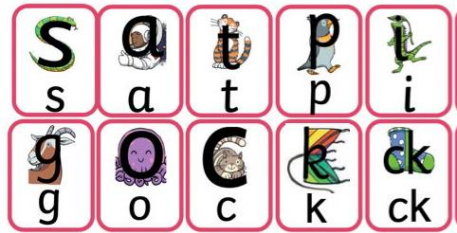

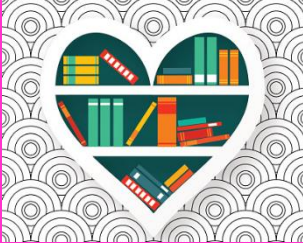


Our Reading Curriculum will nurture lifelong, passionate readers who wallow in ideas; have broad horizons and rich internal worlds; are receptive to alternative realities, worlds, opinions and ideas; perceive the threads of common humanity that bind us all together and connect with their feelings and those of others.

English Reading: Concepts

The **concepts** are the golden threads that run throughout the curriculum for each subject; they transcend context specific knowledge and skills. The concepts link directly to the **N.C. subject aims**. In English, Language, Reading and Writing are interconnected and whilst English is a subject in its own right, it is the medium for teaching all other subjects and enables access to the whole curriculum.

Concept 1	Concept 2	Concept 3
<p align="center">Word Reading</p> 	<p align="center">Comprehension</p> 	<p align="center">Reading for Pleasure</p> 
<ul style="list-style-type: none"> • Read easily, fluently and with confidence • Understand that letters on a page represent the sounds in spoken words • Speedily work out the pronunciation of unfamiliar printed words (decoding) • Speedily recognise familiar printed words 	<ul style="list-style-type: none"> • Develop good comprehension that draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. • Read widely across a range of fiction and non-fiction • Use reading to gain knowledge across the curriculum 	<ul style="list-style-type: none"> • Read widely and often, both for pleasure and information • Appreciate our rich and varied literary heritage • Develop an appreciation and love of reading

The continual development of pupils' confidence and competence in spoken language and listening skills runs throughout the English curriculum and the entire Ridgeway Curriculum. Spoken language underpins the development of reading and writing and is essential for pupils' development across the whole curriculum – cognitively, socially and linguistically.

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READING: Concepts and Milestones Overview

The **Concept Milestones** break down the overarching concepts and indicate what pupils should achieve in each concept by the end of each Key Stage. The Milestones link directly to the N.C. subject content and/or the statutory Teacher Assessment Framework for the end of KS1 and KS2 (Milestones 2 & 4). *Writing in italics indicates learning enrichment beyond the N.C.*

	Concept 1 Word Reading	Concept 2 Comprehension	Concept 3 Reading for Pleasure
Milestone 1 (EYFS)	<ul style="list-style-type: none"> • Say a sound for each letter in the alphabet and at least 10 digraphs • Read words consistent with their phonic knowledge by sound-blending • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words 	<ul style="list-style-type: none"> • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary • Anticipate key events in stories • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play 	<ul style="list-style-type: none"> • <i>Have favourite books</i> • <i>Take pleasure in reading and re-telling known stories</i>
Milestone 2 (Yr 1/2)	<ul style="list-style-type: none"> • Read books written at an age-appropriate interest level with increasing fluency and confidence • Read accurately at a speed sufficient to focus on understanding what they have read, rather than on decoding • Decode most new words outside their spoken vocabulary, making a good approximation to the word's pronunciation • Read common exception words easily and automatically 	<ul style="list-style-type: none"> • Develop understanding and enjoyment of stories, poetry, plays and non-fiction and be able to read silently • Listen to and discuss a wide range of stories, poems, plays and information books, including whole books • Retell familiar stories • Develop knowledge and skills in reading non-fiction about a wide range of subjects • <i>Begin</i> to justify their views about what they have read 	<ul style="list-style-type: none"> • Develop pleasure in reading and motivation to read • <i>Use books to support learning across the wider curriculum</i> • <i>Choose to read independently and sustain interest in books they choose to read</i> • <i>Talk about the books that they read, beginning to express preferences</i> • Listen to, share and discuss a wide range of high quality books to develop a love of reading and broaden their vocabulary
Milestone 3 (Yr 3/4)	<ul style="list-style-type: none"> • Read aloud a wider range of poetry and books written at an age-appropriate level with accuracy and at a reasonable pace • Read most words effortlessly and work out how to pronounce unfamiliar words with increasing automaticity • With support, identify the pronunciation and meaning of new words 	<ul style="list-style-type: none"> • Develop breadth and depth of reading • Become independent, fluent and enthusiastic readers who read widely and frequently • Develop understanding and enjoyment of stories, poetry, plays and non-fiction • Develop knowledge and skills in reading non-fiction about a wide range of subjects • Justify their views about what they have read with increasing independence • Understand figurative language, distinguishing shades of meaning among related words 	<ul style="list-style-type: none"> • <i>Be motivated to read and seek opportunities to read for pleasure</i> • <i>Use books as a key source of information to support learning across the wider curriculum</i> • <i>Choose to read independently, making informed choices about the texts they select</i> • <i>Seek appropriate challenge in the books they choose to read</i>

<p>Milestone 4 (Yr 5/6)</p>	<ul style="list-style-type: none"> • Read fluently and effortlessly • Apply understanding of language, especially vocabulary, and knowledge of language gained from stories, plays, poetry, non-fiction and textbooks to support increasing fluency when reading • Read silently, with good understanding, inferring the meanings of unfamiliar words 	<ul style="list-style-type: none"> • Read widely and frequently for pleasure and information • Apply knowledge of language gained from stories, plays, poetry, non-fiction and textbooks to support comprehension • Prepare readings with appropriate intonation to show their understanding • Summarise and present a familiar story in their own words • Discuss language and what they have read, demonstrating understanding of nuances in vocabulary choice 	<ul style="list-style-type: none"> • <i>Read extensively for pleasure to feed the imagination and stimulate curiosity</i> • <i>Make conscious choices about the books and other material they read to enhance their knowledge and understanding in areas of interest and to support their learning</i> • <i>Be discerning about the books they choose to read based on authorial style and genre</i>
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READING Learning - Nursery

Concept	Milestone	Learning
Concept 1: Word Reading	<ol style="list-style-type: none"> 1. Say a sound for each letter in the alphabet and at least 10 digraphs 2. Read words consistent with their phonic knowledge by sound-blending 3. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words 	<p><u>Phonics and Decoding</u></p> <ol style="list-style-type: none"> a) To begin to develop phonological and phonemic awareness b) To be able to spot and suggest rhymes c) To recognise rhythm in spoken words, songs, poems and rhymes d) To count or clap syllables in a word e) To recognise words with the same initial sound, such as money and mother f) To begin to hear and say the initial sound in words g) To recognise some familiar words and signs such as own name, advertising logos and screen icons
Concept 2: Comprehension	<ol style="list-style-type: none"> 1. Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary 2. Anticipate key events in stories 3. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play 	<p><u>Range of Reading</u></p> <ol style="list-style-type: none"> a) To show interest in illustrations and words in print and digital books and words in the environment b) To know information can be relayed through signs and symbols in various forms (e.g. printed materials, digital screens and environmental print) c) To enjoy, alongside adults, a variety of print and digital books, both fiction and non-fiction d) To join in with repeated refrains and anticipate key events and phrases in rhymes and stories <p><u>Familiarity with Texts</u></p> <ol style="list-style-type: none"> e) To begin to be aware of the way stories are structured, and to tell own stories f) To understand the five key concepts about print: <ul style="list-style-type: none"> • print has meaning • the names of the different parts of a book • print can have different purposes • page sequencing g) that in English we read from left to right and from top to bottom h) To handle books and touch screen technology carefully and the correct way up with growing competence <p><u>Poetry & Performance</u></p> <ol style="list-style-type: none"> i) To listen to and join in with stories and poems, when reading one-to-one and in small groups <p><u>Word Meanings</u></p> <ol style="list-style-type: none"> j) To know the difference between illustrations and print k) To know that print carries meaning <p><u>Understanding</u></p>

Concept	Milestone	Learning
		<p>l) To talk about events and principal characters in stories</p> <p><u>Inference</u> m) <i>To begin to say what they think a character might be thinking or feeling, drawing on cues from the text</i></p> <p><u>Prediction</u> n) To suggest how the story might end</p> <p><u>Non-Fiction</u> o) <i>To enjoy sharing non-fiction books to find out more about topics they are interested in</i></p> <p><u>Discussing Reading</u> p) To engage in extended conversations about stories, learning new vocabulary</p>
Concept 3: Reading for Pleasure	1. <i>Have favourite books</i> 2. <i>Take pleasure in reading and re-telling known stories</i>	a) Looks at and enjoys print and digital books independently b) To begin to have favourite books that they ask adults to read to them c) To enjoy listening to books read by an adult, sustaining their attention for increasing periods of time d) To begin to retell favourite stories in their own words, using some familiar book language

READING Learning – Reception

Concept	Milestone	Learning
<p>Concept 1: Word Reading</p>	<ol style="list-style-type: none"> 1. Say a sound for each letter in the alphabet and at least 10 digraphs 2. Read words consistent with their phonic knowledge by sound-blending 3. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words 	<ol style="list-style-type: none"> a) To begin to recognise some written names of peers, siblings or “Mummy”/”Daddy” for example b) To continue a rhyming string and identify alliteration <p><u>Phonics and Decoding</u></p> <ol style="list-style-type: none"> c) To hear and say the initial sound in words d) To begin to segment the sounds in simple words and blend them together and knows which letters represent some of them e) To read individual letters by saying the sounds for them f) To blend sounds into words, so that they can read short words made up of known letter-sound correspondences (GPCs) g) To read some letter groups that each represent one sound and say sounds for them <p><u>Common Exception Words</u></p> <ol style="list-style-type: none"> h) To read a few common exception words <p><u>Fluency</u></p> <ol style="list-style-type: none"> i) To read simple phrases and sentences made up of words with known GPCs and, where necessary, a few exception words
<p>Concept 2: Comprehension</p>	<ol style="list-style-type: none"> 1. Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary 2. Anticipate key events in stories 3. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play 	<p><u>Range of Reading</u></p> <ol style="list-style-type: none"> a) To enjoy an increasing range of print and digital books, both fiction and non-fiction b) To engage with books and other reading materials at an increasingly deeper level, sometimes drawing on their phonic knowledge to decode words, and their knowledge of language structure, subject knowledge and illustrations to interpret the text <p><u>Familiarity with Texts</u></p> <ol style="list-style-type: none"> c) To re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment <p><u>Poetry & Performance</u></p> <ol style="list-style-type: none"> d) To re-enact and reinvent stories they have heard in their play <p><u>Word Meanings</u></p> <ol style="list-style-type: none"> e) To use vocabulary and forms of speech that are increasingly influenced by their experiences of reading <p><u>Understanding</u></p>

Concept	Milestone	Learning
		<p>f) To describe main story settings, events and principal characters in increasing detail</p> <p>g) To know that information can be retrieved from books, computers and mobile digital devices</p> <p><u>Inference</u></p> <p>h) <i>To describe how they think a character may be feeling</i></p> <p><u>Prediction</u></p> <p>i) <i>To say what they think might happen next in a story</i></p> <p><u>Non-Fiction</u></p> <p>j) <i>To know that information can be found in non-fiction books</i></p> <p><u>Discussing Reading</u></p> <p>k) To be able to recall and discuss stories or information that has been read to them, or they have read themselves</p>
<p>Concept 3: Reading for Pleasure</p>	<p>1. <i>Have favourite books</i></p> <p>2. <i>Take pleasure in reading and re-telling known stories</i></p>	<p>a) To select own books and have favourites</p> <p>b) To talk about books (fiction and non-fiction)</p> <p>c) To know how to handle books carefully</p> <p>d) To read for themselves and with others</p> <p>e) To enjoy sharing books with an adult; engage in the story, ask and answer questions where appropriate</p>

READING Learning – Year 1

Concept	Milestone	Learning
Concept 1: Word Reading	<ol style="list-style-type: none"> 1. Read books written at an age-appropriate interest level with increasing fluency and confidence 2. Read accurately at a speed sufficient to focus on understanding what they have read, rather than on decoding 3. Decode most new words outside their spoken vocabulary, making a good approximation to the word's pronunciation 4. Read common exception words easily and automatically 	<p><u>Phonics and Decoding</u></p> <ol style="list-style-type: none"> a) To apply phonic knowledge and skills to decode words b) To read accurately by blending taught GPCs c) To speedily read all 40+ letters/groups for 40+ phonemes d) To read common suffixes (-s, -es, -ing, -ed, -er & -est) e) To read multisyllabic words containing taught GPCs f) To read words with contractions and understand use of apostrophe <p><u>Common Exception Words</u></p> <ol style="list-style-type: none"> g) To read Y1 common exception words, <i>noting unusual correspondences between spelling and sound and where these occur in words</i> (N.C. English Appendix 1: Spelling) h) <i>To read first 100 high frequency words</i> <p><u>Fluency</u></p> <ol style="list-style-type: none"> i) To accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words j) To reread texts to build up fluency and confidence in word reading
Concept 2: Comprehension	<ol style="list-style-type: none"> 1. Develop understanding and enjoyment of stories, poetry, plays and non-fiction and be able to read silently 2. Listen to and discuss a wide range of stories, poems, plays and information books, including whole books 3. Retell familiar stories 4. Develop knowledge and skills in reading non-fiction about a wide range of subjects 5. <i>Begin to justify their views about what they have read</i> 	<p><u>Range of Reading</u></p> <ol style="list-style-type: none"> a) To listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently b) To link what they read or hear read to their own experiences <p><u>Familiarity with Texts</u></p> <ol style="list-style-type: none"> c) To retell some familiar stories, fairy stories and traditional tales and consider their particular characteristics d) To recognise and join in with predictable phrases <p><u>Poetry & Performance</u></p> <ol style="list-style-type: none"> e) To appreciate rhymes and poems, and to recite simple poems by heart <p><u>Word Meanings</u></p> <ol style="list-style-type: none"> f) To discuss word meanings, linking new meanings to those already known <p><u>Understanding</u></p>

Concept	Milestone	Learning
		<p>g) To draw on what they already know or on background information and vocabulary provided by the teacher to understand what they are reading</p> <p>h) To check that the text makes sense to them as they read and to self-correct inaccurate reading</p> <p><u>Inference</u></p> <p>i) To discuss the significance of the title and events</p> <p>j) To begin to make simple inferences</p> <p><u>Prediction</u></p> <p>k) To predict what might happen on the basis of what has been read so far</p> <p><u>Authorial Intent</u></p> <p><u>Non-Fiction</u></p> <p>l) See range of reading above</p> <p><u>Discussing Reading</u></p> <p>m) To join in with discussion about what is read to them, taking turns and listening to what others say</p> <p>n) To clearly explain their understanding of what is read to them</p>
<p>Concept 3: Reading for Pleasure</p>	<ol style="list-style-type: none"> 1. Develop pleasure in reading and motivation to read 2. Use books to support learning across the wider curriculum 3. Choose to read independently and sustain interest in books they choose to read 4. Talk about the books that they read, beginning to express preferences 	<p>a) <i>To independently select books of own choice to read for pleasure</i></p> <p>b) <i>To understand that there are different types of text that can be used and enjoyed</i></p> <p>c) <i>To have preferences; express likes and dislikes; make text recommendations to others giving reasons for choices</i></p> <p>d) <i>To talk about books, characters, themes</i></p> <p>e) <i>To understand that reading is a tool to develop knowledge and understanding across the curriculum</i></p> <p>f) <i>To begin to use books, stories, poems, non-fiction and other texts to support learning in other areas of the curriculum</i></p>

READING Learning – Year 2

Concept	Milestone	Learning
Concept 1: Word Reading	<ol style="list-style-type: none"> 1. Read books written at an age-appropriate interest level with increasing fluency and confidence 2. Read accurately at a speed sufficient to focus on understanding what they have read, rather than on decoding 3. Decode most new words outside their spoken vocabulary, making a good approximation to the word's pronunciation 4. Read common exception words easily and automatically 	<p><u>Phonics and Decoding</u></p> <ol style="list-style-type: none"> a) To continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent b) To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes c) To accurately read words of two or more syllables that contain the same graphemes as above d) To read words containing common suffixes <p><u>Common Exception Words</u></p> <ol style="list-style-type: none"> e) To read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word (N.C. English Appendix 1: Spelling) f) <i>To read next 200 high frequency words</i> <p><u>Fluency</u></p> <ol style="list-style-type: none"> g) To read most words quickly and accurately, without overt sounding and blending (when they have been frequently encountered) h) To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation i) To re-read these books to build up their fluency and confidence in word reading
Concept 2: Comprehension	<ol style="list-style-type: none"> 1. Develop understanding and enjoyment of stories, poetry, plays and non-fiction and be able to read silently 2. Listen to and discuss a wide range of stories, poems, plays and information books, including whole books 3. Retell familiar stories 4. Develop knowledge and skills in reading non-fiction about a wide range of subjects 5. <i>Begin to justify their views about what they have read</i> 	<p><u>Range of Reading</u></p> <ol style="list-style-type: none"> a) To listen to, discuss and express 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) <p><u>Familiarity with Texts</u></p> <ol style="list-style-type: none"> b) To become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales c) To recognise simple recurring literary language in stories and poetry <p><u>Poetry & Performance</u></p> <ol style="list-style-type: none"> d) To continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear <p><u>Word Meanings</u></p> <ol style="list-style-type: none"> e) To discuss and clarifying the meanings of words, linking new meanings to known vocabulary f) To discuss their favourite words and phrases

Concept	Milestone	Learning
		<p><u>Understanding</u></p> <p>g) To discuss the sequence of events in books and how items of information are related</p> <p>h) To draw on what they already know or on background information and vocabulary provided by the teacher to understand what they are reading</p> <p>i) To check that the text makes sense to them as they read and correcting inaccurate reading</p> <p><u>Inference</u></p> <p>j) To make inferences on the basis of what is being said and done</p> <p><u>Prediction</u></p> <p>k) To predict what might happen on the basis of what has been read so far</p> <p><u>Authorial Intent</u></p> <p><u>Non-Fiction</u></p> <p>l) To recognise that non-fiction books are often structured in different ways</p> <p><u>Discussing Reading</u></p> <p>m) To answer and ask questions</p> <p>n) To take part 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</p> <p>o) To 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>
<p>Concept 3: Reading for Pleasure</p>	<ol style="list-style-type: none"> 1. Develop pleasure in reading and motivation to read 2. Use books to support learning across the wider curriculum 3. Choose to read independently and sustain interest in books they choose to read 4. Talk about the books that they read, beginning to express preferences 	<ol style="list-style-type: none"> a) <i>To independently select books of own choice to read for pleasure</i> b) <i>To understand that a range of different text types exist and the ways in which they can be used and enjoyed</i> c) <i>To have preferences; express likes and dislikes; make text recommendations to others saying why they like the book</i> d) <i>To talk about books, characters, themes</i> e) <i>To understand that reading is a tool to develop knowledge and understanding across the curriculum</i> f) <i>With guidance, to use books, stories, poems, non-fiction and other texts to support learning in all areas of the curriculum</i>

READING Learning – Year 3

Concept	Milestone	Learning
Concept 1: Word Reading	<ol style="list-style-type: none"> 1. Read aloud a wider range of poetry and books written at an age-appropriate level with accuracy and at a reasonable pace 2. Read most words effortlessly and work out how to pronounce unfamiliar words with increasing automaticity 3. With support, identify the pronunciation and meaning of new words 	<p><u>Phonics and Decoding</u></p> <ol style="list-style-type: none"> a) To use their phonic knowledge to decode quickly and accurately (<i>may still need support to read longer unknown words</i>) b) To apply their growing knowledge of root words and prefixes (as listed in N.C. English Appendix 1) when reading aloud and to understand the meaning of new words c) To apply their growing knowledge of root words and suffixes/word endings (as listed in N.C. English Appendix 1) when reading aloud and to understand the meaning of new words <p><u>Common Exception Words</u></p> <ol style="list-style-type: none"> d) To begin to read Y3/Y4 exception words (Word list – years 3 and 4 in N.C. English Appendix 1) <p><u>Fluency</u></p> <p>At this stage, teaching comprehension skills should take precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.</p>
Concept 2: Comprehension	<ol style="list-style-type: none"> 1. Develop breadth and depth of reading 2. Become independent, fluent and enthusiastic readers who read widely and frequently 3. Develop understanding and enjoyment of stories, poetry, plays and non-fiction 4. Develop knowledge and skills in reading non-fiction about a wide range of subjects 5. Justify their views about what they have read with increasing independence 6. Understand figurative language, distinguishing shades of meaning among related words 	<p><u>Range of Reading</u></p> <ol style="list-style-type: none"> a) To listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks b) To read books that are structured in different ways and read for a range of purposes c) <i>To begin to use appropriate terminology when discussing texts (plot, character, setting)</i> <p><u>Familiarity with Texts</u></p> <ol style="list-style-type: none"> d) To increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally e) To begin to identify themes and conventions in a wide range of books <p><u>Poetry & Performance</u></p> <ol style="list-style-type: none"> f) To prepare and perform poems and play scripts, showing some awareness of the audience when reading aloud g) To begin to use appropriate intonation and volume when reading aloud <p>h) <u>Word Meanings</u></p> <ol style="list-style-type: none"> i) To use dictionaries to check the meaning of words that they have read <p><u>Understanding</u></p> <ol style="list-style-type: none"> j) To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context

Concept	Milestone	Learning
		<p>k) To ask questions to improve their understanding of a text l) <i>To summarise the text in a few simple sentences</i></p> <p><u>Inference</u> m) To answer simple inference questions based on characters' feelings, thoughts and motives n) To begin to support their views with evidence from the text</p> <p><u>Prediction</u> o) To predict what might happen based on details stated and implied by the text</p> <p><u>Authorial Intent</u> p) To begin to discuss words and phrases that capture the reader's interest and imagination q) To begin identify how language, structure, and presentation contribute to meaning</p> <p><u>Non-Fiction</u> r) To retrieve and record information from non-fiction</p> <p><u>Discussing Reading</u> s) To participate in discussion about books that are read to them and those they can read for themselves, taking turns and listening to what others say</p>
<p>Concept 3: Reading for Pleasure</p>	<ol style="list-style-type: none"> 1. <i>Be motivated to read and seek opportunities to read for pleasure</i> 2. <i>Use books as a key source of information to support learning across the wider curriculum</i> 3. <i>Choose to read independently, making informed choices about the texts they select</i> 4. <i>Seek appropriate challenge in the books they choose to read</i> 	<ol style="list-style-type: none"> a) <i>Browse/sample text types, authors and genres, outside of preferences, when making independent choices</i> b) <i>Develop preferences as a reader, including genres and authors</i> c) <i>Begin to show a rich understanding in a wide range of texts</i> d) <i>Consider alternative book recommendations</i> e) <i>Carefully evaluate different texts and use this to inform their reading preferences and subsequent choices</i> f) <i>Present thoughts and feelings about books, authors and characters</i> g) <i>Read a wide range of longer texts for more sustained periods of time</i> h) <i>Independently use books, stories, poems, non-fiction and other texts to support learning in all areas of the curriculum</i>

READING Learning - Year 4

Concept	Milestone	Learning
Concept 1: Word Reading	<ol style="list-style-type: none"> 1. Read aloud a wider range of poetry and books written at an age-appropriate level with accuracy and at a reasonable pace 2. Read most words effortlessly and work out how to pronounce unfamiliar words with increasing automaticity 3. With support, identify the pronunciation and meaning of new words 	<p><u>Phonics and Decoding</u></p> <ol style="list-style-type: none"> a) To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, <i>beginning to recognise meaning through contextual cues</i> b) To apply their knowledge of root words, prefixes and suffixes (as listed in N.C. English Appendix 1) to read aloud fluently and to understand the meaning of new words <p>c) <u>Common Exception Words</u></p> <ol style="list-style-type: none"> d) To read all the Y3/Y4 exception words, discussing the unusual correspondences between spelling and sound where these occur in the word (Word list – years 3 and 4 in N.C. English Appendix 1) <p><u>Fluency</u></p> <p>At this stage, teaching comprehension skills should take precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.</p>
Concept 2: Comprehension	<ol style="list-style-type: none"> 1. Develop breadth and depth of reading 2. Become independent, fluent and enthusiastic readers who read widely and frequently 3. Develop understanding and enjoyment of stories, poetry, plays and non-fiction 4. Develop knowledge and skills in reading non-fiction about a wide range of subjects 5. Justify their views about what they have read with increasing independence 6. Understand figurative language, distinguishing shades of meaning among related words 	<p><u>Range of Reading</u></p> <ol style="list-style-type: none"> a) To listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks b) To read books that are structured in different ways and read for a range of purposes c) <i>To use appropriate terminology when discussing texts (plot, character, setting)</i> <p><u>Familiarity with Texts</u></p> <ol style="list-style-type: none"> d) To increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally e) To identifying themes and conventions in a wide range of books <p><u>Poetry & Performance</u></p> <ol style="list-style-type: none"> f) To prepare and perform poems and play scripts, showing understanding by using intonation, tone, volume and action g) <i>To show awareness of the audience when reading aloud</i> h) To recognise some different forms of poetry <p><u>Word Meanings</u></p> <ol style="list-style-type: none"> i) To use dictionaries to check the meaning of words that they have read <p><u>Understanding</u></p>

Concept	Milestone	Learning
		<p>j) To check that the text makes sense to them, by asking questions, discussing their understanding and explaining the meaning of words in context</p> <p>k) To identify main ideas drawn from more than one paragraph and summarising these</p> <p><u>Inference</u></p> <p>l) To draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and supporting their views with evidence from the text</p> <p><u>Prediction</u></p> <p>m) To <i>justify predictions</i> of what might happen from details stated and implied</p> <p><u>Authorial Intent</u></p> <p>n) To discuss words and phrases that capture the reader's interest and imagination</p> <p>o) To identify how language, structure, and presentation contribute to meaning</p> <p><u>Non-Fiction</u></p> <p>p) To <i>use all the organisational devices available</i> to retrieve and record information from non-fiction</p> <p><u>Discussing Reading</u></p> <p>q) 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>
<p>Concept 3: Reading for Pleasure</p>	<ol style="list-style-type: none"> 1. <i>Be motivated to read and seek opportunities to read for pleasure</i> 2. <i>Use books as a key source of information to support learning across the wider curriculum</i> 3. <i>Choose to read independently, making informed choices about the texts they select</i> 4. <i>Seek appropriate challenge in the books they choose to read</i> 	<ol style="list-style-type: none"> a) <i>Browse/sample text types, authors and genres, outside of preferences, when making independent choices</i> b) <i>Show a rich understanding in a wide range of texts</i> c) <i>Being open to book recommendations</i> d) <i>Develop preferences as a reader, including genres and authors</i> e) <i>Carefully evaluate different texts and use this to inform their reading preferences and subsequent choices</i> f) <i>Make connections between books, authors, characters and experiences when presenting thoughts and feelings about texts</i> g) <i>Read a wide range of longer texts for sustained periods</i> h) <i>Independently use books, stories, poems, non-fiction and other texts to support learning in all areas of the curriculum</i>

READING Learning - Year 5

Concept	Milestone	Learning
Concept 1: Word Reading	<ol style="list-style-type: none"> 1. Read fluently and effortlessly 2. Apply understanding of language, especially vocabulary, and knowledge of language gained from stories, plays, poetry, non-fiction and textbooks to support increasing fluency when reading 3. Read silently, with good understanding, inferring the meanings of unfamiliar words 	<p><u>Phonics and Decoding</u></p> <ol style="list-style-type: none"> a) To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues b) To apply their growing knowledge of root words, prefixes and suffixes (as listed in N.C. English Appendix 1) to read aloud fluently and to understand the meaning of new words <p><u>Common Exception Words</u></p> <ol style="list-style-type: none"> c) To read most of the Y5/Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word (Word list – years 5 and 6 in N.C. English Appendix 1) <p><u>Fluency</u></p> <p>At this stage, teaching comprehension skills should take precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.</p>
Concept 2: Comprehension	<ol style="list-style-type: none"> 1. Read widely and frequently for pleasure and information 2. Apply knowledge of language gained from stories, plays, poetry, non-fiction and textbooks to support comprehension 3. Prepare readings with appropriate intonation to show their understanding 4. Summarise and present a familiar story in their own words 5. Discuss language and what they have read, demonstrating understanding of nuances in vocabulary choice 	<p><u>Range of Reading</u></p> <ol style="list-style-type: none"> a) To read and discuss an increasingly wide range of genres (fiction, poetry, plays, non-fiction and reference books or textbooks) <i>identifying the characteristics of text types (such as the use of first person in diaries and autobiographies) and differences between text types</i> b) To read books that are structured in different ways and read for a range of purposes making comparisons within and across books <p><u>Familiarity with Texts</u></p> <ol style="list-style-type: none"> c) To read a wide range of genres (including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions) d) To identify and discuss themes and conventions in and across a wide range of writing <p><u>Poetry & Performance</u></p> <ol style="list-style-type: none"> e) To learn a wider range of poetry by heart f) To prepare 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><u>Understanding</u></p> <ol style="list-style-type: none"> g) To check that the book makes sense to them and improve understanding by asking questions, discussing their understanding and exploring the meaning of words in context h) To draw out the main ideas drawn from more than one paragraph, identifying key details that support the main ideas

Concept	Milestone	Learning
		<p>i) To be able to summarise and present a story in their own words</p> <p><u>Inference</u></p> <p>j) To draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p><u>Prediction</u></p> <p>k) To make predictions based on details stated and implied, <i>justifying them in detail with evidence from the text</i></p> <p><u>Authorial Intent</u></p> <p>l) To identify how language, structure and presentation contribute to meaning</p> <p>m) To discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p> <p><u>Non-Fiction</u></p> <p>n) To distinguish between statements of fact and opinion</p> <p>o) <i>To use knowledge of texts and organisational devices to retrieve, record and present information from non-fiction</i></p> <p><u>Discussing Reading</u></p> <p>p) To recommend books to their peers, giving reasons for their choices</p> <p>q) To 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</p>
<p>Concept 3: Reading for Pleasure</p>	<ol style="list-style-type: none"> 1. Read extensively for pleasure to feed the imagination and stimulate curiosity 2. Make conscious choices about the books and other material they read to enhance their knowledge and understanding in areas of interest and to support their learning 3. Be discerning about the books they choose to read based on authorial style and genre 	<ol style="list-style-type: none"> a) Read text types, authors and genres outside of preferences b) Show a rich understanding and pleasure in a wide range of texts c) Exploring/sampling book recommendations d) Carefully select from a range of texts based on genre or story preferences e) Explain connections between books, authors, characters and experiences when presenting thoughts and feelings about texts f) Read longer texts for increasingly sustained periods of time g) Read a range of books and other text types to gather information as part of a research process

READING Learning – Year 6

Concept	Milestone	Learning
Concept 1: Word Reading	<ol style="list-style-type: none"> 1. Read fluently and effortlessly 2. Apply understanding of language, especially vocabulary, and knowledge of language gained from stories, plays, poetry, non-fiction and textbooks to support increasing fluency when reading 3. Read silently, with good understanding, inferring the meanings of unfamiliar words 	<p><u>Phonics and Decoding</u></p> <p>a) To read fluently with full knowledge of all Y5/Y6 exception words, root words, prefixes, suffixes and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</p> <p><u>Common Exception Words</u></p> <p>b) To read all Y5/Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word (Word list – years 5 and 6 in N.C. English Appendix 1)</p> <p><u>Fluency</u></p> <p>At this stage, teaching comprehension skills should take precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.</p>
Concept 2: Comprehension	<ol style="list-style-type: none"> 1. Read widely and frequently for pleasure and information 2. Apply knowledge of language gained from stories, plays, poetry, non-fiction and textbooks to support comprehension 3. Prepare readings with appropriate intonation to show their understanding 4. Summarise and present a familiar story in their own words 5. Discuss language and what they have read, demonstrating understanding of nuances in vocabulary choice 	<p><u>Range of Reading</u></p> <p>a) <i>To read for pleasure for a range of purposes, discussing, comparing and evaluating in depth across a wide range of genres</i></p> <p><u>Familiarity with Texts</u></p> <p>b) To be familiar 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>c) To identify, discuss <i>and compare</i> themes and conventions in and across a wide range of writing</p> <p>d) <i>To recognise more complex themes in what they read (such as loss or heroism)</i></p> <p><u>Poetry & Performance</u></p> <p>e) <i>To confidently perform texts (including poems learnt by heart) using a wide range of devices (intonation, tone, volume, body and facial expressions) to engage the audience and for effect</i></p> <p><u>Understanding</u></p> <p>f) To check that the book makes sense to them and improve understanding by asking questions, discussing their understanding and exploring the meaning of words in context</p> <p>g) To summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</p> <p>h) <i>To be able to summarise and present a story in their own words</i></p> <p><u>Inference</u></p> <p>i) <i>To consider different accounts of the same event and to discuss viewpoints (both of authors and fictional characters)</i></p>

Concept	Milestone	Learning
		<p>j) To draw <i>increasingly sophisticated</i> inferences of characters' feelings, thoughts and motives from their actions, justifying inferences with evidence</p> <p>k) To discuss how characters change and develop through texts by drawing inferences based on indirect clues</p> <p><u>Prediction</u></p> <p>l) To make predictions based on details stated and implied, <i>justifying them in detail with evidence from the text</i></p> <p><u>Authorial Intent</u></p> <p>m) To identify how language, structure and presentation contribute to meaning</p> <p>n) To analyse and evaluate how authors use language, including figurative language and how it <i>is used for effect</i> and impacts the reader, <i>using technical vocabulary such as metaphor, simile, analogy, imagery, style and effect.</i></p> <p><u>Non-Fiction</u></p> <p>o) To distinguish <i>independently</i> between statements of fact and opinion, <i>providing reasoned justifications for their views</i></p> <p>p) <i>To use knowledge of texts and organisational devices</i> to retrieve, record and present information from non-fiction <i>to support learning across the curriculum</i></p> <p><u>Discussing Reading</u></p> <p>q) To recommend books/texts to their peers, giving reasons for their choices</p> <p>r) To 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</p> <p>s) To 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</p> <p>t) To provide reasoned justifications for their views</p>
<p>Concept 3: Reading for Pleasure</p>	<ol style="list-style-type: none"> 1. <i>Read extensively for pleasure to feed the imagination and stimulate curiosity</i> 2. <i>Make conscious choices about the books and other material they read to enhance their knowledge and understanding in areas of interest and to support their learning</i> 3. <i>Be discerning about the books they choose to read based on authorial style and genre</i> 	<ol style="list-style-type: none"> a) <i>Make conscious choices to challenge and read beyond text type, author and genre preferences</i> b) <i>Making conscious choices to read book/text recommendations</i> c) <i>Providing detailed explanations about connections made between books, authors, characters and experiences when presenting thoughts and feelings about texts</i> d) <i>Read a range of books and other text types to gather information as part of a research process and explain why some may be more reliable than others</i>

READING EYFS/KS1 Core Books

The Core Booklist is designed to support children learning to read and the development of readers, through a pleasure and interest in books and reading. The Booklist contains books which have been tried and tested in classrooms, and also some newly published books which will excite and inspire the children. This list is designed to provide children with memorable and positive reading experiences. Children will want to read and re-read these books, to savour and remember them. In addition, they lend themselves to being read aloud, since that is the way children will know them initially.

Criteria for Selection

- Memorable text
- Rhyme and Rhythm
- Strong story shape and structure
- Important themes
- Positively reflects children's interest, language and cultures
- Supportive illustrations
- Graphic Stories

Reception	Year 1
<ul style="list-style-type: none">• Ten Little Pirates• Tanka, Tanka, Skunk• Little Rabbit Foo Foo• We're Going on a Bear Hunt• The very Hungry caterpillar• Have You Seen the Crocodile?• The Flying Bath• Each, Peach, Pear, Plum Dear Zoo• Owl Babies• Please Mr Panda• Not Now, Bernard• Monkey and Me• Oi Frog• A Dark, Dark Tale• Rosie's Walk	<ul style="list-style-type: none">• Where, oh Where is Rosie's Chick?• Hans and Matilda• Wow! Said the Owl• Meg's Car• Meg's Eggs• Thank you, Mr Panda• I'll Wait, Mr Panda• I Want my Hat Back• The Treasure of Pirate Frank• The Very Busy Spider• Ready, Steady, Mo!• Wolfish Stew• Oi Dog• Oi Cat• Scoot!• Solomon Crocodile