



Ryhope Infant School Academy

Curriculum Overview for reading

(Adapted from - Together for Children (Sunderland), Curriculum overview for Reading Jan '20)

Updated September 2021

Birth to 5 Matters

Reading In the EYFS

Range 1	<ul style="list-style-type: none">• Notices and engages with sounds and images in the environment• As part of sensory exploration, may touch and handle books and digital reading devices• Enjoys looking at books and other suitable printed or digital material with familiar people, and being read to
Range 2	<ul style="list-style-type: none">• Handles books, printed and digital reading material with interest• Responds to sounds in the environment such as cars, sirens and birds• Is interested in and explores the sounds made by banging and tapping familiar objects and simple instruments• Waves and taps arms, bounces or stamps to simple rhythms in songs and rhymes• Notices pictures and symbols and beginning to recognise what they stand for in their familiar experiences
Range 3	<ul style="list-style-type: none">• Is interested in and anticipates books and rhymes and may have favourites• Begins to join in with actions and sounds in familiar song and book sharing experience
Range 4	<ul style="list-style-type: none">• Has some favourite stories, rhymes, songs, poems or jingles• Repeats and uses actions, words or phrases from familiar stories• Fills in the missing word or phrase in a known rhyme, story or game, e.g. Humpty Dumpty sat on a• Begins to recognise familiar logos from children's popular culture, commercial print or icons for apps• Enjoys rhythmic and musical activity with percussion instruments, actions, rhymes and songs, clapping along with the beat and joining in with words of familiar songs and nursery rhymes
Range 5	<ul style="list-style-type: none">• Listens to and joins in with stories and poems, when reading one-to-one and in small groups• Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories• Begins to be aware of the way stories are structured, and to tell own stories• Talks about events and principal characters in stories and suggests how the story might end• Shows interest in illustrations and words in print and digital books and words in the environment• Recognises familiar words and signs such as own name, advertising logos and screen icons• Looks at and enjoys print and digital books independently• Knows that print carries meaning and, in English, is read from left to right and top to bottom• Knows information can be relayed through signs and symbols in various forms (e.g. printed materials, digital screens and environmental print)• Handles books and touch screen technology carefully and the correct way up with growing competence• Begins to navigate apps and websites on digital media using drop down menu to select websites and icons to select apps• Begins to develop phonological and phonemic awareness - Shows awareness of rhyme and alliteration - Recognises rhythm in spoken words, songs, poems and rhymes - Claps or taps the syllables in words during sound play - Hears and says the initial sound in words

Range 6	<ul style="list-style-type: none"> • Enjoys an increasing range of print and digital books, both fiction and non-fiction • Uses vocabulary and forms of speech that are increasingly influenced by their experiences of reading • Describes main story settings, events and principal characters in increasing detail • Re-enacts and reinvents stories they have heard in their play • Knows that information can be retrieved from books, computers and mobile digital devices • Is able to recall and discuss stories or information that has been read to them, or they have read themselves Begins to recognise some written names of peers, siblings or “Mummy”/”Daddy” for example • Begins to develop phonological and phonemic awareness - Continues a rhyming string and identifies alliteration - Hears and says the initial sound in words - Begins to segment the sounds in simple words and blend them together and knows which letters represent some of them - Starts to link sounds to letters, naming and sounding the letters of the alphabet - Begins to link sounds to some frequently used digraphs, e.g. sh, th, ee • Begins to read some high frequency words, and to use developing knowledge of letters and sounds to read simple phonically decodable words and simple sentences • Engages with books and other reading materials at an increasingly deeper level, sometimes drawing on their phonic knowledge to decode words, and their knowledge of language structure, subject knowledge and illustrations to interpret the text • Includes everyday literacy artefacts in play
ELG	<p>Word Reading ELG Children at the expected level of development will: - Say a sound for each letter in the alphabet and at least 10 digraphs; - Read words consistent with their phonic knowledge by soundblending; - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>Comprehension ELG Children at the expected level of development will: - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; - Anticipate – where appropriate – key events in stories; - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p>

Y1 Programme of Study - Pupils should be taught to:

Develop pleasure in reading, motivation to read, vocabulary and understanding by:

- listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
- being encouraged to link what they read or hear read to their own experiences
- becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
- recognising and joining in with predictable phrases
- learning to appreciate rhymes and poems, and to recite some by heart
- discussing word meanings, linking new meanings to those already known

Understand both the books they can already read accurately and fluently and those they listen to by:

- drawing on what they already know or on background information and vocabulary provided by the teacher
- checking that the text makes sense to them as they read and correcting inaccurate reading
- discussing the significance of the title and events
- making inferences on the basis of what is being said and done
- predicting what might happen on the basis of what has been read so far

Participate in discussion about what is read to them, taking turns and listening to what others say.

Explain clearly their understanding of what is read to them.

Reading assessment evidence in Year 1 should focus on:

Frequent experience of: key stories; poems; non-fiction; fairy stories; traditional tales; role-play and multi-modal texts. In addition to this, pupils should be provided with opportunities to:

- develop a love of reading
- receive rigorous regular phonic teaching
- sound out and blend unfamiliar words quickly and accurately
- learn common exception words
- acquire strategies for reading words without overt sounding out and blending
- hear and share a wide range of high-quality books with adults and each other
- develop comprehension through listening and high-quality discussion with the teacher
- broaden oral vocabulary

Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Fiction	<p>Use a variety of cues when reading: knowledge of the story and its context, and awareness of how it should make sense grammatically.</p> <p>Understand how story language works and use some formal elements when re-telling stories, e.g. ‘Once there was...she lived in a little...he replied...’.</p> <p>Read stories with predictable and repeated patterns and experiment with similar patterns.</p>	<p>Re-tell stories and rhymes with predictable and repeating patterns, improvising on patterns orally by substituting words and phrases, extending patterns, inventing patterns and playing with rhyme.</p> <p>Retrieve basic information about a character using pictures and simple language.</p> <p>Re-enact stories in a variety of ways, e.g. through role-play, using dolls or puppets.</p>	<p>Locate and read significant parts of the text, e.g. picture captions, names of key characters, rhymes and chants, e.g. “I’m a troll...”, “You can’t catch me I’m the Gingerbread man...”</p> <p>Identify and record some key features of story language from a range of stories, and practise reading and using them.</p>	<p>Identify and discuss a range of story themes, collect and compare.</p> <p>Recognise ways that emphasis has been created in a text e.g. capitalisation, bold print.</p>	<p>Describe story settings and incidents and relate them to own experience and that of others.</p> <p>Compare and contrast stories with a variety of settings, e.g. space, imaginary lands, animal homes.</p> <p>Identify descriptive language e.g. adjectives.</p>	<p>Identify and discuss characters, e.g. appearance, behaviour, qualities; speculate about how they might behave.</p> <p>Discuss how characters are described in the text; and compare characters from different stories.</p> <p>Become aware of characters and dialogue, e.g. by role-playing parts when reading aloud stories or plays.</p>

<p>Non-fiction</p>	<p>Explore and understand the difference between fiction and non-fiction and distinguishing features of each.</p> <p>Read recounts and begin to recognise generic structure, e.g. ordered sequence of events, use of words like first, next, after, when.</p>	<p>Make simple notes on a text, e.g. underlining key words or phrases, adding labels and captions to pictures.</p> <p>Read and note basic features of simple instructional texts e.g recipes.</p>	<p>Use some simple processes for finding out information.</p> <p>Read a variety of recount texts noting perspective e.g. first person.</p>	<p>Understand the purpose of contents pages and indexes and to begin to locate information by page numbers and words by initial letter.</p>	<p>Recognise that non-fiction books on similar themes can give different information and present similar information in different ways.</p> <p>Discuss merits and limitations of particular instructional texts and compare with others to give an overall evaluation.</p>	<p>Identify simple questions and use text to find answers.</p> <p>Locate parts of text that give particular information including labelled diagrams and charts.</p>
<p>Poetry</p>	<p>Listen to poems being read and talk about likes and dislikes; including ideas or puzzles, words, and patterns.</p> <p>Explore acrostic poems noting the structure and theme.</p>	<p>Identify and appreciate rhyme and alliteration in poetry.</p> <p>Join in with class rhymes and poems.</p>	<p>Link themes in poetry to their own experiences.</p> <p>Explore Shape Poems/Calligrams noting how the poem is presented in the shape of the object which it is describing and how the layout may either be with the words inside a shape or around the outline of the shape.</p>	<p>Gather word collections and identify simple repeating patterns describing the effect.</p> <p>Perform in unison, following the rhythm of the poem and keeping time.</p>	<p>Collect class and individual favourite poems for class anthologies, participate in reading aloud.</p> <p>Explore riddles noting how the poem describes a noun but does not name it; how the last line usually directly addresses the reader and uses a question and the mood of the poem being light-hearted.</p>	<p>Make simple comments on aspects such as word combinations, sound patterns (such as rhymes, rhythms, alliterative patterns) and forms of presentation.</p> <p>Recite some poems in an audible voice by heart performing to others, taking account of punctuation.</p>

	Themes and Conventions	Comprehension	Inference	Language for Effect
Year 1	In independent reading and challenging texts shared at whole class level, the child is able to:			
	<p>Identify features of familiar texts e.g. <i>"There's always a baddie; "They all have a happy ending"</i></p> <p>Make connections between texts e.g. <i>"This is like a traditional tale because there's an evil witch/a bad wolf"</i></p> <p>Identify factual texts e.g. <i>"This tells you about animals/houses"</i></p>	<p>Express personal responses, including likes and dislikes; give some reasons linked to own experiences</p> <p>Simple points from familiar texts are identified and discussed</p> <p>Discuss new vocabulary and link meanings to what is already known</p> <p>Check that the text makes sense as they read e.g. self- correction</p> <p>Discuss the significance of simple text features e.g. title, events</p>	<p>Link what they read or hear read to their own experiences</p> <p>Draw on what they already know or on background information and vocabulary provided by the teacher e.g. <i>"He must be going on holiday – he's packing his case," or "The mother stays by the nest to protect the eggs."</i></p> <p>Predict what might happen on the basis of what has been read so far e.g. <i>"Jack will save them because that's what he always does"; "The next part will tell you about what lions eat."</i></p> <p>Use role play to identify with characters and make inferences on the basis of what is being said and done e.g. <i>"The children were scared of the dragon because they ran away."</i></p>	<p>Recognise and join in with predictable phrases, exploring the effects of patterns of language and repeated words and phrases e.g. <i>"Run, run as fast as you can, you can't catch me I'm the Gingerbread Man."</i></p> <p>Discuss word meanings, linking new meanings to those already known e.g. <i>"Enormous means big."</i></p> <p>Begin to understand how written language can be structured in order e.g. <i>to build surprise in narratives or to present facts in non-fiction</i></p> <p>Try out the language they have listened to e.g. <i>through role play, retelling stories</i></p> <p>Comment on obvious features of language e.g. <i>rhymes and refrains, significant words and phrases</i></p>
	<p>Demonstrating working at Y1 expectations:</p> <p>Word reading :</p> <ul style="list-style-type: none"> Read ORANGE/TURQUOISE banded books at 90% accuracy level without overt sounding out Respond speedily with the correct sound to graphemes for all 40+ phonemes, including, where applicable, alternative sounds for graphemes Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word Read words containing taught GPCs and –s, -es, -ing, -ed, -er and –est endings Read other words with more than one syllable that contain taught GPCs Read words with contractions e.g. I'm, I'll, we'll and understand that the apostrophe represents the omitted letter(s) 			
<p>Demonstrating working at Mastery Level and applying Y1 expectations:</p> <p>As above, plus</p> <ul style="list-style-type: none"> Read beyond turquoise banded books at 90% accuracy with increasing fluency Fluently and independently reads all common exception words Begins to read by blending the sounds in words that contain known graphemes and Recognises alternative sounds for graphemes Confidently reads and identifies constituent parts of one or more syllable words that contain GPC's. Confidently read words containing taught GPCs and –s, -es, -ing, -ed, -er and –est endings Fluently reads words with contractions. 				

Y2 Programme of Study - Pupils should be taught to:

develop pleasure in reading, motivation to read, vocabulary and understanding by:

- o listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently
- o discussing the sequence of events in books and how items of information are related
- o becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
- o being introduced to non-fiction books that are structured in different ways
- o recognising simple recurring literary language in stories and poetry
- o discussing and clarifying the meanings of words, linking new meanings to known vocabulary
- o discussing their favourite words and phrases
- o continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear

understand both the books that they can already read accurately and fluently and those that they listen to by:

- o drawing on what they already know or on background information and vocabulary provided by the teacher
- o checking that the text makes sense to them as they read and correcting inaccurate reading
- o making inferences on the basis of what is being said and done
- o answering and asking questions
- o predicting what might happen on the basis of what has been read so far

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

Reading assessment evidence in Year 2 should focus on:

Regular listening to and discussing a wide range of: contemporary poetry; classic poetry; stories; plays; information books; whole books; fairy stories; traditional tales; role-play and multi-modal texts. In addition to this, pupils should be provided with opportunities to:

develop a love of reading and showing motivation to read

choose own books to read

establish accurate and speedy word reading skills

learn common exception words

retell a wider range of stories that have been read to them and discussed

learn how skilled readers make sense by monitoring what they read to check for sense in context

develop comprehension through high-quality discussion with the teacher and each other

discuss cause and effect in narrative and non-fiction

broaden their vocabulary

Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Fiction	<p>Use phonological, contextual, grammatical and graphic knowledge to work out, predict and check the meanings of unfamiliar words and to make sense of what they read.</p> <p>Identify and describe characters, expressing own views and using words and phrases from texts.</p>	<p>Use knowledge of familiar texts to re-enact or re-tell to others, recounting the main points in correct sequence.</p> <p>Be aware of story structures, e.g. actions/reactions, consequences, and the ways that stories are built up and concluded.</p>	<p>Discuss reasons for, or causes of, incidents in stories;</p> <p>Identify and compare basic story elements, e.g. beginnings and endings to different stories.</p> <p>Explore patterns of literary language.</p>	<p>Re-tell stories, to give the main points in sequence and pick out significant incidents.</p> <p>Understand time and sequential relationships in stories, i.e. what happened when.</p> <p>Identify and discuss reasons for events in stories, linked to plot.</p>	<p>Predict story endings/incidents, while reading.</p> <p>Make connections by comparing books by the same author: settings, characters, themes.</p> <p>Compare books by different authors on similar themes or with similar characters to evaluate, giving reasons.</p>	<p>Identify typical themes, e.g. trials and forfeits, good over evil, weak over strong, wise over foolish.</p>

Non-fiction	<p>Identify similarities and differences between fiction and non-fiction; understand how they are structured.</p> <p>Explore and note features of non-fiction books that are structured in different ways.</p> <p>Use dictionaries and glossaries to locate words by using initial letter.</p>	<p>Explain how the main features of non-fiction texts are used.</p> <p>Pose questions for research and read non-fiction to find answers.</p> <p>Locate books by classification in the school library.</p>	<p>Use a contents page and index to navigate a text; Scan a text to find specific sections, e.g. key words or phrases, sub-headings.</p> <p>Identify how written instructions are organised e.g. lists, numbered points, diagrams with arrows, bullet points, keys.</p>	<p>Understand how to read different non-fiction texts e.g know that the reader doesn't need to go from start to finish but selects according to what is needed.</p> <p>Learn about cause and effect non-fiction, the features and language associated with it.</p>	<p>Skim-read title, contents page, illustrations, chapter headings and sub-headings, to predict what a book might be about.</p> <p>Know that glossaries given definitions and explanations; discuss what definitions are, explore some simple definitions in dictionaries.</p>	<p>Understand how to use alphabetically ordered texts to retrieve information.</p> <p>To evaluate the usefulness of a text for its purpose.</p>
Poetry	<p>Talk about own views, the subject matter and possible meanings in poems.</p> <p>Comment on which words have most effect and why.</p> <p>Explore <i>Diamantes</i> noting how the poem is presented in the shape of a diamond precise verbs and adjectives are used.</p>	<p>Identify and discuss favourite poems and poets, using appropriate terms (poet, poem, verse, rhyme, etc.) and referring to the language of the poems.</p> <p>Identify alliteration and describe the effect.</p> <p>Perform individually or together; speaking clearly and audibly.</p>	<p>Identify and discuss simple poetry patterns and structures.</p> <p>Explore Haikus noting its structure, origin and mood.</p> <p>Perform poems; use actions and sound effects to add to the poem's meaning.</p>	<p>Explore adventurous word choices and explain the effect.</p> <p>Explore free verse, compare and contrast to structured poems. Note impact.</p>	<p>Discuss shapes poems building on those explored in Year 1, noting how the shape contributes to meaning and effect.</p> <p>Discuss meanings of words and phrases that create humour, and sound effects in poetry, e.g. nonsense poems, tongue-twisters, riddles, and to classify poems into simple type; to make class anthologies.</p>	<p>Listen and read, discussing and expressing views about classic poetry e.g. <i>Owl and the Pussy cat</i>.</p> <p>Act out a poem using voices and intonation.</p>

	Themes and Conventions	Comprehension	Inference	Language for Effect
	In independent reading and challenging texts shared at whole class level, the child is able to:			
Year 2	<p>Recognise the main purpose of text e.g. <i>"It tells you how to ..."</i> <i>"It tells you where animals live"</i>, <i>"The writer doesn't like violence."</i></p> <p>Show some awareness that writers have viewpoints e.g. <i>"She thinks it's not fair."</i></p> <p>Identify similarities and differences between fiction and non-fiction e.g. <i>similarities in plot, topic, about same characters.</i> <i>"This book tells you about the young of all cats but this one tells you about each cat separately, this one has lots of little pictures but this one has more writing."</i></p>	<p>Express personal responses, including likes and dislikes with reasons, e.g. <i>"She was just horrible like my Gran is sometimes."</i></p> <p>Use evidence including quotations from or references to text e.g. <i>often retelling or paraphrasing sections of the text rather than using it to support comment</i></p> <p>Recall straightforward information e.g. <i>names of characters, main ingredients</i></p> <p>Be able to answer and ask questions by locating information in texts e.g. <i>about characters, topics</i></p> <p>Discuss sequence of events in stories</p> <p>Simple, most obvious points identified e.g. <i>about information from different places in the text</i></p> <p>Understand that non-fiction texts are structured in different ways e.g. <i>this part tells about different things you can do at the zoo</i></p> <p>Identify some familiar patterns of language e.g. <i>first, next</i></p> <p>Work out meanings of some new vocabulary from context and knowledge of e.g. <i>prefixes (happy/unhappy)</i></p> <p>Recognise recurring literary language e.g. <i>long ago</i></p>	<p>Use personal experience to connect with texts e.g. <i>a response based on what they personally would be feeling rather than feelings of character in the text</i></p> <p>Make plausible predictions based on reading of text e.g. <i>"He's going to run away,"</i> or <i>"I think it will tell us how the fire started."</i></p> <p>Make plausible inferences based on a single point of reference in the text e.g. <i>give reasons for why things happen or characters change, such as, "Henry started to behave because he knew his mum had sweets in her bag" or, "Children had to work all day in the mine – that's why they were scared and tired."</i></p>	<p>Comment on language choices e.g. <i>"slinky" is a good word for a cat.</i></p> <p>Recognise patterns of literary language e.g. <i>once upon a time, first, next, last.</i></p> <p>Work out meanings of new vocabulary from context e.g. <i>squashed and squeezed</i> and knowledge of e.g. <i>prefixes, unhappy</i></p>
	<p>Working AT the expected standard, the pupil can :</p> <ul style="list-style-type: none"> • Read accurately most words of two or more syllables • Read most words containing common suffixes • Read most common exception words <p>In age-appropriate books, GOLD/WHITE banded books the pupil can :</p> <ul style="list-style-type: none"> • Read words accurately (90%) and fluently without overt sounding and blending, e.g. at over 90 words per minute • Sound out most unfamiliar words accurately, without undue hesitation 	<p>Working at a Greater Depth standard, the pupil can :</p> <p>In a book pupils are reading independently:</p> <ul style="list-style-type: none"> • Make inferences on the basis of what is said and done • Predict what might happen on the basis of what has been read so far. • Make links between the book they are reading and other books they have read. 		

