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
Word Reading Start to join discussions about stories, learning new vocabulary.	**Word Reading** Apply phonic knowledge and skills as the route to decode words Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings 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) 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 Re-read these books to build up their fluency and confidence in word reading.	**Word Reading** Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes Read accurately words of two or more syllables that contain the same graphemes as above Read words containing common suffixes Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation Re-read these books to build up their fluency and confidence in word reading.
Reading Comprehension **Understand the five key concepts about print:** 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	**Reading comprehension** **Develop pleasure in reading, motivation to read, vocabulary and understanding by:** 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	**Reading comprehension** **Develop pleasure in reading, motivation to read, vocabulary and understanding by:** 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

page sequencing Orally blend. I can spot and suggest rhymes. Recognise words with the same initial sound, such as money and mother	recognising and joining in with predictable phrases learning to appreciate rhymes and poems, and to recite some by heart discussing word meanings, linking new meanings to those already known **Understand both the books they can already read accurately and fluently and those they listen to by:** drawing on what they already know or on background information and vocabulary provided by the teacher checking that the text makes sense to them as they read and correcting inaccurate reading discussing the significance of the title and events making inferences on the basis of what is being said and done 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	stories, fairy stories and traditional tales being introduced to non-fiction books that are structured in different ways recognising simple recurring literary language in stories and poetry discussing and clarifying the meanings of words, linking new meanings to known vocabulary 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: drawing on what they already know or on background information and vocabulary provided by the teacher checking that the text makes sense to them as they read and correcting inaccurate reading making inferences on the basis of what is being said and done answering and asking questions predicting what might happen on the basis of what has been read so far 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 explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

KS2 Curriculum Coverage (NC)

What are the most basic requirements from the National Curriculum?

Year 3 and 4	Year 5 and 6
Word Reading 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	**Word Reading** 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.

Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.	
Reading Comprehension **Develop positive attitudes to reading and understanding of what they read by:** 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 increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally 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 discussing words and phrases that capture the reader's interest and imagination recognising some different forms of poetry [for example, free verse, narrative poetry] **Understand what they read, in books they can read independently, by:** checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context asking questions to improve their understanding of a text 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 identifying main ideas drawn from more than one paragraph and summarising these identifying how language, structure, and presentation contribute to meaning 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.	**Reading Comprehension** 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 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 **Understand what they read by:** checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context asking questions to improve their understanding 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 summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas identifying how language, structure and presentation contribute to meaning discuss and evaluate how authors use language, including figurative language, considering the impact on the reader distinguish between statements of fact and opinion retrieve, record and present information from non-fiction 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 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 provide reasoned justifications for their views.

PROVISION AND ADAPTATIONS FOR SEND LEARNERS

Cognition and Learning		Communication and Interaction	
Subject Challenges for SEND	**Provision for SEND**	**Subject Challenges for SEND**	**Provision for SEND**
Ability of children to access learning of their year group	Pre-teaching (parent or TA). Using social stories to understand different contexts	Lessons where children are required to take part in discussions/expression their views- children with communication difficulties may struggle to access	Embed ground rules to develop clear understanding of boundaries Children not required to answer in a whole class group if not comfortable
Accessing learning due to poor literacy skills	1:1 or small group support Lexia reading support Whole class texts adapted to individual reading ages if needed Key words displayed. Writing frames and stem sentences to support written work.	Those who struggle to process language may struggle in reading lessons where there is lots spoken language, especially inference. Inferring meaning	Children to have a partner to practise answers with first. Provide children with opportunities to express their views or contribute to the discussion in different ways e.g. drawing, writing, recording answer on an iPad Scaffolding through careful questioning Use of simple instructions. Careful and appropriate modelling to support understanding.
Cognitive processes and Overload.	Amount of reading reduced Questions broken down and presented one at a time Questions adapted Not expected to read a loud (unless they want to)		

Physical and sensory		Social Emotional and Mental Health	
Subject Challenges for SEND	**Provision for SEND**	**Subject Challenges for SEND**	**Provision for SEND**
Children with visual impairment may not be able to access their learning or resources available Recording information may be difficult.	Provide alternative resources e.g. in large print, coloured paper Provide additional ways to record	Children may struggle to empathise with characters in reading and listen to and respect others' opinions if they are different to their own	Regular sessions, establish clear routines expectations/boundaries for the start and end of every reading session – children know what to expect

Accessibility to equipment or resources – physical disabilities.	information (video/ICT etc) Consider seating plan, Use buddies. Working in groups to support Use of ICT to support access.	Children with SEMH needs may struggle with heightened anxieties/triggering in reading when they feel upset or frustrated etc	Feeling cards to support understanding of emotions. Talking to children on 1-1 basis rather than a large group. Opportunities to work in smaller groups. Provide appropriate sensory resources so that children can access the lesson, focus and have sensory breaks when required Providing a safe space for the children within the lesson if needed.

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 Read words consistent with their phonic knowledge by sound-blending	Apply phonic knowledge and skills as the route to Decode words 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.	Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent 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*	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- 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*	Read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill Apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently*	Read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues 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*	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

Common Exception Words	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	Read aloud simple sentences and books that are consistent with their phonic knowledge Read short sentences to check for sense	Accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words Reread texts to build up fluency and confidence in word reading	Read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation Reread these books to build up fluency and confidence in word reading Read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts	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. 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. Fluency is taught in all whole class reading sessions.			

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

Comparing, Constructing and Commenting	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 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 Make comments about what they have heard and ask questions to clarify their understanding	Listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently Link what they have read or have read to them to their own experiences Retell familiar stories in increasing detail Join in with discussions about a text, taking turns and listening to what others say Discuss the significance of titles and events	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 Become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales Discuss the sequence of events in books and how items of information are related Recognise simple recurring literary language in stories and poetry Ask and answer questions about a text Make links between the text they are reading and other	Recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Use appropriate terminology when discussing texts (plot, character, setting)	Discuss and compare texts from a wide variety of genres and writers Read for a range of purposes Identify themes and conventions in a wide range of books 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) Identify how language, structure and presentation contribute to meaning Identify main ideas drawn from more than one paragraph and summarise these	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 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 Identify main ideas drawn from more than one paragraph and to summarise these Recommend texts to peers based on personal choice	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 Recognise more complex themes in what they read (such as loss or heroism) 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 Listen to guidance and feedback on the quality of their explanations and contributions to discussions and to make improvements

			texts they have read (in texts that they can read independently)				when participating in discussions Fraw out key information and to summarise the main ideas in a text Distinguish independently between statements of fact and opinion, providing reasoned justifications for their views Compare characters, settings and themes within a text and across more than one text
Words in Context and Authorial Choice	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	Discuss and clarify the meanings of words, linking new meanings to known vocabulary Discuss their favourite words and phrases	Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context Discuss authors' choice of words and phrases for effect	Discuss vocabulary used to capture readers' interest and imagination	Discuss vocabulary used by the author to create effect including figurative language Evaluate the use of authors' language and explain how it has created an impact on the reader	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

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

Poetry and Performance	Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play Read short sentences in a variety of genres including poetry Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate Make use of props and materials when role playing characters in narratives and stories Invent, adapt and recount narratives and stories with peers and their teacher Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with	Recite simple poems by heart.	Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear	Prepare and perform poems and play scripts that show some awareness of the audience when reading aloud Begin to use appropriate intonation and volume when reading aloud	Recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry) prepare and perform poems and play scripts with appropriate techniques (intonation, tone, volume and action) to show awareness of the audience when reading aloud	continually show an awareness of audience when reading out loud using intonation, tone, volume and action	confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect

	music						
Non-Fiction	Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play read short sentences in a variety of genres including non-fiction Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.		Recognise that non-fiction books are often structured in different ways	Retrieve and record information from non- fiction texts	Use all of the organisational devices available within a non- fiction text to retrieve, record and discuss information Use dictionaries to check the meaning of words that they have read	Use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts	Retrieve, record and present information from non-fiction texts 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)

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

End Points

What key learning to 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
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 Say a sound for each letter in the alphabet and at least 10 digraphs Read words consistent with their phonic knowledge by sound-blending	Children in Year 1 will be able to read sentences in fiction and non-fiction books with increasing fluency They will be able to read words with 2 or more syllables with confidence using their phase 3,4 and 5 knowledge They will begin to read tricky words and common exception words by sight 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	Children in Year 2 will be able to read sentences fluently with expression They will be confident at reading common exception word and words with suffixes They will be able to retell and sequence stories in detail They will begin to use inference to understand what characters are thinking and feeling, and the possible actions they may make	Children in Year 3 will have read a range of age-appropriate texts both fiction and non-fiction and including poetry They understand the key skills of vocabulary, retrieve, inference and predict and are beginning to make simple explanations and summaries	Children in Year 4 will have read a wide range of age-appropriate texts both fiction and non-fiction and including poetry They understand the key skills of vocabulary, infer, predict, explain, retrieve and summarise	Children in Year 5 will have read a wide range of age-appropriate texts both fiction and non-fiction and including poetry 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	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 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

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