



Bounds Green Reading Curriculum

The programmes of study for reading at key stages 1 and 2 consist of two dimensions:

- word reading
- comprehension (both listening and reading)

Word Reading:

Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. Phonics is emphasised at early teaching of reading to beginners (i.e. unskilled readers) in EYFS and Year 1. DSR in Year 1 allows children to apply their phonic knowledge while reading books at their targeted ability level.

Throughout KS2 children will have the opportunity to read books at their ability level in order to consolidate and develop their word reading skills. The spelling curriculum will also help to underpin their understanding of word meanings and pronunciation.

Comprehension (both listening and reading):

Good comprehension draws from **linguistic knowledge** (in particular of vocabulary and grammar) and on **knowledge of the world**.

Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction. Across the school, reading lessons (DSR and Guided Reading) encourage whole class discussions with the class teacher constantly modelling and encouraging 'deep thinking' around texts.

Core texts are linked to learning in the wider curriculum to broaden children's knowledge and allow them a more embedded understanding of what they are reading.

All pupils must be encouraged to read widely across both fiction and non-fiction, both in class and independently, to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, and to gain knowledge across the curriculum.

Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils' imagination and opens up a treasure-house of wonder and joy for curious young minds.

It is essential that, by the end of their time at Bounds Green, all pupils are able to read fluently, and with confidence, in any subject in their forthcoming secondary education.



Year 1 Reading Curriculum

Word Reading
WR1a) Apply phase 2, 3,4 and 5 phonic knowledge to decode words
WR1b) Respond speedily with the correct sound to graphemes for all 40+ phonemes
WR1c) Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
WR1d) Read Year 1 common exception words
WR1e) Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings
WR1f) Read other words of more than one syllable that contain taught GPCs
WR1g) Read words with contractions (<i>for example, I'm, I'll, we'll</i>), and understand that the apostrophe represents the omitted letter(s)
WR1h) Read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
WR1i) Re-read these books to build up their fluency and confidence in word reading
Comprehension
<u>Develop pleasure, motivation, vocabulary and understanding by:</u>
C-P1a) listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
C-P1b) being encouraged to link what they read or hear to their own experiences
C-P1c) becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
C-P1d) recognising and joining in with predictable phrases
C-P1e) learning to appreciate rhymes and poems, and to recite some by heart
C-P1f) discussing word meanings, linking new meanings to those already known
<u>Understand books they can read accurately and fluently and those they listen to by:</u>
C-U1a) Draw on what they already know or on background information and vocabulary provided by the teacher
C-U1b) Check that the text makes sense to them as they read, and correcting inaccurate reading
C-U1c) Discuss the significance of the title and events
C-U1d) Make inferences on the basis of what is being said and done
C-U1e) Predict what might happen on the basis of what has been read so far
C-U1f) Participate in discussion about what is read to them, taking turns and listening to what others say
C-U1g) Explain clearly their understanding of what is read to them

Notes and Guidance for Year 1 Teachers:

Word Reading:

Pupils should revise and consolidate the GPCs and the common exception words taught in Reception. As soon as they can read words comprising the year 1 GPCs accurately and speedily, they should move on to the year 2 programme of study for word reading.

Young readers encounter words that they have not seen before much more frequently than experienced readers do, and they may not know the meaning of some of these. Practice at reading such words by sounding and blending can provide opportunities not only for pupils to develop confidence in their decoding skills, but also for teachers to explain the meaning and thus develop pupils' vocabulary.

Pupils should be taught how to read words with suffixes by being helped to build on the root words that they can read already. Pupils' reading and re-reading of books that are closely matched to their developing phonic knowledge and knowledge of common exception words supports their fluency, as well as increasing their confidence in their reading skills. Fluent word reading greatly assists comprehension, especially when pupils come to read longer books.

Comprehension:

Pupils should have extensive experience of listening to, sharing and discussing a wide range of high-quality books with the teacher, other adults and each other to engender a love of reading at the same time as they are reading independently.

Pupils' vocabulary should be developed when they listen to books read aloud and when they discuss what they have heard. Such vocabulary can also feed into their writing. Knowing the meaning of more words increases pupils' chances of understanding when they read by themselves. The meaning of some new words should be introduced to pupils before they start to read on their own, so that these unknown words do not hold up their comprehension.

However, once pupils have already decoded words successfully, the meaning of those that are new to them can be discussed with them, thus contributing to developing their early skills of inference. By listening frequently to stories, poems and non-fiction that they cannot yet read for themselves, pupils begin to understand how written language can be structured in order, for example, to build surprise in narratives or to present facts in non-fiction. Listening to and discussing information books and other non-fiction establishes the foundations for their learning in other subjects. Pupils should be shown some of the processes for finding out information.

Through listening, pupils also start to learn how language sounds and increase their vocabulary and awareness of grammatical structures. In due course, they will be able to draw on such grammar in their own writing.

Role play can help pupils to identify with and explore characters and to try out the language they have listened to.



Year 2 Reading Curriculum

Word Reading

WR2a) Apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent

WR2b) Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes

WR2c) Read accurately words of two or more syllables that contain the same graphemes already learnt

WR2d) Read words containing common suffixes

WR2e) Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word

WR2f) Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered

WR2g) Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation

WR2h) Re-read these books to build up their fluency and confidence in word reading

Comprehension

C2a) 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

C2b) Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

Develop pleasure, motivation, vocabulary and understanding by:

C-P2a) 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

C-P1b) discussing the sequence of events in books and how items of information are related

C-P1c) becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales

C-P1d) being introduced to non-fiction books that are structured in different ways

C-P1e) recognising simple recurring literary language in stories and poetry

C-P1f) discussing and clarifying the meanings of words, linking new meanings to known vocabulary

C-P2g) discussing their favourite words and phrases

C-P2h) 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 books they can read accurately and fluently and those they listen to by:

CU2a) drawing on what they already know or on background information and vocabulary provided by the teacher

CU2b) checking that the text makes sense to them as they read and correcting inaccurate reading

CU2c) making inferences on the basis of what is being said and done

CU2d) answering and asking questions

predicting what might happen on the basis of what has been read so far

Notes and Guidance for Year 2 teachers:

Word Reading:

Pupils should revise and consolidate the GPCs and the common exception words taught in year 1. As soon as pupils can read words comprising the year 2 GPCs accurately and speedily, they should move on to the years 3 and 4 programme of study for word reading.

When pupils are taught how to read longer words, they should be shown syllable boundaries and how to read each syllable separately before they combine them to read the word.

Pupils should be taught how to read suffixes by building on the root words that they have already learnt. The whole suffix should be taught as well as the letters that make it up.

Pupils who are still at the early stages of learning to read should have ample practice in reading books that are closely matched to their developing phonic knowledge and knowledge of common exception words. As soon as the decoding of most regular words and common exception words is embedded fully, the range of books that pupils can read independently will expand rapidly. Pupils should have opportunities to exercise choice in selecting books and be taught how to do so.

Comprehension:

Pupils should be encouraged to read all the words in a sentence and to do this accurately, so that their understanding of what they read is not hindered by imprecise decoding (for example, by reading 'place' instead of 'palace').

Pupils should monitor what they read, checking that the word they have decoded fits in with what else they have read and makes sense in the context of what they already know about the topic. The meaning of new words should be explained to pupils within the context of what they are reading, and they should be encouraged to use morphology (such as prefixes) to work out unknown words.

Pupils should learn about cause and effect in both narrative and non-fiction (for example, what has prompted a character's behaviour in a story; why certain dates are commemorated annually).

'Thinking aloud' when reading to pupils may help them to understand what skilled readers do.

Deliberate steps should be taken to increase pupils' vocabulary and their awareness of grammar so that they continue to understand the differences between spoken and written language.

Discussion should be demonstrated to pupils. They should be guided to participate in it and they should be helped to consider the opinions of others. They should receive feedback on their discussions.

Role-play and other drama techniques can help pupils to identify with and explore characters. In these ways, they extend their understanding of what they read and have opportunities to try out the language they have listened to.



Year 3 Reading Curriculum

Word Reading

WR3a) To apply a growing knowledge of root words, prefixes and suffixes to read aloud and understand the meaning of new words. (Including words from Year 3 spelling curriculum)

WR3b) To read further exception words including those that do not follow usual spelling patterns. (See Year 3 Spelling Curriculum)

Comprehension

C3a) Retrieve and record information from non-fiction

C3b) 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

Develop pleasure, motivation, vocabulary and understanding by:

C-P3a) Increase their familiarity with a wide range of books and retelling some of these orally

C-P3b) Listen to and discuss a wide range of fiction, poetry and non-fiction

C-P3c) Identify and begin to understand themes in different books

C-P3d) Read aloud and perform poems showing understanding through intonation, tone, volume and action

C-P3e) Begin to use dictionaries to check the meaning of words that they have read

C-P3f) I can develop an enjoyment of reading by discussing words that capture my imagination.

Understand books they can read accurately and fluently and those they listen to by:

C-U3a) Can understand what they are reading by checking the text makes sense

C-U3b) Discuss and explain the meaning of new words in context

C-U3c) Predicting what might happen next from clues in the text

C-U3d) Discuss the book that I am reading is about and ask questions to improve my understanding

C-U3e) Summarise the main ideas from a paragraph

C-U3f) Identify how the text is organised to help them understand it. This includes paragraphs, headings, sub-headings and speech marks

C-U3g) Make inferences including character's feelings, thoughts and motives from their actions



Year 4 Reading Curriculum

Word Reading

WR4a) To apply a growing knowledge of root words, prefixes and suffixes to read aloud and understand the meaning of new words. (Including words from Year 4 spelling curriculum)

WR4b) To read further exception words including those that do not follow usual spelling patterns. (See Year 4 Spelling Curriculum)

Comprehension

C4a) Retrieve and record information from non-fiction

C4b) 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

Develop pleasure, motivation, vocabulary and understanding by:

C-PV4a) Read and listen to a wider range of books including myths and legends, and retelling some of these orally

C-PV4b) Listen to discuss a wide range of fiction, poetry, plays and non-fiction

C-PV4c) Identify themes and conventions in a wide range of books

C-PV4d) Recognise some different forms of poetry (for example, free verse, narrative poetry)

C-PV4e) Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action

C-PV4f) Use dictionaries to check the meaning of words that they have read

C-PV4g) Discuss new words and phrases that capture their interest and imagination

Understand books they can read accurately and fluently and those they listen to by:

C-U4a) Understands what they are reading by checking the text makes sense and asking questions to further understanding

C-U4b) Discuss, explain the meaning and use new words in context

C-U4c) Predict what might happen next from details stated and implied

C-U4d) drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

C-U4e) Summarise what has happened in a text using themes from paragraphs to help

C-U4f) Identify how language, structure, and presentation contribute to meaning

Notes and Guidance for Year 3 and 4 teachers:

As their decoding skills become increasingly secure, teaching should be directed more towards developing their vocabulary and the breadth and depth of their reading, making sure that they become independent, fluent and enthusiastic readers who read widely and frequently. They should be developing their understanding and enjoyment of stories, poetry, plays and non-fiction, and learning to read silently. They should also be developing their knowledge and skills in reading non-fiction about a wide range of subjects. They should be learning to justify their views about what they have read: with support at the start of year 3 and increasingly independently by the end of year 4.

Pupils should be able to write down their ideas with a reasonable degree of accuracy and with good sentence punctuation.

As in Key Stage 1, pupils who are still struggling to decode need to be taught to do this urgently through a rigorous and systematic phonics programme so that they catch up rapidly with their peers. As far as possible, however, these pupils should follow the year 3 and 4 programme of study in terms of listening to new books, hearing and learning new vocabulary and grammatical structures, and discussing these.

Word Reading:

At this stage, teaching comprehension should be taking precedence over teaching word reading directly. Any focus on word reading should support the development of vocabulary

Comprehension:

Pupils should continue to have opportunities to listen frequently to stories, poems, non-fiction and other writing, including whole books and not just extracts, so that they build on what was taught previously. In this way, they also meet books and authors that they might not choose themselves. Pupils should also have opportunities to exercise choice in selecting books and be taught how to do so.

Reading, re-reading, and rehearsing poems and plays for presentation and performance give pupils opportunities to discuss language, including vocabulary, extending their interest in the meaning and origin of words.

In using non-fiction, pupils should know what information they need to look for before they begin and be clear about the task. They should be shown how to use contents pages and indexes to locate information.

Pupils should have guidance about the kinds of explanations and questions that are expected from them. They should help to develop, agree on, and evaluate rules for effective discussion. The expectation should be that all pupils take part.



Year 5 Reading Curriculum

Word Reading

WR5a) Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet. (Including words from Year 5 spelling curriculum)

Comprehension

Develop pleasure, motivation, vocabulary and understanding by:

C-PV5a) Read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks

C-PV5b) Read books that are structured in different ways and reading for a range of purposes

C-PV5c) 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

C-PV5d) Able to recommend books they have read to their peers

C-PV5e) Begin to identify and discuss themes in and across a wide range of writing

C-PV5f) Able to make comparisons within and across books

C-PV5g) Learn a range of poetry by heart

C-PV5h) 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

Understand books they can read accurately and fluently and those they listen to by:

C-U5a) Check that the book makes sense to them, discuss their understanding and can explore the meaning of words in context

C-U5b) Ask questions to improve understanding

C-U5c) Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and begin to justify inferences with evidence

C-U5d) Predict what might happen from details stated and implied

C-U5e) Summarise the main ideas, and begin to identify key details that support the main ideas

C-U5f) Develop an understanding of how language, structure and presentation contribute to meaning

C-U5g) Discuss and begin to evaluate how authors use language, including figurative language, considering the impact on the reader

C-U5h) Distinguish between statements of fact and opinion

C-U6i) Retrieve, record and present information from non-fiction

C-U5j) 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

C-Uk) Explain and discuss their understanding of what they have read, including through formal presentations and debates



Year 6 Reading Curriculum

Word Reading

WR6a) Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet. (Including words from Year 5 and 6 spelling curriculum)

Comprehension

Develop pleasure, motivation, vocabulary and understanding by:

C-PV6a) Read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks

C-PV6b) Read books that are structured in different ways and reading for a range of purposes

C-PV6c) 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

C-PV6d) Able to recommend books they have read to their peers, giving reasons for their choices

C-PV6e) Identify and discuss themes and conventions in and across a wide range of writing

C-PV6f) Able to make comparisons within and across books

C-PV6g) Learn a range of poetry by heart

C-PV6h) 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

Understand books they can read accurately and fluently and those they listen to by:

C-U6a) Check that the book makes sense to them, discuss their understanding and can explore the meaning of words in context

C-U6b) Ask questions to improve understanding

C-U6c) Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence

C-U6d) Predict what might happen from details stated and implied

C-U6e) Summarise the main ideas, and begin to identify key details that support the main ideas

C-U6f) Identify how language, structure and presentation contribute to meaning

C-U6g) Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader

C-U6h) Distinguish between statements of fact and opinion

C-U6i) 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

C-U6j) Retrieve, record and present information from non-fiction

C-U6k) Explain and discuss their understanding of what they have read, including through formal presentations and debates

C-U6l) Provide reasoned justifications for their view

Notes and guidance for Years 5 and 6 teachers:

Word Reading:

At this stage, there should be no need for further direct teaching of word-reading skills for almost all pupils. If pupils are struggling or failing in this, the reasons for this should be investigated. It is imperative that pupils are taught to read during their last two years at primary school if they enter year 5 not being able to do so.

Pupils should be encouraged to work out any unfamiliar word. They should focus on all the letters in a word so that they do not, for example, read 'invitation' for 'imitation' simply because they might be more familiar with the first word. Accurate reading of individual words, which might be key to the meaning of a sentence or paragraph, improves comprehension.

When teachers are reading with or to pupils, attention should be paid to new vocabulary – both a word's meaning(s) and its correct pronunciation.

Comprehension:

Even though pupils can now read independently, reading aloud to them should include whole books so that they meet books and authors that they might not choose to read themselves.

Pupils should be taught to recognise themes in what they read, such as loss or heroism. They should have opportunities to compare characters, consider different accounts of the same event and discuss viewpoints (both of authors and of fictional characters), within a text and across more than one text.

They should continue to learn the conventions of different types of writing, such as the use of the first person in writing diaries and autobiographies.

Pupils should be taught the technical and other terms needed for discussing what they hear and read, such as metaphor, simile, analogy, imagery, style and effect.

In using reference books, pupils need to know what information they need to look for before they begin and need to understand the task. They should be shown how to use contents pages and indexes to locate information.

The skills of information retrieval that are taught should be applied, for example in reading history, geography and science textbooks, and in contexts where pupils are genuinely motivated to find out information (for example, reading information leaflets before a gallery or museum visit or reading a theatre programme or review).

Pupils should have guidance about and feedback on the quality of their explanations and contributions to discussions.

Pupils should be shown how to compare characters, settings, themes and other aspects of what they read.

