

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.		
	Area of study Word Reading	Area of study Comprehension
Prior learning	Early Learning Goals	Early Learning Goals
Year 1	<ul style="list-style-type: none"> • Can apply phonic knowledge to decode words • Can speedily recognise all 40+ letters/groups • Read some common exception words • Read common suffixes • Read multisyllable words • Read contractions and understanding use of apostrophe • Read aloud accurately books that are consistent with their developing phonic knowledge. 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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)

	improving phonic knowledge	<ul style="list-style-type: none"> • 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/S kills	Area of study Word Reading	Area of study Comprehension
Year 3 and 4	<ul style="list-style-type: none"> • Apply growing knowledge of root words, prefixes and suffixes to read aloud and understand meaning of words • Read further common exception words 	<ul style="list-style-type: none"> • 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



		<ul style="list-style-type: none"> • Participate in discussion about what is read to them, taking turns and listening to others, and explain their understanding clearly.
<p>Year 5 and 6</p>	<ul style="list-style-type: none"> • Apply growing knowledge of root words, prefixes and suffixes to read aloud and understand meaning of words 	<ul style="list-style-type: none"> • 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



		<ul style="list-style-type: none"> • Provide reasoned justifications for their views
<p>Subsequent learning</p>	<p><i>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.</i></p>	<ul style="list-style-type: none"> • 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