KS2 Traded

English (Reading) Programme of Study 2025/26

Reading – Programme of Study KEY STAGE 2 **Primarily delivered through Raedwald Trust Reading Curriculum and Read, Write Inc. Phonics programme.** **Some comprehension objectives are covered within the English (writing) planning units.**		
	Word Reading	**Comprehension**
Prior learning	Early Learning Goals	Early Learning Goals
Year 1	• Can apply phonic knowledge to decode words • Can speedily recognise all 40+ letters/groups • Read some common exception words • Read common suffixes • Read mutlisyllable words • Read contractions and understanding use of apostrophe • Read aloud accurately books that are consistent with their developing phonic knowledge.	• Develop pleasure in reading by listening to and discussing wide range of poems, stories and non-fiction at a level beyond which they can read independently. • Link what they read with own experiences • Become familiar with key stories, fairy stories and traditional tales (including retelling and considering characteristics) • Can join in with predictable phrases and recite some rhymes poems by heart • Check that the text makes sense as they read • Discuss the significance of the title and events • Make inferences and predictions about text • Participate in discussion about what is read to them, taking turns and listening to others, and explain their understanding clearly.
Year 2	• Continue to apply phonic knowledge as route to decode words until reading is fluent (including recognition of alternative sounds for graphemes) • Read further common exception words • Read words containing suffixes • Read most words quickly and accurately • Read and re-read books closely linked to their improving phonic knowledge	• Develop pleasure in reading, motivation to read and vocabulary and understanding • Listen to, discuss and express views about a wide range of poetry, stories and non-fiction (at a level beyond what they can read independently) • Discuss the sequence of events in books • Become familiar with and retell a wider range of stories • Introduce to non-fiction books • Recognise simple recurring literacy language in stories and poetry • Discuss words, phrases and vocabulary • Build up poems learnt by heart (with intonation) • Draw on background information and previous knowledge for understanding of text • Check that the text makes sense as they read • Make inferences on the basis of what is being said and done, answer and ask questions and make predictions based on what has been read so far • Participate in discussion about what is read to them, taking turns and listening to others, and explain their understanding clearly.
Taught content: Knowledge/Skills	**Word Reading**	**Comprehension**
Year 3 and 4	• Apply growing knowledge of root words, prefixes and suffixes to read aloud and understand meaning of words • Read further common exception words	• Develop positive attitudes to reading and understanding what they read • Listen and discuss a wide range of fiction, poetry, plays, non-fiction, reference books or textbooks • Reading texts structured differently and for different purposes

		• Use dictionaries to check meanings • Increase familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some orally • Identify themes and conventions in books • Prepare poems and play scripts to read aloud and perform – intonation, tone, volume and action • Discuss words and phrases that capture reader's interest • Recognise different forms of poetry • Check that the text makes sense as they read • Discuss understanding and explaining meaning of words • Ask questions to improve understanding of text • Draw and justify inferences with evidence • Make predictions • Identify main ideas (from more than one paragraph) and summarise • Identify how language, structure and presentation contribute to meaning • Retrieve and record information from non-fiction • Participate in discussion about what is read to them, taking turns and listening to others, and explain their understanding clearly.
Year 5 and 6	• Apply growing knowledge of root words, prefixes and suffixes to read aloud and understand meaning of words	• Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • Reading texts structured differently and for different purposes • Make comparisons within and across texts • Increase familiarity with a wide range of books (including myths and legends, fiction from our literacy heritage, and books from other cultures and traditions) • Identify themes and conventions in books • Learning and wider range of poetry by heart • Prepare poems and play scripts to read aloud and perform – intonation, tone, volume and action • Check that the text makes sense as they read • Discuss understanding and explore meaning of words • Ask questions to improve understanding of text • Summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas • Draw and justify inferences with evidence • Make predictions • Identify 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 • Recommend books read to peers, giving reasons for choices • Participate in discussions about books, building on own and others' ideas and challenging views courteously • Explain and discuss their understanding of what they have read through formal presentations and debates • Provide reasoned justifications for their views

	It is essential that pupils whose decoding skills are poor are taught through a rigorous and systematic phonics programme. *These pupils should follow the upper key stage 2 programme of study in terms of listening to books and other writing that they have not come across before, hearing and learning new vocabulary and grammatical structures, and having a chance to talk about all of these.*	• Read a wider range of challenging texts that are above chronological age with fluency and understanding, decoding unfamiliar words with speed and skill and recognizing their meaning through contextual cues • Confidently perform texts using a wide range of devices to engage the audience and for effect • Read, discuss, compare and evaluate in depth a wide range of genres • Recognise themes in their reading • Compare characters, settings and themes within and across texts • Consider different accounts of the same event and discuss viewpoints • Analyse use and effect of language (including figurative language) • Discuss how characters change and develop by drawing inferences based on indirect cues • Draw out key information and summarise main ideas in a text • Distinguish between facts and opinions, providing reasoned justifications • Participate in discussions about books, building on own and others' ideas and challenging views courteously