Nancledra Reading Curriculum

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Teaching	3 x Reading Practice Sessions/week with trained adult. (10mins increasing to 20). RFP twice daily		3 x group reading 4 x week class story 2 x week 1:1 reading RfP 3x week	4 x whole class reading lessons a week (30-40mins) 3 x week reading for pleasure sessions a week (15-30 mins) 4 x week Class story			
Expectation	80+ % pupils will be reading at: Autumn: Ph. 2 Set 3 Spring: Ph 2 Set 5 Summer: LW Ph 4 set 1 (Ph 3 set 2-matches Reading ELG)	80+% pupils will be reading at: Autumn: Ph. 4 Set 2 Spring: Ph5 Set 3 Summer: Ph5 Set 4	80+ % pupils will be reading at: Autumn: Purple Spring: White Summer: Lime	80+ % pupils will be reading at: Autumn: Lime + Spring: Brown Summer: Grey	80+ % pupils will be reading at: Autumn: Grey Spring: Dk blue Summer: Dk blue	80+ % pupils will be reading at: Autumn: Dk blue Spring: Dk red Summer: Dk red	80+ % pupils will be reading at: Autumn: Dk red Spring: Dk red + Summer: Black
Reading books	Weekly: 1 x Ltle W book (read three x at school) 1 x pic. bk to share	Weekly: 1 x Ltle W book (read three x at school) 1 x pic bk to share	Scheme book as necessary – reading every day RfP form class library	1 x Oxford Reading tree book 1 x Reading for pleasure book			
Incentives	Expectation: Spring term: Silver word badge	Expectation: Spring term: Diamond word badge	Expectation: Black band by the Summer term	'Back pack' challenge by end of Summer term	London journey by end of summer term	Europe journey by end of summer term	Asia journey by end of summer term
Intervention	Daily Group/1:1 sessions LW keep up sessions	Daily Group/1:1 sessions LW keep up sessions	Daily Group/1:1 sessions LW keep up sessions Daily 1:1 reading	1:1 reading Phonics keep up sessions	1:1 reading Phonics keep up sessions	Daily 1:1 reading	Daily 1:1 reading
Assessment	Formative: Daily LW to identify children needing Keep-up support Weekly review lesson to assess gaps – addressed immediately Summative: every 6 weeks to assess progress, to identify gaps in learning Little Wandle Letters and Sounds Revised assessment tracker Year 1 Phonics Screening Check		Formative: Year 2 resit phonics screening check as necessary End of KS1 tests Summative: Termly teacher assessment (1:1)	Formative: Termly teacher assessment (1:1) Oxford reading buddy Summative: Termly NfER reading test	Formative: Termly teacher assessment (1:1) Oxford reading buddy Summative: Termly NfER reading test	Formative: Termly teacher assessment (1:1) Oxford reading buddy Summative: Termly NfER reading test	Formative: Termly teacher assessment (1:1) Oxford reading buddy End of KS2 tests Summative: Termly NfER reading test

Text types	Picture books Performance poetry/rhyme Non-fiction Nursery rhymes	Picture books Performance Short narratives poetry/rhyme Non-fiction Nursery rhymes	Picture books Short narratives Extended narratives Performance poetry Non-fiction	Picture books Short narratives Extended narratives Performance poetry Non-fiction Multi-cultural Electronic texts Newspapers/magazines	Picture books Short narratives Extended narratives Poetry - imagery Classic novels Non-fiction Multi-cultural Electronic texts Newspapers/magazines

Progression of reading objectives linked with VIPERS							
Reading for pleasure	To enjoy a range of books and can begin to explain why.	To enjoy listening to a range of stories, poems and non-fiction.	To enjoy listening to a range of stories, classic, contemporary poetry and non-fiction.	Through Reading journeys, children will be able to:			
				To enjoy listening to, reading and discussing a wide range of fiction, poetry, plays, nonfiction and reference books.	To enjoy listening to, reading and discussing a wide range of fiction, poetry, plays, nonfiction and reference books.	To read and discuss an increasingly wide range of texts (fiction, poetry, plays and nonfiction books) to read for a range of purposes.	To enjoy continuing to read and discuss an increasingly wide range of texts (fiction, poetry, plays and nonfiction books) to read for a range of purposes.
	To enjoy rhyming and rhythmic activities	To enjoy reading different books and talking about them.	To be able to explain what type of books I like and dislike and why.	To read a range of books, including fairy stories, myths and legends, and retelling some of these orally with increasing familiarity.	To read a range of books, including fairy stories, myths and legends, and retelling some of these orally with increasing familiarity.	To read wide range of books including myths, legends and traditional stories, modern fiction, fiction from our literary heritage and books from other cultures/traditions.	To read a wide range of books including myths, legends and traditional stores, modern fiction, fiction from our literary heritage and books from other cultures and traditions.
		To beginning to explain what type of books I like and dislike.	To choose to read different books and enjoy sharing them.	To discuss books written by a familiar author.		To select, read books written by a favourite author.	To select and read books written by a favourite author.
					To talk about books by a familiar author and explain why they like or dislike them.	To recommend, comment positively on texts that they have read.	

Decoding	Read accurately and fluently books that are consistent with my phonic knowledge and re-read these books to build up my fluency and confidence in words reading. Use set 3 phonics to sound out and blend new words. Read tricky words and words with one or more syllable, including common exception words. Read multisyllabic words containing taught letter/sound correspondence Read common suffixes with –s,-es,-ing,-ed,-er and –est endings.	Read accurately and fluently without overt sounding and blending with a target of at least 90 words per minute. Read accurately by blending, including alternative sounds for graphemes and read multisyllabic words containing these graphemes Read tricky words and words with two or more syllables noting unusual correspondences Check that the text makes sense as they read and self-correct. Identify and read words with common suffixes and common exception words	Use their phonic knowledge to decode quickly and accurately - may still need support to read longer unknown words. Apply their growing knowledge of root words and prefixes including in-,im-,il-,ir-,dis-, mis-, un-,re-,sub-, inter-,super-, anti-and auto-. Apply their growing knowledge of root words and suffixes/word endings,includingation,-ly, -ous, -ture, - sure, - sion,-tion, -ssion and - cian. Read Year 3/4 common exception words.	Use their phonic knowledge to decode quickly and accurately - may still need support to read longer unknown words. Apply knowledge of root words, prefixes and suffixes to understand new words. Read most/all Year 3/4 common exception words.	Use knowledge of root words, prefixes and suffixes to understand the meaning of unfamiliar words. Read and pronounce unfamiliar words using knowledge of letter strings – linked to spelling patterns. Use the syntax and semantics which surround a new word to support your understanding of its meaning – read around the word. Read all Year 3/4 common exception words. Read most Year 5/6 common exception words.	Confidently use knowledge of root words, prefixes and suffixes to understand the meaning of unfamiliar and be able to share how the placement of the word in the text supports their understanding of the meaning. Read and pronounce unfamiliar words using knowledge of letter strings – linked to spelling patterns. Use the syntax and semantics which surround a new word to support your understanding of its meaning – read around the word. Read most/all Year 5/6 common exception words.

Prosody	25 wpm	70wpm	90 wpm	110 wpm	140 wpm	150 wpm	150+ wpm
	recognise and read their name automatically join in with a refrain during group recitation recite some familiar rhymes and songs by heart recite rhymes to a given rhythm sing the alphabet show understanding by the way they read a group of sentences sight-read familiar labels and words in the environment recognise and independently read some common exception words with automaticity.	recite some familiar complete rhymes and songs by heart recognise and join in with predictable phrases say or sing the alphabet in sequence sound and blend unfamiliar printed words quickly and accurately using their phonemic knowledge and skills read aloud, checking that it 'sounds right' and that the text makes sense notice sentence punctuation re-read favourite books to themselves	continue to apply phonemic knowledge and skills until automatic decoding has become embedded and reading is fluent read unfamiliar words containing all common graphemes, accurately and without undue hesitation, by sounding them out in books that are matched closely to word reading knowledge recite familiar poems by heart quickly and accurately when they have been frequently encountered, without overt sounding and blending check that the text makes sense to them as they read, and correct inaccurate reading use expression appropriately to support the meaning of sentences, including those which use subordination.	recite some poems (or songs) by heart, in groups and sometimes alone, building confidence and fluency read age-appropriate books (e.g. lime book band) accurately and at a speed that is sufficient for them to focus on understanding, rather than on decoding individual words read new words outside their spoken vocabulary, making a good guess at pronunciation when reading aloud, speak audibly and with growing fluency gradually internalise the reading process to read silently.	read words speedily by working out the pronunciation of unfamiliar printed words (decoding) and recognising familiar words notice where commas create phrasing within sentences read with expression, using the punctuation to support meaning, including multi-clause sentences recite whole poems with growing awareness of the listener as decoding becomes more secure, become independent, fluent and enthusiastic readers.	Read aloud a wider range of age-appropriate poetry and other texts with accuracy and at a reasonable speaking pace read most words effortlessly and work out how to pronounce unfamiliar written words with increasing automaticity prepare readings using appropriate intonation to show their understanding notice more sophisticated punctuation e.g. of parenthesis, and use expression accordingly read silently and then discuss what they have read	read age-appropriate texts fluently and with confidence learn and recite a wider range of poetry, sometimes by heart read aloud and perform poems and plays, showing understanding through intonation, tone and volume so that the meaning is clear to the audience notice and respond to punctuation and phrasing when reading aloud gain, maintain and monitor the interest of the listener

| Vocabulary | Use vocabulary and forms of speech that are increasingly influenced by their experiences of books

Be able to tell oral stories to explain/explore language

Extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words | Identify and talk about meanings of words linking meaning to those they already know.

Find words with similar meanings. | Identify new language and know how to find out what a new word means.

Begin to use dictionaries to check the meaning of words with support and discuss how this fits into the text.

Talk about favourite words and phrases and identify within books, use in oral speech and writing. | Use dictionaries to check the meaning of words I have read with support.

To begin to use the wider text to support understanding of topic specific vocabulary.

Check a text makes sense using an understanding of the words in context.

Discuss words and phrases that capture the reader's interest and imagination and begin to explain why. | Confidently use dictionaries to check the meaning of words they have read and thesaurus to find words of similar meaning.

Check a text makes sense using an understanding of the words in context and explain it.

Discuss words and phrases that capture the reader's interest and imagination and begin to explain why.

Within wider reading, identify topic specific vocabulary and explore the meaning. | Understand, explore and explain the meaning of words in context with growing independence across all texts.

Begin to use evidence to explain how authors' use of language impacts on the reader.

Evaluate the impact of figurative language on the reader and offer a critique.

Distinguish between statements of fact and opinion with evidence. | Understand, explore and explain the meaning of words in context.

Discuss the vocabulary and phrases chosen by authors and its intended impact on the reader.

Use evidence to explain how authors' use of language impacts on the reader. |
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Retrieval Summarising and sequencing	Tell others about what they have read with growing independence. Play cooperatively as part of a group to develop and act out a narrative. Begin to retell familiar stories. Describe main story settings, events and main characters. Follow a story without pictures or props. Know that information can be retrieved from books and computers	Sequence and retell the events of a story they are familiar with e.g. traditional tales and fairy stories. Identify the beginning, middle and end of a text/story. Talk about what they have read with others. Develop their knowledge of retrieval through images. Retell familiar stories orally and sequence the events of a story they are familiar with.	Retell a range of stories, traditional tales and fairy stories which shows a good understanding of the sequence of events. Asking and answering retrieval questions. Discuss the sequence of events in books and how items of information are related.	Understand what the purpose of summarising is. Identify and summarise main ideas in a text. Retell a wider range of stories orally. E.g. fairy stories, myths and legends Retrieve and record information from a fiction text.	Retrieve and record information from more than one paragraph in a fiction text by beginning to skim and scan. Identifying main ideas drawn from more than one paragraph and summarising these. Retell a wide range of stories orally.	Use skimming and scanning techniques to quickly locate key words/phrases to aid in summarising and comprehension. Accurately summarise key points from paragraphs and then link my paragraph summaries to main ideas	Independently use skimming and scanning techniques to quickly locate key words/phrases to aid in summarising and comprehension. Summarise main ideas from more than one paragraph by identifying key details to support the main ideas.

| Inference and prediction | Talk about what might happen in a book by answering 'how' and 'why' questions.

Guess/suggest what might happen next and how a story might end. | Find clues in a text based on what has been said and done. Make predictions based on clues from the text/what they have read so far and justify your answers orally.

Year 2: Discussing the significance of the title and events. Making inferences on the basis of what is being said and done Developing inference though use of pictures | | Infer a character's feelings, thoughts and motives through their actions and interactions with others.

Justify inferences/predictions with evidence.

To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives.

Make predictions based on evidence from the text and begin to explain how this supports your prediction. | | Draw inferences from the text about characters' feelings, thoughts and motives through their actions and interactions between other characters and the environment.

Use evidence from the text to support my decisions and explain how this evidence supports my point of view.

Year 6: Discuss how characters change and develop through texts by drawing inferences based on indirect clues.

Make predictions from what is stated and what is implied making links to evidence and explaining clearly what the evidence shows. | |
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| Reflection on reading (Explain) | Talk about books they like and explain why/demonstrating understanding.

Understand humour, e.g. nonsense rhymes, jokes. | Explain how the storyline and pictures make me feel. | Give my opinion about a story, poem or nonfiction text and begin to justify my opinion.

Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves. | Give my opinion on a story, poem or nonfiction text and justify your reasoning using evidence from the text.

Begin to identify how language, structure, and presentation contribute to meaning. | Draw on experiences from texts and begin to compare.

Give my opinion on similar themes and characters across texts. | Discuss and evaluate how authors use language for effect.

Give reasons to justify my views based on evidence from the text.

Begin to evaluate the similarities of text structures across texts. | Discuss and evaluate how authors use language for effect including figurative language.

Participate in discussions about books and build on my own and others' ideas and challenge views respectfully including evidence from the text. |

Comparing and connecting texts	Talk about books that are alike and why with increasing attention and recall. Listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. Demonstrate understanding when talking with others about what they have read.	Identify similarities and differences between stories. Recognise and join in with predictable phrases. Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.	Discuss and share my opinions about different texts and listen to other people's views. Become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales. Recognising simple recurring literary language in stories and poetry	Compare texts that are structured in different ways. Increasing their familiarity with a wide range of books, including fairy stories, myths and legends. Compare books by the same and different authors. Reading books that are structured in different ways and reading for a range of purposes. 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.	Use evidence to justify my opinions when comparing. Identify themes and conventions used by different authors. Compare texts that are structured in different ways. Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books. Participate in discussion about both books read to them and those they can read for themselves, taking turns and listening to what others say.	Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, nonfiction and reference books. Compare themes and conventions across a wide range of genres and asking comparisons within and across books. Reading books that are structured in different ways and reading for a range of purposes. Give reasoned opinions for my views when comparing within and across texts and use evidence to support answers.	Compare themes and conventions across a breadth of texts. Give reasoned justifications for my views across a breadth of texts using evidence to support your answers. Increasing familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.

Poetry and performance	Join in with rhymes and stories that I know. Express themselves effectively, showing awareness of listeners' needs.	Learning to appreciate rhymes and poems, and to recite some by heart. Use actions to learn simple texts off by heart.	Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.	Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action Recognising some different forms of poetry	Learning a wider range of poetry by heart preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.	Use conventions to learn poems and plays off by heart. Learning a wider range of poetry by heart preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience. Select appropriate intonation, tone and volume so that the meaning is clear to an audience.
Non-fiction	Talk about what I liked and did not like in the books I read and share.	Discuss features and layout of non-fiction text.	Introduce non-fiction books that are structured in different ways. Understand what the purpose of a nonfiction book is.	Discuss features and layout of non-fiction text and compare to fiction. Retrieve and record information from non-fiction with an increasing understanding of how the structure of the text supports retrieval.	Distinguish between statements of fact and opinion. Retrieve, record and present information from non- fiction. Apply knowledge from non-fiction texts to writing across a range of genres.	

VIPERS Question stems				
Vocabulary	What does the word ………. mean in this sentence? Find and copy a word which means ……… Which word in do you think is the most important? Why? Which of the words best describes the character or setting? Which word in this part do you think is the most important? Why do you think they repeat this word in the story?	Can you find a noun/adjective/verb that tells/shows you that...? Why do you think that the author used the word... to describe...? Which other word on this page means the same as...? Find an adjective in the text which describes... Which word do you think is most important in this section? Why? Which word best describes...?	Can you find the meaning or a word with a similar meaning in a dictionary or thesaurus? What does this word/phrase/sentence tell you about the character/setting/mood? By writing..., what effect has the author created? Do you think they intended to? What other words/phrases could the author have used here? Why? How has the author…? Which word is closest in meaning to…?	What does this word/phrase/sentence tell you about the character/setting/mood? By writing..., what effect has the author created? Do you think they intended to? Can you find examples of simile, metaphor, hyperbole or personification in the text? Why has the text been organised in this way? Would you have done it differently? What other words/phrases could the author have used here? Why? How has the author made you/this character feel by writing...? Why?
Inference	What do you think.....means? Why do you think that? How do you think. ..? When do you think. ..? Where do you think. ? How does ………. make you feel? Why did ………… happen?	What do you think.... means? Why do you think that? Why do you think...? How do you think....? When do you think...? Where do you think...? How has the author made us think that...?	What do you think.... means? Why do you think that? Could it be anything else? I think....; do you agree? Why / why not? How do you think....? Can you explain why....? Can you explain why based on two different pieces of evidence? What do these words mean and why do you think that the author chose them? Find and copy a group of words which show that… What impression of …do you get from this paragraph?	What do you think… means? Why do you think that? Could it be anything else? I think....; do you agree? Why/why not? Why do you think the author decided to...? Can you explain why...? What do these words mean and why do you think that the author chose them? How do other people's descriptions of …show that…? Where else in the text can we find the answer to this question?
Prediction	Looking at the cover and the title, what do you think this book is about? Where do you think.....will go next? What do you think... will say / do next? What do you think this book will be about? Why? How do you think that this will end? Who do you think has done it? What might.....say about that? Can you draw what might happen next?	Where do you think.... will go next? What do you think... will say/do next? What do you think this book will be about? How do you think that this will end? Who do you think has done it? How does the choice of character affect what will happen next?	Can you think of another text with a similar theme? How do their plots differ? Which stories have openings like this? Do you think that this story will develop the same way? Why did the author choose this setting? Will that influence the story? What does this paragraph suggest what will happen next? Do you think … will happen? Explain your answers with evidence from the text.	Can you think of another story with a similar theme? How do their plots differ? Which stories have openings like this? Do you think that this story will develop the same way? Why did the author choose this setting? Will that influence the story?

Explain	Is there anything you would change about this story? What do you like about this text? Who is your favourite character? Why?	What is similar/different about two characters? Explain why... did that.. Is this as good as...? Which is better and why? Does the picture help us? How? What would you do if you were...? Would you like to live in this setting? Why? Is there anything you would change about this story? Do you agree with the author's...? Why?	What is similar/different about two characters? Did the author intend that? Explain why... did that. Describe different characters' reactions to the same event. Is this as good as...? Which is better and why? What can you tell me about how this text is organised? Why is the text arranged in this way? What is the purpose of this text and who is the audience? How does the author engage the reader here? Which section was the most ...? Why?	What is similar/different about two characters? Did the author intend that? Explain why... did that. Describe different characters' reactions to the same event. Does this story have a moral? Which is better and why? Can you identify where the author has shown bias towards a particular character? Is it fact or is it opinion? How do you know? How does the author make you feel at this point in the story? Why did they do that? Can you explain it in a different way?
Retrieve	Who is your favourite character? Why do you think all the main characters are ... in this book? Would you like to live in this setting? Why/why not? Who is/are the main character(s)? When/where is this story set? Which is your favourite/worst/ funniest/scariest part of the story? Is this a fiction or a non-fiction book? How do you know?	Who is/are the main character(s)? When/where is this story set? How do you know? Which is your favourite/worst/funniest/ scariest part of the story? Why? Tell me three facts you have learned from the text. Find the part where... What type of text is this? What happened to ... in the end of the story?	Find the... in this text. Is it anywhere else? When/where is this story set? How do you know? Find the part of the story that best describes the setting. What do you think is happening here? Why? What might this mean? Whose perspective is the story told by and how do you know? How can you use the subheading to help you here?	Find the... in this text. Is it anywhere else? Can you skim the next... and find me the answer to...? When/where is this story set? Find evidence in the text. Find the part of the story that best describes the setting. What do you think is happening here? Why? Who is telling this story? What genre is...? Can you look at these other texts and find me what is similar and what is different?
Sequence (KS1) Summarise (KS2)	What happens in the beginning of the story? Can you number these events in the story? How/where does the story start? What happened at the end of the....? Can you retell the story to me in 20 words or less? What happened before that? Can you sequence the key moments in this story?	How/where does the story start? What is the dilemma in this story? How is it resolved? Can you retell the story to me in 20 words or less? Can you summarise in 3 sentences the beginning, middle and end of this story?	What is the main point in this paragraph? Is it mentioned anywhere else? Sum up what has happened so far in X words/seconds or less. Which is the most important point in these paragraphs? Why? Do any sections/paragraphs deal with the same themes? How might I record this to ensure the best possible outcome?	What is the main point of the text? Can you look in this paragraph? What does the author mean? Is it mentioned anywhere else? Sum up what has happened so far in... words/seconds or less. Can you read the text and summarise what has happened? Which is the most important point in these paragraphs? Why? Do any sections/paragraphs deal with the same themes? Can you find a text with a similar theme?