



Nevill Road Infant School

Reading Curriculum



National Curriculum Subject Content

EYFS

ESSENTIAL OBJECTIVES / ESSENTIAL OPPORTUNITIES

Children at the expected level of development will:

- **ELG: Word Reading Children at the expected level of development will:**

- 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

- **ELG: Comprehension Children at the expected level of development will:**

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; - Anticipate – where appropriate – key events in stories;
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

KEY STAGE 1

ESSENTIAL OBJECTIVES

The pupil can:

- read accurately most words of two or more syllables
- read most words containing common suffixes*
- read most common exception words.

*** In age-appropriate books, the pupil can:**

- read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words

- sound out most unfamiliar words accurately, without undue hesitation.

In a book that they can already read fluently, the pupil can:

- check it makes sense to them, correcting any inaccurate reading
 - answer questions and make some inferences
- explain what has happened so far in what they have read.

ESSENTIAL OPPORTUNITIES

Guided reading sessions daily
Phonic sessions daily
Access to age-appropriate books at school and home.
Access to phonic- appropriate books at school and home.
Lowest 20% daily reading
PP/SEN- daily reading



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BREADTH OF STUDY	EYFS	Y1	Y2
Word Reading	<ul style="list-style-type: none"> • Birth to three • I can enjoy songs and rhymes, tuning in and paying attention • I can join in with songs and rhymes, copying sounds, rhythms, tunes and tempo • 3year olds -4 • I can recognise words with the same initial sound, such as money and mother • I can develop phonological awareness, so that I can: spot and suggest rhymes count or clap syllables in a word <p>Reception</p> <ul style="list-style-type: none"> • I can re-read books to build up my confidence in word reading, fluency, understanding and enjoyment. • I can read individual letters by saying the sounds for them. • I can blend sounds into words, so that I can read short words made up of known letter sound correspondences. • I can read a few common exception words. • I can read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. 	<ul style="list-style-type: none"> • I can apply phonic knowledge and skills as the route to decode words • I can respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes • I can read accurately by blending sounds in unfamiliar words containing GPCs that have been taught • I can read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word • I can read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings • I can read other words of more than one syllable that contain taught GPCs • I can read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s) • I can read aloud accurately books that are consistent with my developing phonic knowledge and that do not require me to use other strategies to work out words • I can re-read these books to build up fluency and confidence in word reading. 	<ul style="list-style-type: none"> • I can continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent • I can read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes • I can read accurately words of two or more syllables that contain the same graphemes as above • I can read words containing common suffixes • I can read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word • I can read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered • I can read aloud books that are closely matched to my improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation • I can re-read these books to build up fluency and confidence in word reading.



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Pleasure for reading	<ul style="list-style-type: none"> • Birth –three • I Enjoy sharing books with an adult. • I can pay attention and respond to the pictures or the words. • I have favourite books and seek them out, to share with an adult, with another child, or to look at alone. • I can repeat words and phrases from familiar stories • I can ask questions about the book. Make comments and shares my own ideas • I can develop play around favourite stories using props. • I can notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. • 3 and 4 years olds • I know print has meaning • I understand that print can have different purposes • I can read English text from left to right and from top to bottom. • I understand the names of the different parts of a book. • I understand page sequencing. • I can sing a large repertoire of songs. 	<p>I can develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> • I can listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which I can read independently • I can link what I read or hear read to my own experiences • I can become 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 • I can learn to appreciate rhymes and poems, and to recite some by heart • I can discuss word meanings, linking new meanings to those already known 	<p>I can develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> • I can 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 I can read independently • I can discuss the sequence of events in books and how items of information are related • I can become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales • I can be introduced to non-fiction books that are structured in different ways • I can recognise simple recurring literary language in stories and poetry • I can discuss and clarify the meanings of words, linking new meanings to known vocabulary • I can discuss my favourite words and phrases • I can continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear



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	<ul style="list-style-type: none"> I know many rhymes, be able to talk about familiar books, and be able to tell a long story. Reception: I can engage in storytimes. I can retell the story, once I have developed a deep familiarity with the text, some as exact repetition and some in my own words. I can learn rhymes, poems and songs. I can engage in non-fiction books. 		
Comprehension	<ul style="list-style-type: none"> Birth to three Listen to simple stories and understand what is happening, with the help of the pictures. 3-4 year olds: Engage in extended conversations about stories, learning new vocabulary Enjoy listening to longer stories and can remember much of what happens. Reception: I can listen to and talk about selected non-fiction to I can develop a deep familiarity with new knowledge and vocabulary. I can listen to and talk about stories to build familiarity and understanding. I can re- read what I have written to check it makes sense. 	<ul style="list-style-type: none"> I can understand both the books I can already read accurately and fluently and those I listen to by: -- I can draw on what I already know or on background information and vocabulary provided by the teacher. I can check that the text makes sense as I read and correcting inaccurate reading. I can discuss the significance of the title and events. I can make inferences on the basis of what is being said and done. I can predict what might happen on the basis of what has been read so far. I can participate in discussion about what is being read, taking turns and listening to what others say. I can explain clearly my understanding of what is being read. 	<ul style="list-style-type: none"> I can understand both the books that I can already read accurately and fluently and those that I listen to by: I can draw on what I already know or on background information and vocabulary provided by the teacher. I can check that the text makes sense as I read and correcting inaccurate reading I can make inferences on the basis of what is being said and done. I can answer and ask questions. I can predict what might happen on the basis of what has been read so far. I can participate in discussion about books, poems and other works that are read to me and those that I can read for myself, taking turns and listening to what others say. I can explain and discuss my understanding of books, poems and other material, both those that I listen to and those that I read for myself.



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Speech and language		<ul style="list-style-type: none"> I can listen and respond appropriately to adults and my peers. I can ask relevant questions to extend their understanding and knowledge. 	<ul style="list-style-type: none"> I can use relevant strategies to build their vocabulary. I can articulate and justify answers, arguments and opinions.
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KEY END-POINT ASSESSMENT			
	EYFS	Y1	Y2
	PM Benchmark Assessment ELG word reading and comprehension	PM Benchmark Assessment Phonics Screening	PM Benchmark Assessment S.A.T
	<p>0-3 I can enjoy songs and rhymes, tuning in and paying attention.</p> <p>3- 4 I can engage in extended conversations about stories, learning new vocabulary.</p> <p>R- I can re-read books to build up my confidence in word reading, fluency, understanding and enjoyment.</p>	Reads aloud books consistent with phonics knowledge- accurately, confidently and fluently.	Phonic knowledge and skills are consistently applied to decode quickly and accurately.
	<p>I can join in with songs and rhymes, copying sounds, rhythms, tunes and tempo</p> <p>I can understand that print has meaning.</p> <p>I can read individual letters by saying the sounds for them.</p>	Applies phonic knowledge and skills including the blending of sounds in unfamiliar words, to decode age appropriate texts accurately.	Decodes using alternative sounds for graphemes; words of two or more syllables; words with common suffixes; and most common exception words based on what has been taught.
	<p>I can say some of the words in songs and rhyme.</p> <p>I can understand that print has different purposes.</p> <p>I can blend sounds into words, so that I can read short words made up of known letter-sound correspondences.</p>	Recognises and reads words;with –s,-es, -ing,-ed,-er, and –est endings;and words of more than one syllable containing taught GPCs.	Reading is seen as a pleasurable activity.



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	<p>I can sing songs independently.</p> <p>I can understand we read English text from left to right and from top to bottom.</p> <p>I can read some letter groups that each represent one sound and say sounds for them.</p>	Recognises and reads words with contractions, and demonstrates understanding of the apostrophe.	Self-corrects where the sense of the text is lost.
	<p>I enjoy sharing books with an adult</p> <p>I can understand the names of the different parts of a book</p> <p>I can read a few common exception words.</p>	Reading is seen as a pleasurable activity.	Is beginning to use appropriate intonation when reading aloud.
	<p>I can pay attention and respond to the pictures or the words.</p> <p>I can understand page sequencing.</p> <p>I can read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p>	Checks that the text makes sense whilst reading, applying phonic knowledge to correct inaccuracies.	Demonstrates knowledge of a developing range of poetry, stories (including fairy stories and traditional tales), and non-fiction through identification of key aspects of the text, explanation, and active discussion that takes account of what others say.
	<p>I have favourite books and seek them out to share with an adult/another child or alone.</p> <p>I can spot and suggest rhymes.</p> <p>I can re-read what I have written to check it makes sense.</p>	Has learned some simple poems by heart and recites them with others, using appropriate intonation to help make the meaning clear.	Identifies sequence of events sequences of events and offers simple explanations of how items of information relate to one another.
	<p>I can repeat words and phrases from familiar stories.</p> <p>I can count or clap syllables in a word</p>	Demonstrates understanding of poetry, stories, and non-fiction that has been read and listened to, through discussion of key ideas and information.	Recognises simple recurring literary language in stories and poems.
	<p>I can ask questions about the book.</p> <p>I can recognise words with the same initial sound.</p>	Uses recurring literary language when joining in with stories and poetry. Shows understanding of the meaning of words through discussion and makes links to those already known.	Recognises and understands the different structures of non-fiction books that have been introduced.
	<p>I can make comments and share my own ideas about the book.</p> <p>I can begin to blend simple c-v-c words.</p>	Recognises sequence of events in simple texts.	Shares favourite words and phrases, and clarifies the meaning of new words through discussion.



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	I can develop play around favourite stories using props.	Demonstrates increasing familiarity with and can retell, a range of stories, fairy stories, and traditional tales.	Asks and answers questions appropriately, including simple inference based on what is said and done.
	I can notice some print, such as the first letter of my name, a bus or door number , of a familiar logo.	Recognises that non-fiction books can be structured in different ways.	Can make predictions about what may happen next and at the end of the story based on what has been read so far.
		Make simple predictions on what might happen next, based on what has been read so far.	