts</li> </ul>
<ul style="list-style-type: none"> <li>•listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</li> <li>•being encouraged to link what they read or hear read to their own experiences</li> </ul>
<ul style="list-style-type: none"> <li>*becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</li> <li>*recognising and joining in with predictable phrases</li> </ul>
<ul style="list-style-type: none"> <li>*learning to appreciate rhymes and poems, and to recite some by heart</li> </ul>
<ul style="list-style-type: none"> <li>*discussing word meanings, linking new meanings to those already known</li> </ul>
<ul style="list-style-type: none"> <li>*drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>*checking that the text makes sense to them as they read and correcting inaccurate reading</li> </ul>
<ul style="list-style-type: none"> <li>*discussing the significance of the title and events</li> <li>*making inferences on the basis of what is being said and done</li> </ul>
<ul style="list-style-type: none"> <li>*predicting what might happen on the basis of what has been read so far</li> </ul>
<ul style="list-style-type: none"> <li>*participate in discussion about what is read to them, taking turns and listening to what others say</li> <li>*explain clearly their understanding of what is read to them</li> </ul>

Year 2
<ul style="list-style-type: none"> <li>*secure phonic decoding until reading is fluent</li> <li>*read accurately by blending, including alternative sounds for graphemes</li> <li>*read multisyllable words containing these graphemes</li> <li>*read common suffixes</li> <li>*read exception words, noting unusual correspondences</li> <li>*read most words quickly &amp; accurately without overt sounding and blending</li> </ul>
<ul style="list-style-type: none"> <li>*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</li> </ul>
<ul style="list-style-type: none"> <li>*becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</li> <li>*recognising simple recurring literary language in stories and poetry</li> </ul>
<ul style="list-style-type: none"> <li>*continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</li> <li>*discussing and clarifying the meanings of words, linking new meanings to known vocabulary</li> <li>*discussing their favourite words and phrases</li> </ul>
<ul style="list-style-type: none"> <li>*discussing the sequence of events in books and how items of information are related</li> <li>*drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>*checking that the text makes sense to them as they read and correcting inaccurate reading</li> </ul>
<ul style="list-style-type: none"> <li>*making inferences on the basis of what is being said and done</li> <li>*answering and asking questions</li> </ul>
<ul style="list-style-type: none"> <li>*predicting what might happen on the basis of what has been read so far</li> </ul>
<ul style="list-style-type: none"> <li>*being introduced to non-fiction books that are structured in different ways</li> </ul>
<ul style="list-style-type: none"> <li>*participate in discussion about books, poems &amp; other works that are read to them &amp; those that they can read for themselves, taking turns and listening to what others say</li> <li>*explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</li> </ul>



### Year 3 Key Objectives

ORAL (O)	RESPONSE (R)	WORD READING (WR)	GRAMMAR (G)	ORGANISATION & RESEARCH (OR)
<p>1. Read books that are structured in different ways and for a range of different purposes e.g. cartoons (to share plot concisely) chapter books (to provide more detail) diaries (for viewpoint)</p> <p>2. Orally retell whole stories/sections of stories linked to the Y3 range</p> <p>3. Recite poems by heart, using intonation, tone and volume to gain the interest of the listener e.g. Waves (Jackie Kay) The King's Breakfast (AA Milne) Up on the Downs and The Boneyard Rap (Wes Magee)</p> <p>4. Read aloud and perform play scripts, gaining the audience's interest in the characters and plot e.g. using stage directions, volume and action</p>	<p>9. Discuss their understanding of both texts they have read independently and those read to them (see range)</p> <p>10. Express their views and listen to the views of others</p> <p>11. Identify the over-arching theme of a text e.g. honesty, loneliness, good overcoming evil</p> <p>12. Ask relevant questions to clarify and improve their understanding of a text e.g. why didn't the villagers trust the Iron Man?</p> <p>13. Predict what may happen based on both what has been stated (obvious) and implied (less obvious) e.g. I think mum will get cross because Tom knew he shouldn't have lied</p> <p>14. Draw inferences about characters' thoughts and actions e.g. I think the boy really misses his dad because he cries when he sees his friends with their dads</p> <p>15. Justify inferences with a single piece of evidence from the text to support one specific point</p>	<p>In line with Appendix 1:</p> <p>24. apply their knowledge of root words, prefixes and suffixes to read aloud</p> <p>25. note unusual correspondences and identify where these occur in the word, in relation to the Y3/4 common exception words</p>	<p>5. Identify the language conventions of non-fiction in relation to the text type (see range)</p> <p>6. Identify and discuss the meaning of words in context e.g. I think 'generous' means kind because he gave his money away</p> <p>7. Identify words and phrases that capture the reader's interest and contribute to the meaning of the text e.g. it says gobbled, which tells you he was eating it greedily and quickly. The author's used powerful verbs like flushed, drifting, sneaked, pluck</p> <p>8. Use age appropriate dictionaries to check the meanings of words</p>	<p>16. Summarise the main idea/s within a paragraph or section e.g. this paragraph is about how Harry is feeling. This paragraph is about how penguins feed.</p> <p>17. Use contents and sub-headings to locate relevant information</p> <p>18. Identify a main topic to research, independently and through shared reading</p> <p>19. Use skimming to locate main ideas in the text</p> <p>20. Use scanning to locate pieces of information</p> <p>21. Identify the structural conventions of non-fiction in relation to the text type (see range)</p> <p>22. Identify how the structure and presentation of texts contributes to the meaning e.g. shape poems, rhyme in rap, direction/size of print in 'Emily Brown and the Thing'</p> <p>23. Make notes from one source to capture key information about a topic e.g. information about penguins' habitats through recording or highlighting sentences/key words</p>

### Year 4 Key Objectives

ORAL (O)	RESPONSE (R)	WORD READING (WR)	GRAMMAR (G)	ORGANISATION & RESEARCH (OR)
<p>1. Read books that are structured in specific ways and for a range of purposes e.g. comparing online and paper texts (appeal to the reader) comparing information books (Horrible Histories and Eyewitness books)</p> <p>2. Orally retell whole stories/sections of stories linked to the Y4 range</p> <p>3. Recite poems by heart, using intonation, tone and volume to maintain the interest of the listener e.g. From A Railway Carriage (RL Stevenson) How to Persuade Your Parents to Give You More Pocket Money (Andrea Shavick)</p> <p>4. Read aloud and perform play scripts, maintaining the audience's interest in the characters and plot e.g. using stage directions, appropriate intonation, pace and action for the type of play</p>	<p>9. Discuss their understanding of both texts they have read independently and those read to them (see range)</p> <p>10. Explain their views, listen to others' views and respond</p> <p>11. Identify the author's message about the theme e.g. being honest is the best way to be; it's ok to lie when you need to</p> <p>12. Ask specific questions to improve their thoughts about a text; explanations and understanding of language e.g. did Tom do that because he wanted to win the match? How did he escape from the cave? What does that word mean?</p> <p>13. Predict what may happen based on what has been implied e.g. I think mum will get cross because she's worried Tom may get into trouble</p> <p>14. Draw inferences about characters' feelings and motives e.g. I think Leon volunteers because he wants to prove that magic is real</p> <p>15. Justify inferences with several pieces of evidence from the text to support one specific point</p>	<p>In line with Appendix 1:</p> <p>24. apply their knowledge of root words, prefixes and suffixes to read aloud</p> <p>25. note unusual correspondences and identify where these occur in the word, in relation to the Y3/4 common exception words</p>	<p>5. Identify the language conventions of non-fiction in relation to the text type (see range)</p> <p>6. Explain the meaning of new words in context e.g. I think 'compassionate' means kind because she could have walked away but she didn't</p> <p>7. Explain how words and phrases capture the reader's interest and imagination and how they contribute to the meaning of the text e.g. the author's used powerful verbs like: twisting and turning, tumbled, pounding, spun, which give you an idea about how fast and exciting the acrobats are</p> <p>8. Use age appropriate dictionaries to check the meanings of words</p>	<p>16. Summarise ideas from across several paragraphs or sections e.g. how a character's fear is portrayed across several paragraphs, identifying the subject of each paragraph in a non-chronological report</p> <p>17. Use contents, indexes, glossaries and sub-headings to locate specific information</p> <p>18. Independently identify key questions to research about a topic</p> <p>19. Use skimming to locate main ideas in the text</p> <p>20. Use scanning to locate specific information</p> <p>21. Identify the structural conventions of non-fiction in relation to the text type (see range)</p> <p>22. Identify how the structure and presentation of texts contributes to the meaning e.g. the use of chapters; different fonts; artwork</p> <p>23. Make notes from one source to answer key questions e.g. where do penguins live? What temperature is it there? through: highlighting/ recording key words and phrases; using bullet points, diagrams, symbols, abbreviations, mind-mapping</p>

# Year 5 Key Objectives

ORAL (O)	RESPONSE (R)	WORD READING (WR)	GRAMMAR (G)	ORGANISATION & RESEARCH (OR)
<p>1. Read books that are structured in specific ways and for a range of purposes e.g. <a href="#">comparing different approaches to recipes</a> (formal/informal) <a href="#">autobiographies and biographies</a> (viewpoint)</p> <p>2. Recite poems by heart, using intonation, tone and volume to monitor the interest of the listener and adapt their recital e.g. <a href="#">Night Mail</a> (Auden) <a href="#">The Highwayman</a> (Noyes)</p> <p>3. Read aloud and perform play scripts, monitoring the audience's interest and changing the performance accordingly e.g. consistent use of intonation, pace and action for the characters and type of play</p>	<p>7. Discuss their understanding of both texts they have read independently and those read to them (see range)</p> <p>8. Explain and develop their own views and build effectively on those of others</p> <p>9. Identify an author's treatment of the same theme across one or several of their books/poems e.g. <a href="#">Michael Morpurgo's treatment of WWII</a></p> <p>10. Ask relevant questions to improve their wider understanding of a text, topic or theme e.g. <a href="#">Why does Michael become friends with Kensuke?</a> (Kensuke's Kingdom) <a href="#">What was it like to be a child in Victorian times?</a> <a href="#">Why has the author used lots of short sentences?</a></p> <p>11. Predict what may happen based on their understanding of the content and the themes within the text e.g. <a href="#">I think Macbeth will die because: he's a murderer / the witches suggest it</a></p> <p>12. Draw inferences from within the text about themes and characters' and authors' viewpoints e.g. <a href="#">Tom is scared to move because he doesn't pack; he leaves his favourite toy behind on purpose and he's always nervous</a></p> <p>13. Justify inferences and views with a variety of references from across the text</p>	<p>In line with Appendix 1:</p> <p>25. Apply their knowledge of root words, prefixes and suffixes to read aloud</p>	<p>4. Explore the meaning of words in a given context within fiction and non-fiction e.g. <a href="#">'flexible' means rubber is a bendy material</a></p> <p>5. Evaluate how authors use language to impact the reader e.g. <a href="#">use of repetition for effect; the author's used the metaphor 'his face was a grey cloud,' which helps you to imagine his sadness</a></p> <p>6. Use age appropriate dictionaries and thesauri to check the meanings of words</p>	<p>14. Summarise ideas, events and information from the text as a whole e.g. <a href="#">the author's viewpoint about a particular issue</a></p> <p>15. Explain their thinking through making reference to key details e.g. <a href="#">quoting from the text</a></p> <p>16. Independently devise key questions and identify themes to research e.g. <a href="#">pollution, recycling</a></p> <p>17. Use skimming and scanning to locate information efficiently across a range of sources</p> <p>18. Identify the structural conventions of non-fiction in relation to the text type (see range)</p> <p>19. Identify how the structure and presentation of texts contributes to the meaning e.g. <a href="#">graphic novels; stories told from two viewpoints; the order and presentation of points in an argument</a></p> <p>20. Distinguish between fact and opinion</p> <p>21. Make notes from several sources to gather information</p> <p>22. Explore and use their own techniques to make notes</p> <p>23. Refine notes by disregarding irrelevant information e.g. <a href="#">when researching penguins in Antarctica, disregarding information about polar expeditions to Antarctica</a></p> <p>24. Use notes to support presentations and debates</p>



Year 6 Key Objectives

ORAL (O)	RESPONSE (R)	WORD READING (WR)	GRAMMAR (G)	ORGANISATION & RESEARCH (OR)
<p>1. Read books that are structured in specific ways and for a range of purposes e.g. timeslip stories, texts that provide information about a theme/topic from the past, present and future</p> <p>2. Recite poems by heart, using intonation, tone and volume to emphasise key elements of the poem and provoke a response in the listener e.g. The Tyger (Blake) Stop All The Clocks (Auden) recital of well-known speeches (Winston Churchill, Martin Luther King, Nelson Mandela)</p> <p>3. Read aloud and perform play scripts, refining their performance to illustrate subtleties e.g. to show changes in character, effects of the plot using asides, expressions, gestures, monologues</p>	<p>7. Discuss their understanding of both texts they have read independently and those read to them (see range)</p> <p>8. Explain and extend their own views and challenge those of others</p> <p>9. Identify how the same theme is represented across texts e.g. loss in WWI poetry/narratives and how multiple themes are presented in longer narratives e.g. 'Trash' is about courage, poverty, perseverance</p> <p>10. Ask specific questions to develop understanding of a text, topic or theme, including their wider understanding of cultural and social issues e.g. Why did Dickens write so often about the rich and the poor? Why was Adeline treated so badly? (Chinese Cinderella)</p> <p>11. Predict what may happen based on their wider understanding of content and themes e.g. I think Macbeth will die because it's a tragedy/villains often lose</p> <p>12. Draw inferences across texts about characters' viewpoints, authors' viewpoints and themes e.g. soldiers were disillusioned with the war because the reality was different from what they'd been told</p> <p>13. Justify their inferences and views with a variety of references from across texts and by comparing sources and considering the reliability of information e.g. selecting points that support and discrediting points that contradict their argument</p>	<p>In line with Appendix 1:</p> <p>25. Apply their knowledge of root words, prefixes and suffixes to read aloud</p>	<p>4. Explore the meaning of words in different contexts within fiction and nonfiction e.g. flexible means he was prepared to compromise/means it was bendy</p> <p>5. Evaluate how and why authors use language, shades of meaning and a range of figurative devices to impact on the reader e.g. explain the differences between words such as: miffed, irritated, furious, fuming, irate, livid, incensed and their impact</p> <p>6. Use age appropriate dictionaries and thesauri to check the meanings of words</p>	<p>14. Summarise ideas, events and information throughout a text and across texts (about a common topic)</p> <p>15. Explain their thinking through making reference to key details and comparisons</p> <p>16. Independently devise key questions and identify themes to research e.g. racism, slavery</p> <p>17. Use skimming and scanning to locate information selectively and precisely across a range of sources</p> <p>18. Identify the structural conventions of non-fiction in relation to the text type (see range)</p> <p>19. Identify how the structure and presentation of texts contributes to the meaning e.g. moving backwards and forwards throughout the story ('Holes') using a range of narrators (Trash) pathway stories</p> <p>20. Distinguish between fact, opinion and bias</p> <p>21. Make notes from several sources to gather information</p> <p>22. Make choices about the most efficient techniques to make notes</p> <p>23. Refine notes by disregarding unreliable information e.g. when researching penguins in Antarctica, disregarding information based on opinion or facts that don't correlate with the bulk of the research</p> <p>24. Use notes to support presentations and debates</p>