



# Deer Park Primary School

## READING CURRICULUM

### **Our Ultimate End Goal:**

**What will our readers be able to do when they leave Deer Park?**

- **By the time our readers leave Deer Park Primary School they will have a life-long love of reading. This will be integral to their understanding and appreciation of the world around them; a platform that allows our children to see beyond what they know, share in cultural experiences and develop the vocabulary they need to effectively express themselves.**
- **Our children will be fluent, confident and enthusiastic readers who enjoy engaging with a range of texts from a variety of genres in both fiction and non-fiction; enabling them to enter secondary education equipped with the skills to succeed and reach their full potential.**
- **Through the reading curriculum, children will develop and nurture the essential skills of word reading and comprehension.**
- **Children will be motivated to read at home regularly; when their reading opportunities increase, so does fluency and stamina which in turn increases their enjoyment of reading - the link between children's motivation to read and reading for pleasure is reciprocal.**
- **Our children will be encouraged to read widely across both fiction and non-fiction to gain knowledge across the curriculum and develop their comprehension skills.**

## EYFS and KS1 Curriculum Coverage (NC)

What are the most basic requirements from the National Curriculum?

EYFS	Year 1	Year 2
<p><b>Word Reading</b> Start to join discussions about stories, learning new vocabulary.</p>	<p><b>Word Reading</b> Apply phonic knowledge and skills as the route to decode words</p> <p>Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</p> <p>Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</p> <p>Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</p> <p>Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings</p> <p>Read other words of more than one syllable that contain taught GPCs read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)</p> <p>Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words</p> <p>Re-read these books to build up their fluency and confidence in word reading.</p>	<p><b>Word Reading</b> Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</p> <p>Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</p> <p>Read accurately words of two or more syllables that contain the same graphemes as above</p> <p>Read words containing common suffixes</p> <p>Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</p> <p>Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</p> <p>Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</p> <p>Re-read these books to build up their fluency and confidence in word reading.</p>
<p><b>Reading Comprehension</b> <b>Understand the five key concepts about print:</b> print has meaning print can have different purposes we read English text from left to right and from top to bottom the names of the different parts of a book</p>	<p><b>Reading comprehension</b> <b>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</b> listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently being encouraged to link what they read or hear read to their own experiences becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</p>	<p><b>Reading comprehension</b> <b>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</b> listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently discussing the sequence of events in books and how items of information are related becoming increasingly familiar with and retelling a wider range of</p>

<p>page sequencing</p> <p>Orally blend.</p> <p>I can spot and suggest rhymes.</p> <p>Recognise words with the same initial sound, such as money and mother</p>	<p>recognising and joining in with predictable phrases learning to appreciate rhymes and poems, and to recite some by heart</p> <p>discussing word meanings, linking new meanings to those already known</p> <p><b>Understand both the books they can already read accurately and fluently and those they listen to by:</b> drawing on what they already know or on background information and vocabulary provided by the teacher</p> <p>checking that the text makes sense to them as they read and correcting inaccurate reading</p> <p>discussing the significance of the title and events</p> <p>making inferences on the basis of what is being said and done</p> <p>predicting what might happen on the basis of what has been read so far participate in discussion about what is read to them, taking turns and listening to what others say</p>	<p>stories, fairy stories and traditional tales being introduced to non-fiction books that are structured in different ways</p> <p>recognising simple recurring literary language in stories and poetry discussing and clarifying the meanings of words, linking new meanings to known vocabulary</p> <p>discussing their favourite words and phrases continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear understand both the books that they can already read accurately and fluently and those that they listen to by:</p> <p>drawing on what they already know or on background information and vocabulary provided by the teacher</p> <p>checking that the text makes sense to them as they read and correcting inaccurate reading</p> <p>making inferences on the basis of what is being said and done answering and asking questions</p> <p>predicting what might happen on the basis of what has been read so far</p> <p>participate 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>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>
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**KS2 Curriculum Coverage (NC)**

What are the most basic requirements from the National Curriculum?

Year 3 and 4	Year 5 and 6
<p><b>Word Reading</b> Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet</p>	<p><b>Word Reading</b> Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.</p>

<p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p>	
<p><b>Reading Comprehension</b>  <b>Develop positive attitudes to reading and understanding of what they read by:</b></p> <p>listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks  reading books that are structured in different ways and reading for a range of purposes  using dictionaries to check the meaning of words that they have read</p> <p>increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</p> <p>identifying themes and conventions in a wide range of books preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p> <p>discussing words and phrases that capture the reader's interest and imagination  recognising some different forms of poetry [for example, free verse, narrative poetry]</p> <p><b>Understand what they read, in books they can read independently, by:</b>  checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</p> <p>asking questions to improve their understanding of a text</p> <p>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>predicting what might happen from details stated and implied</p> <p>identifying main ideas drawn from more than one paragraph and summarising these</p> <p>identifying how language, structure, and presentation contribute to meaning</p> <p>retrieve and record information from non-fiction 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><b>Reading Comprehension</b>  Recommending books that they have read to their peers, giving reasons for their choices  identifying and discussing themes and conventions in and across a wide range of writing</p> <p>Making comparisons within and across books 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</p> <p><b>Understand what they read by:</b>  checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</p> <p>asking questions to improve their understanding</p> <p>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied</p> <p>summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</p> <p>identifying how language, structure and presentation contribute to meaning</p> <p>discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p> <p>distinguish between statements of fact and opinion</p> <p>retrieve, record and present information from non-fiction</p> <p>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>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>provide reasoned justifications for their views.</p>

## WORD READING - Reading Progression

	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Phonics and Decoding	Say a sound for each letter from the alphabet and at least 10 diagraphs	Apply phonic knowledge and skills as the route to Decode words	Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent	Use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words)	Read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill	Read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues	Read fluently with full knowledge of all Y5/ Y6 exception words, root words, prefixes, suffixes/word endings* and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues
	Read words consistent with their phonic knowledge by sound-blending	Blend sounds in unfamiliar words using the GPCs that they have been taught  Respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes  Read words containing taught GPCs  Read words containing -s, -es, -ing, -ed and -est endings  Read words with contractions, e.g. I'm, I'll and we'll.	To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes  Accurately read most words of two or more syllables  Read most words containing common suffixes*	Apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- to begin to read aloud*  Apply their growing knowledge of root words and suffixes/word endings, including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian, to begin to read aloud*	Apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently*	Apply their growing knowledge of root words, prefixes and suffixes/ word endings, including -sion, -tion, -cial, -tial, _ant/-ance/-ancy, -ent/- ence/-ency, -able/-ably and -ible/ibly, to read aloud fluently*	

Common Exception	Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words	Read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words	Read most Y1 and Y2 common exception words*, noting unusual correspondences between spelling and sound and where these occur in the word	Begin to read Y3/Y4 exception words*	Read all Y3/Y4 exception words*, discussing the unusual correspondences between spelling and these occur in the word	Read most Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word	Read all Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.
Fluency	<p>Read aloud simple sentences and books that are consistent with their phonic knowledge</p> <p>Read short sentences to check for sense</p>	<p>Accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words</p> <p>Reread texts to build up fluency and confidence in word reading</p>	<p>Read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation</p> <p>Reread these books to build up fluency and confidence in word reading</p> <p>Read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts</p>	<p>At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.</p> <p>Any children who are struggling with word reading and fluency will work through the Little Wandle Rapid Catch-Up programme and/or Little Wandle fluency programme.</p> <p>Fluency is taught in all whole class reading sessions.</p>			

## READING COMPREHENSION - Reading Progression

	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<b>Understanding and Correcting Inaccuracies</b>	<p>Read short sentences to check for sense</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary</p>	<p>Check that a text makes sense to them as they read and to self- correct</p>	<p>Show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher</p> <p>Check that the text makes sense to them as they read and to correct inaccurate reading</p>				

Comparing, Constructing and Commenting

<p>Anticipate – where appropriate – key events in stories</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play</p> <p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions</p> <p>Make comments about what they have heard and ask questions to clarify their understanding</p>	<p>Listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently</p> <p>Link what they have read or have read to them to their own experiences</p> <p>Retell familiar stories in increasing detail</p> <p>Join in with discussions about a text, taking turns and listening to what others say</p> <p>Discuss the significance of titles and events</p>	<p>Participate in discussion about books, poems and other works that are read to them (at a level beyond at which they can read independently) and those that they can read for themselves, explaining their understanding and expressing their views</p> <p>Become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales</p> <p>Discuss the sequence of events in books and how items of information are related</p> <p>Recognise simple recurring literary language in stories and poetry</p> <p>Ask and answer questions about a text</p> <p>Make links between the text they are reading and other</p>	<p>Recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>Use appropriate terminology when discussing texts (plot, character, setting)</p>	<p>Discuss and compare texts from a wide variety of genres and writers</p> <p>Read for a range of purposes</p> <p>Identify themes and conventions in a wide range of books</p> <p>Refer to authorial style, overall themes (e.g. triumph of good over evil) and features (e.g. greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings)</p> <p>Identify how language, structure and presentation contribute to meaning</p> <p>Identify main ideas drawn from more than one paragraph and summarise these</p>	<p>Read a wide range of genres, identifying the characteristics of text types (such as the use of the first person in writing diaries and autobiographies) and differences between text types</p> <p>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>Identify main ideas drawn from more than one paragraph and to summarise these</p> <p>Recommend texts to peers based on personal choice</p>	<p>Read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions</p> <p>Recognise more complex themes in what they read (such as loss or heroism)</p> <p>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>Listen to guidance and feedback on the quality of their explanations and contributions to discussions and to make improvements</p>
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			texts they have read (in texts that they can read independently)				<p>when participating in discussions</p> <p>Draw out key information and to summarise the main ideas in a text</p> <p>Distinguish independently between statements of fact and opinion, providing reasoned justifications for their views</p> <p>Compare characters, settings and themes within a text and across more than one text</p>
<p><b>Words in Context and Authorial Choice</b></p>	Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play	Discuss word meaning and link new meanings to those already known	<p>Discuss and clarify the meanings of words, linking new meanings to known vocabulary</p> <p>Discuss their favourite words and phrases</p>	<p>Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</p> <p>Discuss authors' choice of words and phrases for effect</p>	Discuss vocabulary used to capture readers' interest and imagination	<p>Discuss vocabulary used by the author to create effect including figurative language</p> <p>Evaluate the use of authors' language and explain how it has created an impact on the reader</p>	<p>Analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology such as metaphor, simile, analogy, imagery, style and effect</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Inference and Prediction</b></p>	<p>Anticipate – where appropriate – key events in stories</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate</p>	<p>Begin to make simple inferences.</p> <p>To predict what might happen on the basis of what has been read so far</p>	<p>Make inferences on the basis of what is being said and done.</p> <p>To predict what might happen on the basis of what has been read so far in a text</p>	<p>Ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives</p> <p>Justify predictions using evidence from the text</p>	<p>Draw inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text</p> <p>Justify predictions from details stated and implied</p>	<p>Draw inferences from characters' feelings, thoughts and motives</p> <p>Make predictions based on details stated and implied, justifying them in detail with evidence from the text</p>	<p>Consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters)</p> <p>Discuss how characters change and develop through texts by drawing inferences based on indirect clues</p>
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Poetry and Performance

<p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play</p> <p>Read short sentences in a variety of genres including poetry</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate</p> <p>Make use of props and materials when role playing characters in narratives and stories</p> <p>Invent, adapt and recount narratives and stories with peers and their teacher</p> <p>Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with</p>	<p>Recite simple poems by heart.</p>	<p>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>	<p>Prepare and perform poems and play scripts that show some awareness of the audience when reading aloud</p> <p>Begin to use appropriate intonation and volume when reading aloud</p>	<p>Recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry)</p> <p>prepare and perform poems and play scripts with appropriate techniques (intonation, tone, volume and action) to show awareness of the audience when reading aloud</p>	<p>continually show an awareness of audience when reading out loud using intonation, tone, volume and action</p>	<p>confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect</p>
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	music						
Non-Fiction	<p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play</p> <p>read short sentences in a variety of genres including non-fiction</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p>		Recognise that non-fiction books are often structured in different ways	Retrieve and record information from non-fiction texts	<p>Use all of the organisational devices available within a non-fiction text to retrieve, record and discuss information</p> <p>Use dictionaries to check the meaning of words that they have read</p>	<p>Use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts</p>	<p>Retrieve, record and present information from non-fiction texts</p> <p>Use non-fiction materials for purposeful information retrieval (e.g. in reading history, geography and science textbooks) and in contexts where pupils are genuinely motivated to find out information (e.g. reading information leaflets before a gallery or museum visit or reading a theatre programme or review)</p>

**\*These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to read as well as spell\***

## What experiences do we want our readers to have?

EYFS	YEAR 1 AND YEAR 2	YEAR 3 AND YEAR 4	YEAR 5 AND YEAR 6
<p>A range of books within role play areas and areas of learning</p> <p>Puppets and props to accompany books</p> <p>A range of reading platforms e.g., books, kindle, audio</p> <p>Dressing up clothes, role play for story re-telling</p>	<p>Author or illustrator visit.</p> <p>Fortnightly visits to the school library</p> <p>Interactive table top book displays</p> <p>Class reading area</p> <p>Theatre visit</p> <p>AR platinum Award (Y2)</p>	<p>Author or illustrator visit.</p> <p>Fortnightly visits to the school library.</p> <p>Visit to Chesterfield library – linked to topic on the Romans</p> <p>Class book collections</p> <p>Opportunities to become a junior librarian</p> <p>Opportunities to become an AR monitor</p> <p>Theatre visit</p> <p>AR awards and prizes</p> <p>AR platinum Award</p>	<p>Author or illustrator visit.</p> <p>Fortnightly visits to the school library</p> <p>Class book collections</p> <p>Opportunities to become a junior librarian</p> <p>Opportunities to become an AR monitor</p> <p>Theatre visit</p> <p>AR awards and prizes</p> <p>AR platinum Award</p>
<p>Opportunities to become a reading ambassador</p> <p>Whole school world book day event</p> <p>DEER Time (drop everything, everybody read!)</p> <p>Opportunities for reading during lunchtimes</p> <p>Author of the term</p>			

## End Points

What key learning do we want our children to know and remember by the end of each year?

What will we assess our children against?

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary</p> <p>Anticipate (where appropriate) key events in stories</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs</p> <p>Read words consistent with their phonic knowledge by sound-blending</p>	<p>Children in Year 1 will be able to read sentences in fiction and non-fiction books with increasing fluency</p> <p>They will be able to read words with 2 or more syllables with confidence using their phase 3,4 and 5 knowledge</p> <p>They will begin to read tricky words and common exception words by sight</p> <p>They will be able to retell what happened in the story with confidence and be able to answer simple questions about what they have read</p>	<p>Children in Year 2 will be able to read sentences fluently with expression</p> <p>They will be confident at reading common exception word and words with suffixes</p> <p>They will be able to retell and sequence stories in detail</p> <p>They will begin to use inference to understand what characters are thinking and feeling, and the possible actions they may make</p>	<p>Children in Year 3 will have read a range of age-appropriate texts both fiction and non-fiction and including poetry</p> <p>They understand the key skills of vocabulary, retrieve, inference and predict and are beginning to make simple explanations and summaries</p>	<p>Children in Year 4 will have read a wide range of age-appropriate texts both fiction and non-fiction and including poetry</p> <p>They understand the key skills of vocabulary, infer, predict, explain, retrieve and summarise</p>	<p>Children in Year 5 will have read a wide range of age-appropriate texts both fiction and non-fiction and including poetry</p> <p>They will be able to comment on the structure and layout of texts, the author's choices and impact on the reader and their comprehension of a widening vocabulary</p>	<p>It is essential that, by the end of their primary education, children in Year 6 are able to read fluently, and with confidence, in any subject in their forthcoming secondary education</p> <p>They will understand and be secure in the key skills of vocabulary, inference, prediction, explanation, retrieve and summary so that they are able to understand and discuss any text they are presented with in further education or wider life</p>

Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

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