

# Woodthorpe Primary School

## Curriculum

### Reading

|                  | Word reading   | Books and range of reading   | Vocabulary, language, and structure  | Poetry, plays, and performance   | Understanding and comprehension   | Inference, deduction, and prediction   | Discussion, and viewpoint  | Non-fiction books, summary, and retrieval  |
|------------------|--|--|--|--|---|--|--|--|
|                  | Skills   | Skills   | Skills   | Skills   | Skills  | Skills   | Skills   | Skills   |
| <b>Nursery</b>   | <p>Understand the five key concepts about print:</p> <ul style="list-style-type: none"> <li>Print has meaning.</li> <li>Print can have different purposes.</li> <li>We read English text from left to right and top to bottom.</li> <li>The names of the different parts of a book.</li> <li>Page sequencing.</li> </ul> <p>Develop their phonological awareness so that they can:</p> <ul style="list-style-type: none"> <li>Spot and suggest rhymes.</li> <li>Count or clap syllables in words.</li> <li>Recognise words with the same initial sounds, such as money and mother.</li> </ul>  | <ul style="list-style-type: none"> <li>Know many rhymes, be able to talk about familiar books, and be able to tell a long story</li> </ul>   | <ul style="list-style-type: none"> <li>Engage in extended conversations about stories, learning new vocabulary.</li> <li>Talk about what they see, using a wide vocabulary.</li> </ul>   | <ul style="list-style-type: none"> <li>Sing a large repertoire of songs.</li> <li>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</li> <li>Take part in simple pretend play, using an object to represent something else even though they are not similar.</li> <li>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.</li> <li>Remember and sing entire songs.</li> </ul>  | <ul style="list-style-type: none"> <li>Enjoy listening to longer stories and can remember much of what happens.</li> <li>Engage in extended conversations about stories, learning new vocabulary.</li> </ul>  | <ul style="list-style-type: none"> <li>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</li> </ul>   |  |  |
| <b>Reception</b> | <ul style="list-style-type: none"> <li>Blend sounds into words, so that they can read short words made up of letter-sound correspondences.</li> <li>Read a few common exception words matched to the school's phonic programme.</li> <li>Read simple phrases and sentences made up of words with known letter sound correspondences and, where necessary, a few exception words.</li> </ul> <p>Early Learning Goals</p> <ul style="list-style-type: none"> <li>Say a sound for each letter in the alphabet and at least 10 digraphs.</li> <li>Read words consistent with their phonic knowledge by sound-blending.</li> <li>Read simple phrases and sentences made up of words with known letter sound correspondences and, where necessary, a few exception words.</li> </ul> | <ul style="list-style-type: none"> <li>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</li> </ul> <p>Early Learning Goals</p> <ul style="list-style-type: none"> <li>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul> | <ul style="list-style-type: none"> <li>Learn new vocabulary.</li> <li>Use new vocabulary throughout the day.</li> <li>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</li> <li>Use new vocabulary in different contexts.</li> <li>Listen to and talk about selected nonfiction to develop a deep familiarity with new knowledge and vocabulary.</li> </ul> <p>Early Learning Goals</p> <ul style="list-style-type: none"> <li>Participate in small group, class and oneto-one discussions, offering their own ideas, using recently introduced vocabulary.</li> <li>Express their ideas and feelings about their experiences using full sentences, including use of past, present, and future tenses and making use of conjunctions, with modelling and support from their teacher.</li> <li>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</li> </ul> | <ul style="list-style-type: none"> <li>Engage in story times.</li> <li>Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</li> <li>Learn rhymes, poems and songs.</li> <li>Develop storylines in their pretend play.</li> <li>Explore and engage in music making and dance, performing solo or in groups.</li> </ul> <p>Early Learning Goals</p> <ul style="list-style-type: none"> <li>Listen to and talk about selected nonfiction to develop a deep familiarity with new knowledge and vocabulary.</li> <li>Invent, adapt and recount narratives and stories with their peers and their teacher.</li> <li>Sing a range of well-known nursery rhymes and songs.</li> <li>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music.</li> <li>Make use of props and materials when role playing characters in narratives and stories.</li> </ul> | <ul style="list-style-type: none"> <li>Listen to and talk about stories to build familiarity and understanding.</li> <li>Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</li> <li>Listen carefully to rhymes and songs, paying attention to how they sound.</li> <li>Listen to and talk about selected nonfiction to develop a deep familiarity with new knowledge and vocabulary.</li> </ul> <p>Early Learning Goals</p> <ul style="list-style-type: none"> <li>Anticipate (where appropriate) key events in stories.</li> <li>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</li> <li>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> <li>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> <li>Make comments about what</li> </ul> | <ul style="list-style-type: none"> <li>Compare and contrast characters from stories, including figures from the past.</li> </ul> <p>Early Learning Goal</p> <ul style="list-style-type: none"> <li>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> </ul> | <p>Early Learning Goal</p> <ul style="list-style-type: none"> <li>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.</li> <li>Anticipate (where appropriate) key events in stories.</li> </ul> | <p>Engage in non-fiction books.</p> <ul style="list-style-type: none"> <li>Listen to and talk about selected nonfiction to develop a deep familiarity with new knowledge and vocabulary.</li> </ul> <p>Early Learning Goal</p> <ul style="list-style-type: none"> <li>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> <li>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</li> </ul> |

|               |   |  |  |  |   |  |  |   |
|---------------|---|--|--|--|---|--|--|---|
|               |   |  |  |  | they have heard and ask questions to clarify their understanding.<br><ul style="list-style-type: none"> <li>■ Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul>   |  |  |   |
| <b>Year 1</b> | Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.<br><ul style="list-style-type: none"> <li>■ Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught; read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings.</li> <li>■ Read other words of more than one syllable that contain taught GPCs.</li> <li>■ Apply phonic knowledge and skills as the route to decode words.</li> <li>■ Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</li> <li>■ Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s).</li> </ul> | <ul style="list-style-type: none"> <li>■ 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.</li> <li>■ Re-read these books to build up their fluency and confidence in word reading.</li> <li>■ Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.</li> <li>■ To be encouraged to link what they read or hear read to their own experiences.</li> <li>■ Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.</li> </ul> | <ul style="list-style-type: none"> <li>■ Discuss word meaning, linking new meanings to those already known.</li> <li>■ Recognise and join in with predictable phrases.</li> </ul>  | <ul style="list-style-type: none"> <li>■ Learn to appreciate rhymes and poems, and to recite some by heart.</li> <li>■ Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.</li> </ul> | <ul style="list-style-type: none"> <li>■ Draw on what they already know or on background information and vocabulary provided by the teacher.</li> <li>■ Check that the text makes sense to them as they read and correct inaccurate reading.</li> <li>■ Explain clearly their understanding of what is read to them.</li> </ul>   | <ul style="list-style-type: none"> <li>■ Make inferences on the basis of what is being said and done.</li> <li>■ Predict what might happen on the basis of what has been read so far.</li> </ul>   | <ul style="list-style-type: none"> <li>■ Participate in discussion about what is read to them, take turns and listen to what others say.</li> <li>■ Discuss the significance of the title and events.</li> </ul>   | <ul style="list-style-type: none"> <li>■ Be introduced to non-fiction books that are structured in different ways.</li> <li>■ Retrieve information from both fiction and non-fiction texts</li> </ul>   |
| <b>Year 2</b> | <ul style="list-style-type: none"> <li>■ Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes;</li> <li>■ Read accurately words of two or more syllables.</li> <li>■ Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.</li> <li>■ Read words containing common suffixes.</li> <li>■ Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</li> <li>■ Read most words quickly and accurately, without overt sounding and blending, when they have</li> </ul>   | <ul style="list-style-type: none"> <li>■ Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.</li> <li>■ Re-read these books to build up their fluency and confidence in word reading.</li> <li>■ Become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales.</li> </ul>  | <ul style="list-style-type: none"> <li>■ Discuss and clarify the meanings of words, linking new meanings to known vocabulary.</li> <li>■ Discuss their favourite words and phrases.</li> <li>■ Recognise simple recurring literary language in stories and poetry</li> </ul>   |  | <ul style="list-style-type: none"> <li>■ Draw on what they already know or on background information and vocabulary provided by the teacher.</li> <li>■ Check that the text makes sense to them as they read and correct inaccurate reading.</li> <li>■ Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves so far.</li> </ul> |  | <ul style="list-style-type: none"> <li>■ Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and nonfiction at a level beyond that at which they can read independently.</li> <li>■ Discuss the sequence of events in books and how items of information are related to answering and asking questions.</li> <li>■ Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, take turns and listen to what others say</li> </ul> |   |
| <b>Year 3</b> | <ul style="list-style-type: none"> <li>■ Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) to read aloud and to understand the meaning of new words they meet.</li> <li>■ Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</li> </ul>  | <ul style="list-style-type: none"> <li>■ Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</li> <li>■ Read books that are structured in different ways for a range of purposes.</li> <li>■ Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> </ul>  | <ul style="list-style-type: none"> <li>■ Use dictionaries to check the meaning of words that they have read.</li> <li>■ Discuss words and phrases that capture the reader's interest and imagination.</li> <li>■ Identify how language, structure, and presentation contribute to meaning.</li> <li>■ Identify themes and conventions in a wide range of books.</li> </ul> | <ul style="list-style-type: none"> <li>■ Prepare poems and play scripts to read aloud and to perform.</li> <li>■ Recognise some different forms of poetry [for example, free verse, narrative poetry] showing understanding through intonation, tone, volume and action.</li> </ul>        | <ul style="list-style-type: none"> <li>■ Check that the text makes sense to them, discuss their understanding and explain the meaning of words in context.</li> <li>■ Ask questions to improve their understanding of a text.</li> </ul>  | <ul style="list-style-type: none"> <li>■ Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence.</li> <li>■ Predict what might happen from details stated and implied.</li> </ul> | <ul style="list-style-type: none"> <li>■ Participate in discussion about both books that are read to them and those they can read for themselves, take turns and listen to what others say</li> </ul>  | <ul style="list-style-type: none"> <li>■ Identify main ideas drawn from more than one paragraph and summarise these.</li> <li>■ Retrieve and record information from both fiction and non-fiction texts using skimming and scanning techniques</li> </ul> |
| <b>Year 4</b> |   |  |  |  |   |  |  |   |
| <b>Year 5</b> | <ul style="list-style-type: none"> <li>■ Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), to read aloud and</li> </ul>  | <ul style="list-style-type: none"> <li>■ Continue to read and discuss an increasingly wide range of fiction, poetry, plays, nonfiction and reference books or textbooks.</li> </ul>  | <ul style="list-style-type: none"> <li>■ Identify how language, structure and presentation contribute to meaning.</li> <li>■ Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> </ul>   | <ul style="list-style-type: none"> <li>■ Learn a wider range of poetry by heart.</li> <li>■ Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.</li> </ul>                        |   |  | <ul style="list-style-type: none"> <li>■ Participate in discussions about books that are read to them and those they can read for</li> </ul>   |   |
| <b>Year 6</b> |   |  |  |  |   |  |  |   |

|  |  |  |  |  |  |  |   |  |
|--|--|--|--|--|--|--|---|--|
|  | <p>to understand the meaning of new words.</p> | <ul style="list-style-type: none"> <li>■ Read books that are structured in different ways and for a range of purposes.</li> <li>■ Identify and discuss themes and conventions across a wide range of writing.</li> <li>■ Increase their 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.</li> <li>■ Recommend books that they have read to their peers, giving reasons for their choices.</li> <li>■ Make comparisons within and across books.</li> </ul> |  |  |  |  | <p>themselves, build on their own and others' ideas and challenge views courteously.</p> <ul style="list-style-type: none"> <li>■ 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.</li> <li>■ Provide reasoned justifications for their views</li> </ul> |  |
|--|--|--|--|--|--|--|---|--|