

St Mary's Reading & Phonics Curriculum Overview

Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Decoding						
<p>I can use my phonological awareness to:</p> <ul style="list-style-type: none"> -spot and suggest rhymes -count or clap syllables in words -recognise words with the same initial sound, such as money and mother. <p>I can read individual letters by saying the sounds for them.</p> <p>I can blend sounds into words, so that I can read short words made up of letter-sound correspondence.</p> <p>I can read some letter groups that each represent one sound and say sounds for them.</p> <p>I can read simple phrases and sentences made up of words with known letter sound correspondences and, where necessary, a few exception words.</p> <p>I can say a sound for each letter in the alphabet and at least 10 digraphs.</p>	<p>I can apply phonic knowledge and skills to decode words.</p> <p>I can blend sounds in unfamiliar words using the GPCs that I have been taught.</p> <p>I can respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes.</p> <p>I can read words containing taught GPCs.</p> <p>I can read words containing -s, -es, -ing, -ed and -est endings.</p> <p>I can read words with contractions, e.g. I'm, I'll and we'll.</p>	<p>I can apply phonic knowledge and skills to decode words until decoding is embedded and my reading is fluent.</p> <p>I can read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</p> <p>I can accurately read most words of two or more syllables.</p> <p>I can read most words containing common suffixes.</p>	<p>I can use phonic knowledge to decode quickly and accurately.</p> <p>I can read aloud and understand the meaning of root words, prefixes and suffixes, e.g: prefixes in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto-</p> <p>I can read further exception words.</p>	<p>I can read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill.</p> <p>I can apply my growing knowledge of root words, prefixes and suffixes, to read aloud and to understand the meaning of new words.</p>	<p>I can read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill.</p> <p>I can apply knowledge of root words, prefixes and suffixes, e.g: -sion, tion, -cial, -tial, -ant, ance, -ancy, -ent, -ence, ency, -able, -ably, -ible, ibly.</p>	<p>I can read fluently with full knowledge of all Y5/6 common exception words, root words, prefixes, suffixes/word endings.</p> <p>I can decode any unfamiliar words with increasing speed and skill.</p> <p>I can recognise their meaning through contextual clues.</p>

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<p>I can read words consistent with my phonic knowledge by sound blending.</p> <p>I can read aloud simple sentences and books that are consistent with my phonic knowledge, including some common exception words.</p>						
Common exception words						
<p>I can read a few common exception words matched to the school's phonics programme.</p> <p>I can read some common irregular words.</p>	<p>I can read Y1 common exception words</p> <p>I can read most Y1 and Y2 common exception words.</p>	<p>I can read most Y1 and Y2 common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p>	<p>I can begin to read Y3/Y4 exception words.</p>	<p>I can read all Y3/Y4 exception words, discussing the unusual correspondence between spellings and sound and where these occur in the word.</p>	<p>I can read most Y5/Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.</p>	
Fluency						
<p>I can understand the five key concepts about print: -print has meaning -the names of different parts of a book -print can have different purposes -page sequencing -we read English text from left to right and from top to bottom.</p> <p>I can blend sounds into words, so that I can read short words made up of letter/sound correspondence.</p> <p>I can read simple phrases and sentences made up of words with known</p>	<p>I can accurately read texts that are consistent with my developing phonic knowledge and that do not require me to use other strategies to work out words.</p> <p>I can reread texts to build up fluency and confidence in word reading.</p>	<p>I can read aloud books (closely matched to my improving phonic knowledge).</p> <p>I can sound out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>I can reread these books to build up fluency and confidence in word reading.</p> <p>I can read words accurately and fluently without overt sounding and blending, e.g. at over</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>			

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<p>letter/sound correspondences and, where necessary, a few exception words.</p> <p>I can re-read books to build up my confidence in word reading, my fluency and my understanding and enjoyment.</p> <p>I can read aloud simple sentences and books that are consistent with my phonic knowledge, including some common exception words.</p>		<p>90 words per minute, in an age appropriate texts.</p>				

Range of reading - discussing texts

<p>I can engage in extended conversations about stories, learning new vocabulary.</p> <p>I can engage in story time.</p>	<p>I can listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which I can read independently.</p> <p>I can link what I have read or have read to me to my own experiences.</p> <p>I can retell familiar stories in increasing detail.</p> <p>I can join in with discussions about a text, taking turns and listening to what others say.</p> <p>I can discuss the significance of titles and events.</p>	<p>I can participate in discussion about books, poems and other works that are read to me (at a level beyond at which I can read independently).</p> <p>I can explain my understanding and express my views about books I have read myself</p>	<p>I can listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>I can read for a range of purposes.</p> <p>I can join in discussions about both books that are read to me and those that I have read myself.</p> <p>I can take turns and listen to what others say.</p>	<p>I can listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>I can read and discuss books that are structured in different ways and reading for a range of Purposes.</p> <p>I can join in discussion about both books that are read to me and those that I have read to myself.</p> <p>I can take turns and listen to what others say.</p>	<p>I can read and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks that are structured in different ways and reading for a range of purposes.</p> <p>I can make comparisons within and across books.</p> <p>I can recommend books I have read to my peers and give reasons for my choices.</p> <p>I can participate in discussions about books, building on my own and others' ideas and challenging views.</p>	<p>I can read and discuss a wide range of fiction, poetry, plays, nonfiction and reference books or textbooks.</p> <p>I can read books that are structured in different ways and reading for a range of purposes.</p> <p>I can make comparisons within and across books.</p> <p>I can recommend books I have read to my peers, giving reasons for my choices.</p> <p>I can write reviews on books I have read.</p>
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					I can explain and discuss my understanding on what I have read	I can participate in discussions about books, building on my own and others' ideas and challenging views. I can explain and discuss my understanding on what I have read.
Familiarity with text						
<p>I can talk about familiar books and be able to tell a long story. I can engage in story time.</p> <p>I can retell the story, once I have developed a deep familiarity with the text; some as exact repetition and some in my own words.</p> <p>I can listen attentively and respond to what I hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p> <p>I can anticipate (where appropriate) key events in stories.</p> <p>I can demonstrate understanding of what has been read to me by retelling stories and narratives using my own</p>	<p>I can recognise simple recurring literary language in stories and poetry.</p> <p>I can ask and answer questions about a text.</p> <p>I can make links between the text I am reading and other texts I have read (in texts that I can read independently).</p>	<p>I am becoming increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales.</p> <p>I can discuss the sequence of events in books and how items of information are related.</p>	<p>I am increasingly familiar with a wide range of books, including fairy stories, myths and legends.</p> <p>I can retell some of them orally.</p> <p>I can identify simple themes and conventions in a wide range of books.</p> <p>I can use appropriate terminology when discussing texts (plot, character, setting).</p>	<p>I am increasingly familiar with a wide range of books, including fairy stories, myths and legends.</p> <p>I can retell some of them orally.</p> <p>I can identify themes and conventions in a wide range of books.</p> <p>I can identify simple themes such as good over evil. I can make a simple summary of the main ideas in a paragraph.</p>	<p>I am familiar with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our library and books from other cultures and traditions.</p> <p>I can identify characteristics of text types (e.g. first person in diaries).</p> <p>I can summarise the main ideas in a text drawn from more than one paragraph.</p> <p>I can identify story plots.</p> <p>I can explain authorial choice.</p>	<p>I am familiar with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our library heritage and books from other cultures and traditions.</p> <p>I can recognise more complex themes (eg. heroism or loss).</p> <p>I can draw out key information and summarise the main ideas in a text.</p> <p>I can compare characters, settings and themes within a text and across more than one text.</p>

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words and recently introduced vocabulary.						
Words in context and authorial choice						
<p>I can use a wider range of vocabulary.</p> <p>I can engage in extended conversations about stories, learning new vocabulary.</p> <p>I can learn new vocabulary.</p> <p>I can use new vocabulary throughout the day.</p> <p>I can use new vocabulary in different contexts.</p> <p>I can use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play.</p>	<p>I can discuss word meaning and link new meanings to those I already know.</p>	<p>I can discuss and clarify the meanings of words, linking new meanings to vocabulary I know.</p> <p>I can discuss my favourite words and phrases.</p>	<p>I can check that the text makes sense by discussing understanding and explaining the meaning of words in context.</p> <p>I can discuss words and phrases that capture my interest and imagination.</p>	<p>I can check that the text makes sense to by explaining the meaning of words in context.</p> <p>I can discuss words and phrases that capture my interest and imagination</p> <p>I can identify how language, structure, and presentation contribute to meaning.</p>	<p>I can identify how language, structure and presentation contribute to meaning.</p> <p>I can discuss vocabulary used by the author to create effect including figurative language.</p> <p>I can start to evaluate the use of author's language and explain how it has created an impact on the reader.</p>	<p>I can identify how language, structure and presentation contribute to meaning.</p> <p>I can analyse and evaluate the use of language including figurative language and how it is used for effect using technical terminology such as metaphor, simile, imagery, style and effect.</p> <p>I can identify and evaluate the effectiveness of an author's choice and use of language, explaining the impact on the reader.</p>
Inference and prediction						
<p>I can understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</p> <p>I can ask questions to find out more and to check I understand.</p> <p>I can offer explanations for why things might happen, making use of recently introduced</p>	<p>I am beginning to make simple inferences.</p> <p>I can predict what might happen on the basis of what has been read so far.</p>	<p>I can make inferences on the basis of what is being said and done.</p> <p>I can predict what might happen on the basis of what has been read so far in a text.</p>	<p>I can ask and answer questions appropriately including some simple inference questions based on characters' feelings, thoughts.</p> <p>I can justify with predictions using evidence from the text.</p>	<p>I can draw inferences from characters' feelings, thoughts and motives that justifies their actions, supporting my views with evidence from the text.</p> <p>I can justify my predictions from details stated and implied.</p>	<p>I can draw inferences from characters' feelings, thoughts and motives -I discuss how characters change and develop through the texts.</p> <p>I can make predictions based on details stated and implied and justify them in detail with evidence from the text.</p>	<p>I can consider different accounts of the same event and to discuss viewpoints (both of authors and fictional characters).</p> <p>I can discuss how characters change and develop through texts based on indirect clues.</p>

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<p>vocabulary from stories, nonfiction, rhymes and poems when appropriate.</p> <p>I can anticipate (where appropriate) key events in stories.</p>			I can make simple predictions using evidence from the text.			<p>I can draw inferences using evidence from the text to explain my answers.</p> <p>I can make predictions based on details stated and implied, justifying them in detail with evidence from the text.</p>
Non-fiction						
<p>I can engage in non-fiction books.</p> <p>I can listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>I can listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>I can offer explanations for why things might happen, making use of recently introduced vocabulary from non-fiction.</p> <p>I can use and understand recently introduced vocabulary during discussions about non-fiction.</p>	I am beginning to recognise that non-fiction books are often structured in different ways.	I can recognise that non-fiction books are often structured in different ways.	I can retrieve and record information from non-fiction.	<p>I can retrieve and record information from non-fiction.</p> <p>I can identify features in non-fiction e.g. greetings in letters, diary in first person, devices such as numbering and headings.</p>	<p>I can distinguish between fact and opinion.</p> <p>I can retrieve, record and present information from a range of non-fiction.</p>	<p>I can distinguish between statements of fact and opinion.</p> <p>I can retrieve, record and present information from a range of non-fiction.</p>

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Poetry and performance						
<p>I can sing a large repertoire of songs.</p> <p>I know many rhymes.</p> <p>I can talk about familiar books and am able to tell a long story.</p> <p>I can take part in simple pretend play, using an object to represent something else even though they are not similar.</p> <p>I can begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.</p> <p>I know many rhymes.</p> <p>I can perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music.</p>	<p>I can recite simple poems by heart.</p>	<p>I can continue to build up a repertoire of poems learnt by heart.</p> <p>I can appreciate these and recite some with appropriate intonation to make the meaning clear.</p>	<p>I can perform poetry, showing understanding through intonation, tone, volume and action.</p> <p>I can recognise some different forms of poetry.</p>	<p>I can prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.</p> <p>I can recognise some different forms of poetry.</p>	<p>I can learn a poem by heart.</p> <p>I can 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.</p>	<p>I can learn a range of poetry by heart preparing 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.</p>