

How our Reading curriculum is constructed



Our **'Progression'** details how our pupils learn the National Curriculum content.

'Overview' details what is taught and when.

Our expectations for meeting the expected standard (and exceeding in Years 2 and 6) for writing in each year are detailed in **Key Objectives (end points)** later in this document.

Please see *Reading Aloud – Progression and Overview* for books that are read to class by the teacher.

Protected characteristics and British Values are actively promoted at Appledore School by how we act, treat one another and in what we learn. Examples of how we actively teach protected characteristics in reading include: our read aloud spine including books themed around age, religion, belief, sexual orientation, sex (gender).

Reading Progression

FSU	1	2	3	4	5	6
	Phonics and decoding					
Say a sound for each letter in the alphabet and at least 10 digraphs.	To apply phonic knowledge and skills as the route to decode words.	To continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.	To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words).	To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill.	To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.	To 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.	To blend sounds in unfamiliar words using the GPCs that they have been taught.	To read accurately by blending the sounds in words	To apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti-	To apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently	To apply their growing knowledge of root words,	
Read aloud simple						

<p>sentences and books that are consistent with their phonic knowledge, including some common exception words.</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>Anticipate where appropriate key events in stories.</p>	<p>To respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes.</p> <p>To read words containing taught GPCs. To read words containing -s, -es, -ing, -ed and -est endings.</p> <p>To read words with contractions, e.g. I'm, I'll and we'll.</p>	<p>that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</p> <p>To accurately read most words of two or more syllables. To read most words containing common suffixes</p>	<p>and auto- to begin to read aloud.</p> <p>To 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.</p>		<p>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.</p>	
Common inception words						
	<p>To read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words</p>	<p>To read most Y1 and Y2 common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p>	<p>To begin to read Y3/Y4 exception words.</p>	<p>To read all Y3/Y4 exception words, discussing the unusual correspondences between spelling and these occur in the word.</p>	<p>To read most Y5/Y6 exception words,</p>	

Fluency						
	<p>To 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>To reread texts to build up fluency and confidence in word reading.</p>	<p>To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>To reread these books to build up fluency and confidence in word reading.</p> <p>To 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>			
Understanding and correcting inaccuracies						
	<p>To check that a text makes sense to them as they read and to self-correct.</p>	<p>To show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher.</p> <p>To check that the text makes sense</p>				

		to them as they read and to correct inaccurate reading				
Reading for pleasure						
	<p>To 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>To link what they have read or have read to them to their own experiences.</p> <p>To retell familiar stories in increasing detail.</p> <p>To join in with discussions about a text, taking turns and listening to what others say.</p> <p>To discuss the significance of titles and events.</p>	<p>To 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>To become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales.</p> <p>To discuss the sequence of events in books and how items of information are related.</p> <p>To recognise simple recurring literary language in stories and poetry.</p>	<p>To recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>To use appropriate terminology when discussing texts (plot, character, setting).</p>	<p>To discuss and compare texts from a wide variety of genres and writers.</p> <p>To read for a range of purposes.</p> <p>To identify themes and conventions in a wide range of books.</p> <p>To 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>To identify how language, structure and presentation contribute to meaning.</p> <p>To identify main ideas drawn from more than one</p>	<p>To 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>To 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>To identify main ideas drawn from more than one paragraph and to summarise these.</p> <p>To recommend texts to peers based on personal choice.</p>	<p>To 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>To recognise more complex themes in what they read (such as loss or heroism).</p> <p>To 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>To listen to guidance and feedback on the quality of their explanations and contributions to discussions and to make improvements when participating in discussions.</p>

		<p>To ask and answer questions about a text.</p> <p>To make links between the text they are reading and other texts they have read (in texts that they can read independently).</p>		<p>paragraph and summarise these.</p>		<p>To draw out key information and to summarise the main ideas in a text.</p> <p>To distinguish independently between statements of fact and opinion, providing reasoned justifications for their views.</p> <p>To compare characters, settings and themes within a text and across more than one text</p>
Words in context and authorial choice						
	<p>To discuss word meaning and link new meanings to those already known.</p>	<p>To discuss and clarify the meanings of words, linking new meanings to known vocabulary.</p> <p>To discuss their favourite words and phrases.</p>	<p>To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p> <p>To discuss authors' choice of words and phrases for effect.</p>	<p>Discuss vocabulary used to capture readers' interest and imagination.</p>	<p>To discuss vocabulary used by the author to create effect including figurative language.</p> <p>To evaluate the use of authors' language and explain how it has created an impact on the reader.</p>	<p>To 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>
Poetry and performance						
	<p>To recite simple poems by heart.</p>	<p>To continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate</p>	<p>To prepare and perform poems and play scripts that show some awareness of the audience when reading aloud.</p> <p>To begin to use appropriate intonation</p>	<p>To recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry).</p> <p>To prepare and perform poems</p>	<p>To continually show an awareness of audience when reading out loud using intonation, tone, volume and action.</p>	<p>To confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect.</p>

		intonation to make the meaning clear.	and volume when reading aloud.	and play scripts with appropriate techniques (intonation, tone, volume and action) to show awareness of the audience when reading aloud		
Non-fiction						
		To recognise that non-fiction books are often structured in different ways.	To retrieve and record information from non-fiction texts.	To use all of the organisational devices available within a non-fiction text to retrieve, record and discuss information. To use dictionaries to check the meaning of words that they have read.	To use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts.	To retrieve, record and present information from non-fiction texts. To 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>Click here to view the primary National Curriculum progression</p>						

Little Wandle Letters and Sounds Revised 2021: Programme progression

Reception and Year 1 overviews

This programme overview shows the progression of GPCs and tricky words that we teach term-by-term. The progression has been organised so that children are taught from the simple to more complex GPCs, as well as taking into account the frequency of their occurrence in the most commonly encountered words. All the graphemes taught are practised in words, sentences, and later on, in fully decodable books. Children review and revise GPCs and words, daily, weekly and across terms and years, in order to move this knowledge into their long-term memory.

Children need to learn to read as quickly as reasonably possible, so they can move from learning to read, to reading to learn, giving them access to the treasure house of reading. Our expectations of progression are aspirational yet achievable if schools maintain pace, practice and participation by all children. Children who are not keeping up with their peers should be given additional practice immediately through keep-up sessions.

Reception

Autumn 1 Phase 2 graphemes New tricky words	New tricky words
s a t p i n m d g o c k c k e u r h b f l	is I the

Autumn 2 Phase 2 graphemes	New Tricky Words
ff ll ss j v w x y z zz qu ch sh th ng nk <ul style="list-style-type: none"> • words with –s /s/ added at the end (hats sits) • words ending in s /z/ (his) and with –s /z/ added at the end (bags sings) 	put* pull* full* as and has his her go no to into she push* he of we me be

*The tricky words ‘put’, ‘pull’, ‘full’ and ‘push’ may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

Spring 1 Phase 3 graphemes	New Tricky Words
ai ee igh oa oo oo ar or ur ow oi ear air er <ul style="list-style-type: none"> • words with double letters • longer words 	was you they my by all are sure pure

Spring 2 Phase 3 graphemes	No new tricky words
Review Phase 3 <ul style="list-style-type: none"> • words with double letters, longer words, words with two or more digraphs, words ending in –ing, compound words • words with s /z/ in the middle • words with –s /s/ /z/ at the end • words with –es /z/ at the end 	Review all taught so far

Summer 1 Phase 4	New tricky words
Short vowels with adjacent consonants <ul style="list-style-type: none"> • CVCC CCVC CCVCC CCCVC CCCVCC • longer words and compound words 	said so have like some come love do were here little says there when what one out today

<ul style="list-style-type: none"> • words ending in suffixes: -ing, -ed /t/, -ed /d/ /ed/, -est 	
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Summer 2 Phase 4 graphemes	No new tricky words
Phase 3 long vowel graphemes with adjacent consonants <ul style="list-style-type: none"> • CVCC CCVC CCCVC CCV CCVCC • words ending in suffixes: -ing, -ed /t/, -ed /d/ /ed/, -ed /d/ -er, -est • longer words 	Review all taught so far

Year 1

Autumn 1	Review tricky words Phases 2-4
Review Phase 3 and 4 Phase 5 /ai/ ay play /ow/ ou cloud /oi/ oy toy /ea/ ea each	Phases 2–4: the put* pull* full* push* to into I no go of he she we me be was you they all are my by sure pure said have like so do some come love were there little one when out what says here today

*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

Autumn 2 Phase 5 graphemes	New tricky words
/ur/ ir bird /igh/ ie pie /oo/ /yoo/ ue blue rescue /yoo/ u unicorn /oa/ o go /igh/ i tiger /ai/ a paper /ee/ e he /ai/ a-e shake /igh/ i-e time /oa/ o-e home /oo/ /yoo/ u-e rude cute /ee/ e-e these /oo/ /yoo/ ew chew new /ee/ ie shield /or/ aw claw	their people oh your Mr Mrs Ms ask* could would should our house mouse water want

*The tricky word 'ask' may not be tricky in some regional pronunciations; in which case, it should not be treated as such.

Spring 1 Phase 5 graphemes	New tricky words
/ee/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder /igh/ y fly /oa/ ow snow /j/ g giant /f/ ph phone /l/ le al apple metal /s/ c ice /v/ ve give /u/ o-e o ou some mother young /z/ se cheese /s/ se ce mouse fence /ee/ ey donkey /oo/ ui ou fruit soup	any many again who whole where two school call different thought through friend work

Spring 2 Phase 5 graphemes	No new tricky words
/ur/ or word /oo/ u oul awful could /air/ are share /or/ au aur oor al author dinosaur floor walk /ch/ tch ture match adventure /ar/ al a half* father* /or/ a water schwa in longer words: different /o/ a want /air/ ear ere bear there /ur/ ear learn /r/ wr wrist /s/ st sc whistle science /c/ ch school /sh/ ch chef /z/ ze freeze schwa at the end of words: actor	once laugh because eye

*The tricky words 'half' and 'father' may not be pronounced as this in some regional pronunciations; in which case, they should not be treated as such.

Summer 1: Phonics screening check review – no new GPCs or tricky words

Summer2 Phase 5 graphemes	New tricky words
/ai/ eigh aigh ey ea eight straight grey break /n/ kn gn knee gnaw /m/ mb thumb /ear/ ere eer here deer /zh/ su si treasure vision /j/ dge bridge /i/ y crystal /j/ ge large /sh/ ti ssi si ci potion mission mansion delicious /or/ augh our oar ore daughter pour oar more	busy beautiful pretty hour move improve parents shoe

Reading Curriculum Overview							
	FSU	Y1	Y2	Y3	Y4	Y5	Y6
Autumn 1	Children read LWLS decodable books in small groups matched to their phonics ability.	Children read LWLS decodable books in small groups matched to their phonics ability.	Children take part in small group guided reading. This is with a LWLS decodable book matched to their phonic ability. Once they have finished LWLS, they will read a book in a small group closely matched to their reading ability.	Children take part in a mixture of small group guided reading and whole class reading sessions using whole texts and extracts. A variety of genres are included.			
Autumn 2							
Spring 1							
Spring 2							
Summer 1							
Summer 2							

Reading Key Objectives (end points)

FSU

- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
- 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.

Year 1

Decoding

- Apply phonic knowledge and skills to decode words: blend accurately and speedily using known graphemes; re-read with fluency and confidence; read accurately and recognise when a word does not make sense
- Read common exception words accurately

Reading for pleasure

- Participate actively in listening and sharing a wide range of books.
- Choose to read.

Inference

- In texts read to them and simple texts read themselves, make inferences on the basis of what is being said and done e.g. How a character feels, why a character does something

Predict

- With support can link own experiences to what they read.
- Make predictions about reading: from a title and front cover of a book and on the basis of what has been read so far

Clarify

- Discuss word meanings, making links to known vocabulary

Question

- Raise simple questions about texts they read and that are read to them.
- Answer simple, information retrieval questions about texts.

Summarise

- Link title to key events in a text.

Language for effect

- Recognise and join in with predictable phrases

Themes and conventions

- Retell familiar stories and rhymes and talk about their key features.

Year 2

Working towards the expected standard

The pupil can:

- Read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes
- Read accurately some words of two or more syllables that contain the same grapheme phoneme correspondences (GPCs) 1
- Read many common exception words

In a book closely matched to the GPCs as above, the pupil can:

- Read aloud many words quickly and accurately without overt sounding and blending

- Sound out many unfamiliar words accurately
- In a familiar book that is read to them, the pupil can:
- Answer questions in discussion with the teacher and make simple inferences

Working at the expected standard

The pupil can:

- Read accurately most words of two or more syllables
- Read most words containing common suffixes
- Read most common exception words

In age-appropriate books, the pupil can:

- Read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words
- Sound out most unfamiliar words accurately, without undue hesitation.

In a book that they can already read fluently, the pupil can:

- Check it makes sense to them, correcting any inaccurate reading
- Answer questions and make some inferences
- Explain what has happened so far in what they have read

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Working at greater depth within the expected standard

The pupil can, in a book they are reading independently:

- Make inferences
- Make a plausible prediction about what might happen on the basis of what has been read so far
- Make links between the book they are reading and other books they have read

Year 3&4

Decoding

- Decode most new words outside of spoken vocabulary.
- Read longer words with support.
- Use the context of a sentence to read unfamiliar words.
- Self -correct consistently
- Read simple chapter books independently and silently

Reading for pleasure

- Read for a range of purposes independently.
- Choose appropriate texts with support.
- Demonstrate engagement with reading: reading for sustained periods of time; complete books; engaging actively in book discussion and respond to reading in a written form

Inference

- Draw inferences such as characters' feelings, thoughts and motives from their actions, and justify with evidence from the text or life experience

Prediction

- Predict what might happen from details stated and implied based on: content and simple themes/ text types
- Justify predictions with evidence

Clarifying

- Use dictionaries to check the meanings of words they have read.

	<p>Questioning</p> <ul style="list-style-type: none"> • Ask and answer questions to improve understanding of a text <p>Summarising</p> <ul style="list-style-type: none"> • Identify main ideas drawn from more than one paragraph and summarise these. • Retrieve and record information from non-fiction <p>Language for effect</p> <ul style="list-style-type: none"> • Identify language, structural and presentational features of texts and discuss how they contribute to the meaning. • Discuss words and phrases that engage the reader. • Give extended explanations of the impact of language choices on meaning <p>Themes and conventions</p> <ul style="list-style-type: none"> • Begin to make connections between texts. • Begin to identify simple common themes in texts e.g. good vs evil, use of magical devices. • Begin to identify conventions of different types of writing. • Comment on the use of conventions in different types of writing.
Year 5	<p>Decoding</p> <ul style="list-style-type: none"> • Read age-appropriate books with confidence and fluency, including whole novels • Use a range of reading strategies to work out any unfamiliar word. • Read aloud and to perform, showing understanding through intonation, tone and volume so that meaning is clear to an audience. <p>Reading for pleasure</p> <ul style="list-style-type: none"> • Read a broader range of texts including those from literary heritage and more challenging texts. • Recommend books they have read to their peers, giving reasons for their choices. • Demonstrate continuing engagement with reading: reading for sustained periods of time; complete a wider range of more challenging and lengthier books and engage actively in book discussions with and without adult support. • Respond to reading in a written form, beginning to develop a critical stance. <p>Inference</p> <ul style="list-style-type: none"> • Make inferences drawn from across and between texts and justify with evidence. • Use PEE (Point, Evidence, and Explanation) to support inferences <p>Prediction</p> <ul style="list-style-type: none"> • Predict what might happen from details stated and implied based on: themes; conventions; knowledge about the author and genres <p>Clarifying</p> <ul style="list-style-type: none"> • Give the meaning of words in context. • Explore and explain the meaning of words in context. • Distinguish between fact and opinion. • Clarify concepts and ideas at sentence, paragraph and whole text level <p>Questioning</p> <ul style="list-style-type: none"> • Ask and answer questions to improve understanding of themes and authorial intent <p>Summarising</p> <ul style="list-style-type: none"> • Identify and summarise main ideas from across a text. • Identify key details that support main ideas using quotation for illustration • Retrieve, record and present key information from non-fiction. <p>Language for effect</p> <ul style="list-style-type: none"> • Discuss how the structural and presentational choices impact on meaning, theme and purpose.

- Discuss and evaluate texts, commenting on writers' use of words, phrases and language features including figurative language.

Themes and conventions

- Identify the themes and conventions of a range of texts.
- Discuss/comment on themes and conventions in different genres and forms.
- Make comparisons and contrasts within and across texts.
- Discuss viewpoints (both of the author and fictional characters), within a text and across more than one text.
- Provide reasoned justifications for opinions about a book.

Year 6

Working towards the expected standard

The pupil can:

- Write for a range of purposes
- Use paragraphs to organise ideas
- In narratives, describe settings and characters
- In non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)
- Use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly
- Spell correctly most words from the year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list
- Write legibly

Working at the expected standard

The pupil can:

- write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)
- in narratives, describe settings, characters and atmosphere
- Integrate dialogue in narratives to convey character and advance the action
- select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)
- Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs
- Use verb tenses consistently and correctly throughout their writing
- Use the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech)
- Spell correctly most words from the year 5 / year 6 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary
- Maintain legibility in joined handwriting when writing at speed

Working at greater depth within the expected standard

The pupil can:

- Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure)
- Distinguish between the language of speech and writing and choose the appropriate register
- Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this
- Use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity