



Curriculum Intent

Subject: Reading

Subject coordinators: Christina Joseph and Georgette Davies

| End points for Early Years | End points for KS1 | End points for KS2 |
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| <p><i>Children will be introduced and of practised sounding out and blending words with all of the phonics sounds from phase 2, 3 and 4 through a systematic programme - the emphasis here in the national framework 2021 is on good quality teaching and daily phonics lessons. Bug Club phonics</i></p> | <p>Children will be able to use all of the phonics sounds from Phase 1 to 6 to sound out and blend unfamiliar words. This adds fluency to their reading.</p> | <p>Children will be fluently reading text that has a range of vocabulary and writing features within the text. (Children should be able to identify: similes; metaphors, personification and idioms). For word reading children should be able to draw on their knowledge of root words, prefixes and suffixes. Range of high quality text in the whole class guided reading.</p> |
| <p>Children will be able to find clues while observing an image from a story to help them describe what is happening.</p> | <p>Children will know some sight words and identify them in the text such as 'said'.</p> | <p>Children will be able to read with expression, using the change or tone of voice for the text. Chances to read in every lesson</p> |
| <p>Children will be able to sequence simple stories and interact with recurring words and sentences. This is most apparent in the EYFS choice of book text that uses repetition of phrases.</p> | <p>Children will be able to answer simple 1b questions and practise answering 1d questions by finding clues in the text and thinking about their own experiences while building their inference skills.</p> | <p>Children will be able to write a PEE paragraph to explain their views with quotes from the text to back up their ideas. They should show that they can select relevant evidence while using their knowledge of writing features to help them. In Year 4 this is taught through APE but as children progress through to Year 5 they begin to learn PEE structures which help them when they justify their ideas by using quotes from the text in their Year 6 SATs. Friday extended reading lesson.</p> |
| <p>Children will be building up language skills during story telling activities as well as confidently copying phrases while listening to the teacher's pronunciation of words.</p> | <p>Children will be building up a bank of vocabulary and learning the meanings of these words while solving 1a questions in the text. (This should be both discrete teaching and focused teaching to help children learn more ambitious vocabulary. This is usually within the</p> | <p>Our school will have built a love of reading by Year 6 while children become confident to recommend books and explain why they are appealing while explaining the book's genre and comparing it to other books they have read. The skill of reading is described in the</p> |

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| | teacher-led activity to help build the skill of looking at the meaning of the word by reading the entire sentence in search of clues. | National Curriculum as being 'effortless' by the time children leave Year 6. Bug club, library, drop everything and read. Quality text and Power of reading. |
| Children will have a chance to read at home using books that include phonemes that they have already learnt. Images in the text help children to infer the story further. | Children will be able to explain their answers by finding some proof in the text to back up their views. This is more prominent in the Explain Why questions. | Children will be confident in making comparisons between different books while using their growing skills of summarising a story, inferring, correcting their own misconceptions of word meanings and understanding character's motives and feelings. |
| | Children will be able to begin to make suitable / plausible predictions using the text for clues. (This is a greater depth descriptor but is used throughout the year in Year 2 to help build children's 1e skills.) | Recite part or whole of a poem using performance techniques through intonation, tone and volume so that the meaning is clear to an audience. Poetry competition poetry morning. Poetry lessons Example Year 6 Christmas poetry |
| | | children will be able to discuss a text with each other, challenging one another's views and building confidence in presenting their ideas confidently. oracy |

