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PRIMARY SCHOOL	

English Curriculum: Reading

PRIMARY SCHOOL Word Reading				Comprehension			
Pupils should be able to read all common graphemes, and should be able to read unfamiliar words containing these graphemes, accurately and without undue hesitation, by sounding				Continue to focus on establishing pupils' accurate and speedy word reading skills.			
them out in books that are matched closely to each pupil's level of word reading. Be able to read many common words containing GPCs taught so far, such as shout, hand,				Pupils should listen to and discuss a wide range of stories, poems, plays and information books; this should include whole books.			
secure this will incre automatically.	ease their fluency by being	able to read th					
	ave acted out during Year Word Recognition		e been read to and discussed with Comprehension & Understand	ling Deducing	Information	Grammatical	Resear
them or that they h	ave acted out during Year	1.		ling Deducing	Information & Expression	Grammatical Features	Researc
them or that they h <i>Decoding</i> Continue to apply	ave acted out during Year <i>Word Recognition</i> Read common	1. Patterns & Rhymes Recognise	Comprehension & Understand Pupils should be taught to develop	Understand both the books	& Expression Use commas,	<i>Features</i> Read accurately words	Knows
them or that they h Decoding Continue to apply phonic knowledge	ave acted out during Year <i>Word Recognition</i> Read common exception words,	1. Patterns & Rhymes Recognise and join in	Comprehension & Understand Pupils should be taught to develop pleasure in reading, motivation to re	Understand both the books read that they can already read	& Expression Use commas, question	Features	Knows difference
them or that they h <i>Decoding</i> Continue to apply phonic knowledge and skills as the	ave acted out during Year <i>Word Recognition</i> Read common exception words, noting unusual	1. Patterns & Rhymes Recognise and join in with	Comprehension & Understand Pupils should be taught to develop	ead Understand both the books that they can already read accurately and fluently and	& Expression Use commas, question marks	Features Read accurately words of two or more syllables.	Knows differenc between
them or that they h Decoding Continue to apply phonic knowledge and skills as the route to	ave acted out during Year <i>Word Recognition</i> Read common exception words, noting unusual correspondence	1. Patterns & Rhymes Recognise and join in with predictable	Comprehension & Understand Pupils should be taught to develop pleasure in reading, motivation to re and understanding.	ead Understand both the books that they can already read accurately and fluently and those that they listen to	& Expression Use commas, question marks and	Features Read accurately words of two or more syllables. Uses Grammar to	Knows differenc between fiction a
ontinue to apply honic knowledge nd skills as the	ave acted out during Year <i>Word Recognition</i> Read common exception words, noting unusual	1. Patterns & Rhymes Recognise and join in with	Comprehension & Understand Pupils should be taught to develop pleasure in reading, motivation to re	ead Understand both the books that they can already read accurately and fluently and those that they listen to. s ding Draw on what they already	& Expression Use commas, question marks	Features Read accurately words of two or more syllables.	difference

route to	correspondence	predictable		those that they listen to.	and	Uses Grammar to	fiction and
decode words until	between spelling and	phrases.	Listen to, discuss and express views		exclamation	decipher unfamiliar	non-fiction.
automatic	sound and where		about a wide range of poetry (including	Draw on what they already	marks to	words.	
decoding has	these occur in the	Learn to	contemporary and classic), stories and	know or on background	vary		Introduced
become	word.	appreciate	non-fiction at a level beyond that	information and vocabulary	expression.	Read words containing	to non-
embedded and		rhymes	at which they can read independently.	provided by the teacher.		taught GPCs and –s, -es,	fiction
reading is fluent.	Read most words	and	Discuss the sequence of events in books		Read aloud	—ing, —ed,	books that
	quickly and accurately	poems,	and how items of information are	Check that the text makes	with	—er and —est endings.	are
Read accurately by	when they have	and to	related.	sense to them as they read	expression		organised
blending the	been frequently	recite some		and correct inaccurate	and	Read other words of	in different
sounds in words	encountered without	by heart.	Become increasingly familiar with and	reading.	intonation.	more than one syllable	ways.
that contain	overt sounding and		retell a wider range of stories, fairy			that contain	
the graphemes	blending.		stories and traditional tales.	Make inferences on the		taught GPCs.	Use
taught so far,			Be introduced to non-fiction books that	basis of what is being said			contents &
especially			are structured in different ways.	and done.			index to
recognising				Answer and ask questions.			find

alternative sounds	Read aloud books	Recognise simple recurring literary		Read words with	information
for graphemes.	closely matched to	language in stories and poetry.	Predict what might happen	contractions, e.g. I'm,	
	their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.	Discuss their favourite words and phrases. Continue to build up a repertoire of poems learnt by heart, appreciating and reciting some, with appropriate intonation to make the meaning clear.	on the basis of what has been read so far.	I'll, we'll, and understand that the apostrophe, signals the omission of a letter. Read words containing common suffixes.	
	Re-read these books to build up their fluency and confidence in word reading.	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.			