



## Queen Margaret Primary School

### Curriculum Essentials

#### English - Reading



#### Opportunities - English - Reading Curriculum

##### Key Stage 1

- Listen to traditional tales.
- Listen to a range of texts.
- Learn some poems by heart.
- Become familiar with a wide range of texts of different lengths.
- Discuss books.
- Build up a repertoire of poems to recite.
- Use the class and school libraries.
- Listen to short novels over time.

##### Key Stage 2

- Read and listen to a wide range of styles of text, including fairy stories, myths and legends.
- Listen to and discuss a wide range of texts.
- Learn poetry by heart.
- Increase familiarity with a wide range of books, including myths and legends, traditional stories, modern fiction, classic British fiction and books from other cultures.
- Take part in conversations about books.
- Learn a wide range of poetry by heart.
- Use the school and community libraries.
- Look at classification systems.
- Look at books with a different alphabet to English.
- Read and listen to whole books

### Characteristics - English Curriculum

- Excellent phonic knowledge and skills.
- Fluency and accuracy in reading across a wide range of contexts throughout the curriculum.
- Knowledge of an extensive and rich vocabulary.
- An excellent comprehension of texts.
- The motivation to read for both study and for pleasure.
- Extensive knowledge through having read a rich and varied range of texts.

### Support

#### Generic Reading Skills

| P4   | P5   | P6   | P7  | P8  |
|--|--|--|---|---|
| <ul style="list-style-type: none"> <li>• Listen and respond to familiar rhymes and stories.</li> <li>• Show some understanding of how books work.</li> </ul> | <ul style="list-style-type: none"> <li>• Select a few words, symbols or pictures and derive some meaning (when presented in a familiar way).</li> <li>• Match objects to pictures and symbols.</li> <li>• Show curiosity about content.</li> </ul> | <ul style="list-style-type: none"> <li>• Select and recognise or read a small number of words or symbols linked to a familiar vocabulary.</li> <li>• Match letters and short words.</li> </ul> | <ul style="list-style-type: none"> <li>• Show an interest in the activity of reading.</li> <li>• Predict elements of a narrative, e.g. when the adult stops reading, fill in the missing word.</li> <li>• Distinguish between print or symbols and pictures in texts.</li> <li>• Understand the conventions of reading, e.g. following text left to right, top to bottom and page following page.</li> <li>• Know that their name is made up of letters.</li> </ul> | <ul style="list-style-type: none"> <li>• Understand that words, symbols and pictures convey meaning.</li> <li>• Recognise or read a growing repertoire of familiar words or symbols, including their own names.</li> <li>• Recognise at least half of the letters of the alphabet by shape, name or sound.</li> <li>• Associate sounds with patterns in rhymes, with syllables, and with words or symbols.</li> </ul> |

| Learning Objectives      | Milestone 1 (Year 1 & 2)   | Year 1           |                  |                  | Year 2           |                  |                  |
|--------------------------|--|------------------|------------------|------------------|------------------|------------------|------------------|
|                          |  | Term 1<br>Term 2 | Term 3<br>Term 4 | Term 5<br>Term 6 | Term 1<br>Term 2 | Term 3<br>Term 4 | Term 5<br>Term 6 |
| To read words accurately | <ul style="list-style-type: none"> <li>• Apply phonic knowledge and skills as the route to decode words.</li> <li>• Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.</li> <li>• Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.</li> <li>• Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</li> <li>• Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings.</li> <li>• Read other words of more than one syllable that contain taught GPCs.</li> <li>• Read words with contractions (for example, I'm, I'll, we'll) and understand that the apostrophe represents the omitted letter(s).</li> <li>• Read aloud accurately books that are consistent with phonic knowledge and that do not require other strategies to work out words.</li> <li>• Re-read these books to build up fluency and confidence in word reading.</li> <li>• Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</li> <li>• Read accurately words of two or more syllables that contain the same graphemes as above.</li> <li>• Read words containing common suffixes.</li> <li>• Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</li> <li>• Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.</li> <li>• Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.</li> <li>• Re-read books to build up fluency and confidence in word reading.</li> </ul> |                  |                  |                  |                  |                  |                  |

|                            |  |  |  |  |  |  |  |
|----------------------------|--|--|--|--|--|--|--|
| <p>To understand Texts</p> | <ul style="list-style-type: none"> <li>• Discuss events. (describe, recognise, match, arrange, memorise)</li> <li>• Predict events.</li> <li>• Link reading to own experience (match, describe, recall, recognise, compare, make observations, summarise)</li> <li>• Join in with stories or poems. (recall, recognise, memorise)</li> <li>• Check that reading makes sense and self-correct.(ask questions)</li> <li>• Infer what characters are like from actions. (apply skills to solve problems, identify patterns, predict, interpret, summarise, make observations, compare, contrast, conclude, cite evidence, prove)</li> <li>• Ask and answer questions about texts. (ask questions, match, list, label, recognise, interpret, summarise, make observations, compare, contrast, conclude, cite evidence, prove )</li> <li>• Discuss favourite words and phrases. (describe, explain thinking (method))</li> <li>• Listen to and discuss a wide range of texts.</li> <li>• Recognise and join in with (including role-play) recurring language. ( recall, repeat, memorise, tell)</li> <li>• Explain and discuss understanding of texts.</li> <li>• Discuss the significance of the title and events. (define, interpret, summarise, make observations, compare, conclude, appraise)</li> <li>• Make inferences on the basis of what is being said and done. (identify patterns, predict, interpret, summarise, make observations, compare, contrast, conclude, prove)</li> </ul> |  |  |  |  |  |  |
|                            |  |  |  |  |  |  |  |

| Learning Objectives      | Milestone 2 (Year 3 & 4)  | Year 3           |                  |                  | Year 4           |                  |                  |
|--------------------------|---|------------------|------------------|------------------|------------------|------------------|------------------|
|                          |   | Term 1<br>Term 2 | Term 3<br>Term 4 | Term 5<br>Term 6 | Term 1<br>Term 2 | Term 3<br>Term 4 | Term 5<br>Term 6 |
| To read words accurately | <ul style="list-style-type: none"> <li>• Apply a growing knowledge of root words, prefixes and suffixes (etymology and morphology).</li> <li>• Read further exception words, noting the spellings</li> </ul>  |                  |                  |                  |                  |                  |                  |
| To understand Texts      | <ul style="list-style-type: none"> <li>• Draw inferences from reading. <i>(apply skills to solve problems, identify patterns, predict, interpret, summarise, make observations, compare, contrast, conclude, cite evidence, prove)</i></li> <li>• Predict from details stated and implied.</li> <li>• Recall and summarise main ideas.</li> <li>• Discuss words and phrases that capture the imagination. <i>(recognise, interpret, explain)</i></li> <li>• Retrieve <i>(cite evidence)</i> and record information from non-fiction, using titles, headings, sub-headings and indexes.</li> <li>• Prepare poems and plays to read aloud with expression, volume, tone and intonation.</li> <li>• Identify recurring themes and elements of different stories (e.g. good triumphing over evil). <i>(describe, ask questions, match, recognise, classify, categorise, identify patterns, organise, interpret, summarise, make observations, compare, contrast, conclude)</i></li> <li>• Recognise some different forms of poetry.</li> <li>• Explain and discuss understanding of reading, maintaining focus on the topic.</li> <li>• Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. <i>(apply skills to solve problems, predict, interpret, summarise, make observations, compare, contrast, conclude, cite evidence, prove, hypothesise)</i></li> <li>• Predict what might happen from details stated and implied.</li> <li>• Identify main ideas drawn from more than one paragraph and summarise these. <i>(interpret, explain concepts)</i></li> <li>• Identify how language, structure and presentation contribute to meaning. <i>(identify patterns, classify, summarise, appraise)</i></li> <li>• Ask questions to improve understanding of a text.</li> </ul> |                  |                  |                  |                  |                  |                  |

| Learning Objectives      | Milestone 3 (Year 5 & 6)  | Year 5           |                  |                  | Year 6           |                  |                  |
|--------------------------|---|------------------|------------------|------------------|------------------|------------------|------------------|
|                          |   | Term 1<br>Term 2 | Term 3<br>Term 4 | Term 5<br>Term 6 | Term 1<br>Term 2 | Term 3<br>Term 4 | Term 5<br>Term 6 |
| To read words accurately | <ul style="list-style-type: none"> <li>• Apply knowledge of root words, prefixes and suffixes.</li> </ul> (Note: this should be through normal reading rather than direct teaching.   |                  |                  |                  |                  |                  |                  |
| To Understand Texts      | <ul style="list-style-type: none"> <li>• Recommend books to peers, giving reasons for choices.</li> <li>• Identify and discuss themes and conventions in and across a wide range of writing.</li> <li>• Make comparisons within and across books.</li> <li>• Learn a wide range of poetry by heart.</li> <li>• 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.</li> <li>• Check that the book makes sense, discussing understanding and exploring the meaning of words in context.</li> <li>• Ask questions to improve understanding.</li> <li>• Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</li> <li>• Predict what might happen from details stated and implied.</li> <li>• Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.</li> <li>• Identify how language, structure and presentation contribute to meaning.</li> <li>• Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</li> <li>• Retrieve and record information from non-fiction.</li> <li>• Participate in discussion about books, taking turns and listening and responding to what others say.</li> </ul> |                  |                  |                  |                  |                  |                  |

**Reading opportunities**

- Read a wide range of fiction and non-fiction, including in particular whole books, short stories, poems and plays with a wide coverage of genres, historical periods, forms and authors.
- Read:
  - English literature, both pre-1914 and contemporary, including prose, poetry and drama
  - Shakespeare (at least one play)
  - significant world literature, written in English.
- Choose and read books independently for challenge, interest and enjoyment.
- Re-read books met earlier to increase familiarity and provide a basis for making comparisons.

**Understanding texts**

- Understand increasingly challenging texts through:
  - learning new vocabulary and using dictionaries
  - making inferences and referring to evidence in the text
  - knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension
  - checking understanding to make sure that what is read makes sense.

**Reading critically**

- Know how language, including figurative language, grammar, text structure and organisational features present meaning.
- Recognise a range of poetic conventions and understand how these have been used.
- Study setting, plot and characterisation and the effects of these.
- Understand the ways that great dramatists make their works effective on stage.
- Make critical comparisons across texts.