



CONONLEY PRIMARY SCHOOL
Inspiring and Challenging Our Children

Reading

Curriculum Intent

Year 1 Reading

Discussing Reading

I can participate in discussion, taking turns and listening to others.
I can explain clearly my understanding of what has been read to me.

Range of Reading

I can listen to and discuss a wide range of stories, poetry and non-fiction which are beyond the level at which I can read independently.

Familiarity with Texts

I am becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.

I can recognise and join in with predictable phrases.

Poetry and Performance

I am learning to appreciate rhymes and poems and can I can recite some by heart.

Non-Fiction

n/a

Decoding

I know all of the phonemes and graphemes from Phases 2,3,4 & 5 and can read them speedily.

I can apply my knowledge of phonics to decode words (by blending) using the phonemes and graphemes from Phases 2-5

I can read the Year 1 Common Exception Words

I can read common suffixes (s, es, ing, ed etc)

I can read multi syllable words containing taught GPCs.

I can read words with contractions and understand how the apostrophe has been used.

I can read aloud phonetically decodeable texts.

Word Meanings

I can discuss the meanings of words, linking new meanings to those already known.

Understanding

I can understand texts by using the following strategies:

- Drawing on what I already know.
- Background information, for example, through topic work.
- Help from the teacher to understand specific vocabulary 1a

I can think about whether the text makes sense when I read aloud, and make corrections.

Inference

I can discuss the significance of the title and events 1b, 1c

I can make inferences from what characters say and do. 1d

I can make predictions about what might happen next from what I already know. 1e

Authorial Intent

n/a

Year 2 Reading

Discussing Reading

I can participate in discussion about a range of books, poems and other texts which have been read to me and which I have read myself, taking turns and listening to what others say.

I can explain clearly my understanding of what has been read to me and what I have read myself.

Range of Reading

I can listen to, discuss and express opinions about a wide range of contemporary fiction and classic poetry, stories, poetry and non-fiction which are beyond the level at which I can read independently.

Familiarity with Texts

I am becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.

I can recognise simple recurring language in stories and poems.

Poetry and Performance

I am continuing to appreciate rhymes and poems, building upon the repertoire learned in Year 1.

I can recite some by heart using the intonation and expression to make the meaning clear.

Non-Fiction

I am beginning to find out about non-fiction texts, learning about how they are structured.

1b

Decoding

I know all of the phonemes and graphemes from Phases 2,3,4 & 5 and can read them speedily.

I can apply my knowledge of phonics to decode words (by blending) using the phonemes and graphemes from Phases 2-5

I can read the Year 2 Common Exception Words
I can read common suffixes in the Year 2 curriculum.

I can read multi syllable words containing taught GPCs.

I can read most words accurately and quickly without overt 'sounding out'.

Word Meanings

I can discuss and clarify the meanings of words, linking new meanings to those already known.

I can discuss my favourite words and phrases.

Understanding

I continue to understand texts by using the following strategies:

- Drawing on what I already know.
- Background information, for example, through topic work.
- Help from the teacher to understand specific vocabulary 1a

I can think about whether the text makes sense when I read aloud, and make corrections.

I can discuss the sequence of events in books and how items of information are related. 1b 1c

Inference

I can make inferences from what characters say and do. 1d

I can ask and answer questions.

I can make predictions about what might happen next from what I already know. 1e

Authorial Intent

n/a

Year 3 and 4 Reading

Discussing Reading

I can participate in discussion about a range of books, poems and other texts which have been read to me and which I have read myself, taking turns and listening to what others say.

Range of Reading

I can listen to and discuss about a wide range of fiction, poetry, plays, non-fiction, reference or textbooks.

I can read books which are structured in different ways and read for a wide range of purposes.

Familiarity with Texts

I am becoming increasingly familiar with a wider range of books including fairy stories, myths and legends, retelling some orally.

I can identify themes and conventions in a wide range of books.

Poetry and Performance

I am prepare and perform poems and play scripts, showing understanding through intonation, tone, volume and action.

I can recognise some different forms of poetry.

Non-Fiction

I can retrieve and record information from non-fiction texts.

Decoding

I can use my knowledge of root words, suffixes and prefixes to read aloud and understand the meaning of new words.

I can read the Year 3/4 Common Exception Words.

I can note the unusual correspondences between spelling and sound in common exception words.

Word Meanings

I can use dictionaries to check the meanings of words I have read.

I can use a thesaurus to suggest alternative words.

Understanding

I check that the text makes sense by using the following strategies:

- Discussing the text with other pupils or my teacher.
- Explaining the meaning of words (in context)
 - Asking questions

I can identify the main themes / ideas drawn from more than one paragraph and summarise them. 2b, 2c

Inference

I can draw inferences , for example, by inferring meaning about a character's thoughts, feelings and motives from their words or actions.2d, 2h

Prediction

I can make predictions about what might happen next from what has been stated or what has been implied. 2e

Authorial Intent

I can discuss words and phrases that capture my imagination. 2a 2f

I can identify how language,structure and presentation contribute to meaning.2f 2g 2h

Year 5 and 6 Reading

Discussing Reading

- I can recommend books I have read to other children in my class, giving reasons for my choices.
- I can participate in discussions about books, building on my own and others' ideas and challenging views courteously.
- I can explain and discuss my understanding of what I have read, including through formal presentation and debate.
- I can provide reasoned justification for my views for example, by using evidence in the text.

Range of Reading

- I continue to read a wide range of fiction, poetry, plays, non-fiction, reference or textbooks.
- I can read books which are structured in different ways and read for a wide range of purposes.
- I can make comparisons within and across books.

Familiarity with Texts

- I am becoming increasingly familiar with a wider range of books including traditional stories, myths and legends, fiction and poetry and books from other cultures and traditions.
- I can identify themes and conventions in and across a wide range of writing.

Poetry and Performance

- I can learn a wider range of poetry by heart and prepare and perform poems and play scripts, showing understanding through intonation, tone, volume so the meaning is clear to an audience.

Non-Fiction

- I can distinguish between statements of fact and opinion.
- I can retrieve, record and present information from non-fiction.

Decoding

- I can use my knowledge of root words, suffixes and prefixes (morphology and etymology) to read aloud and understand the meaning of new words.

Word Meanings

n/a

- I can use dictionaries to check the meanings of words I have read.*
- I can use a thesaurus to suggest alternative words.*

Understanding

- I check that the text makes sense by using the following strategies:

- Discussing the text with other pupils or my teacher.
- Explaining the meaning of words (in context)
 - Asking questions

- I can identify the main themes / ideas drawn from more than one paragraph, identifying key details to support the main idea. 2b, 2c

Inference

- I can draw inferences, for example, by inferring meaning about a character's thoughts, feelings and motives from their words or actions. 2d 2h

Prediction

- I can make predictions about what might happen next from what has been stated or what has been implied. 2e

Authorial Intent

- I can identify how language structure and presentation contribute to meaning. 2f
- I can discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. 2a 2g 2h