

## Spring Meadow Key Stage 1 Reading Curriculum 2014 onwards

*Highlighted statements are new.*

*Note the 'fluency and confidence' section – esp. poetry reciting.*

*Bigger emphasis on retelling traditional tales and meaning of words.*

### **EYFS 40 – 60+ statements**

- Continues a rhyming string.
- Hears and says the initial sound in words.
- Can segment the sounds in simple words and blend them together and knows which letters represent some of them.
- Links sounds to letters, naming and sounding the letters of the alphabet.
- Begins to read words and simple sentences.
- Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.
- Enjoys an increasing range of books.
- Knows that information can be retrieved from books and computers.

#### **Early Learning Goal:**

Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.

**Reading in Key Stage One**

Children have three direct phonic sessions a day, where letter combinations are introduced and revised. In addition, these sessions give practice in blending phonemes and segmenting words. Common exception words are also taught in these sessions. At the end of each phonic session, there is a vocabulary section where children's vocabulary is developed through listening to and discussing books read to them. Children participate in two guided reading sessions, fortnightly, to develop word reading and comprehension skills. Children take home a reading book which is in line with their phonic knowledge. Once children are fluent readers and can decode most regular words and recognise most common exception words, the range of books that they can read independently is expanded rapidly.

Developing pleasure in reading and motivation to read is supported 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. Children participate in discussion about what is read to them, taking turns and listening to what others say. Role-play is used to help pupils identify with and explore characters and to try out the language they have listened to.

	Reading		Comprehension					
	Reading words and sentence	Fluency and confidence	Show me and tell me	Really understanding	What's on the page?	Interesting words	What is the author saying?	Story expert
Year 1 - Autumn (with support)	I can segment CVC words.  I can read and understand simple sentences. I can use picture clues to help me read.	I can recite a simple poem	I can tell you about my favourite part.  I can use the structure of a simple story when retelling	I can think of some ideas for story endings.	I know the difference between a word, letter and space.  I understand and can use these words: book, cover, beginning, end, page, word, letter, line.	I can hear, say and begin to find rhyming words.	I can tell you if I like a story or not.	I am beginning to predict what is going to happen to good and bad characters in traditional stories.

<p><b>Year 1 - Spring</b> <i>(with support)</i></p>	<p>I can segment and blend CVC words. I can read words with contractions (eg, I'll, I'm) and understand that the apostrophe stands for a missing word.</p> <p>I can recognise and read common long vowels.</p>	<p>I am beginning to read with fluency and pause if I see a full stop.</p>	<p>I can tell you about characters and things that happen in a story.</p> <p>I can tell you most parts of stories that I know.</p>	<p>I understand what 'he', 'she', 'it' and 'they' mean.</p> <p>I can make simple predictions.</p>	<p>I can sort fiction and non-fiction books and know some differences between them.</p> <p>I can make predictions on a text based on the title, cover and blurb.</p>	<p>I can spot, on my own, when an author has used repeating patterns.</p> <p>I can learn the meaning of new words.</p> <p>I know that some words have more than one meaning.</p>	<p>I can choose and talk about a favourite book from a selection.</p>	<p>I can understand what usually happens in <b>traditional stories, key stories and fairy tales.</b></p> <p>I can retell well-known stories and talk about their features.</p>
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<p style="text-align: center;"><b>Year 1 - Summer</b> <i>(with support)</i></p>	<p>I can segment and blend CVC and CCVC words.</p> <p>I can read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings.</p> <p>I can read all 40+ phonemes, including alternative sounds for graphemes.</p> <p>I can read common exception words, and notice unusual letter combinations in those words.</p>	<p>I am beginning to understand ! and ?.</p>	<p>I can find different pages of interest or sections in a book.</p> <p>I can tell you all the main parts of a story I know.</p>	<p>I can make simple inferences about what characters are saying and doing.</p> <p>I am beginning to notice and make comments about changes to text.</p>	<p>I recognise ways that text is organised (eg, labels, captions, capitals, bold)</p>	<p>I can give a sensible reason why an author might have chosen a particular word.</p>	<p>I can tell you what I think about a text and begin to give a reason.</p>	<p>I can make predictions about what will happen in new stories, based on what I know about traditional stories.</p>
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<p><b>Year 2 - Autumn</b> <i>(in some reading)</i></p>	<p>I can use another decoding strategy.</p> <p>I can read words using common suffixes.</p>	<p>I can quickly segment and blend CVC, CCVC and CVCC words and am becoming more fluent.</p>	<p>I can tell you the main parts of any text with some help.</p> <p>I can say what I think about a range of different texts.</p>	<p>I can make simple inferences about why characters behave in the way they do.</p>	<p>I can spot lots of different punctuation marks and know why they are used.</p>	<p>I can spot some familiar patterns of language – eg, story openings, endings, repeating patterns.</p> <p>I can discuss my favourite words and phrases.</p>	<p>I am beginning to understand why a text has been written (its purpose).</p>	<p>I am beginning to understand that texts are set in different times and places.</p>
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<p><b>Year 2 - Spring</b> <i>(in some reading)</i></p>	<p>I can self-correct independently when my reading does not make sense.</p> <p>I know that some letter combinations have more than one sound.</p> <p>I can read 'trickier' words and see that they have unusual spellings.</p>	<p>I can read " " and can use expression.</p> <p>I can read frequently encountered words quickly and accurately, without needed to sound out or blend.</p> <p>I can recite a number of poems by heart using the correct intonation.</p> <p>I can check that the text makes sense as I am reading and correct myself if I make a mistake.</p>	<p>I can find words and information in a text to answer simple questions.</p> <p>I can begin to find information in a text to support my comment.</p> <p>I can use a contents page and index to find information.</p>	<p>I can make simple inferences and show you which part of the text made me think this.</p> <p>I can make comments about illustrations, diagrams and changes to the text.</p> <p>I can self-correct independently when my reading does not make sense.</p>	<p>I can tell you about the different text features of different genres.</p>	<p>I can spot interesting words chosen by the author.</p> <p>I can discuss and explain meanings of interesting words in texts, through understanding the context they are in.</p>	<p>I am beginning to show an awareness of what an author thinks about something.</p>	<p>I can identify the setting and period in which a book is set.</p> <p>I can retell a wider range of stories, fairy stories and traditional tales.</p>
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<p><b>Year 2 - Summer</b> <i>(in some reading)</i></p>	<p>I know which letter combinations have more than one sound. I can read them within words of two or more syllables.</p>	<p>I can read all types of punctuation - , !, ?, ..., “”, ‘ and use intonation and expression when reading.</p> <p>I can read fluently</p> <p>I can use lots of strategies to work out words silently, that I do not know.</p>	<p>I can tell you about the main character, setting and events in a story.</p> <p>I can easily find information in a text to support my comments.</p>	<p>I can have a good go at saying why things happened in a text and use the text to support my ideas.</p> <p>I can talk about the sequence of events in books and say how those events are linked.</p>	<p>I can explain why different features are used in different texts.</p> <p>I can find differences and similarities between different types of text.</p>	<p>I can spot rhyming couplets in poetry.</p> <p>I can explain why different words and phrases have been chosen by an author.</p>	<p>I can give likes and dislikes about texts and give some sensible reasons.</p>	<p>I am aware that books are set in different cultures.</p>
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<p><b>Year 3 - Autumn</b> <i>(in most reading)</i></p>		<p>I know how to read all punctuation marks, use an expressive reading voice and am beginning to use character voices.</p>	<p>I can tell you the main points of longer texts. I can begin to quote from the text.</p>	<p>I know the main theme in a text. I can understand the message that an author puts in a text.</p> <p>I can scan a text for information.</p>	<p>I can explain why information is organised into paragraphs.</p>	<p>I am beginning to use the words 'adjective' and 'verb' when describing language.</p>	<p>I can spot the moral or message that an author is trying to get across.</p> <p>I know the main purpose of a text.</p>	<p>I am beginning to see similarities in the books written by the same author.</p>
<p><b>Year 3 - Spring</b> <i>(in most reading)</i></p>	<p>I can use my knowledge of suffixes and prefixes to help me read aloud and understand the meaning of new words.</p>	<p>I can use different character voices for different characters.</p> <p>I can read silently on longer texts.</p>	<p>I can use my knowledge of the alphabet to help me find information in books.</p> <p>I can scan longer texts to find information.</p> <p>I can skim to get an idea about a text.</p>	<p>I can use my own ideas and clues from the text to give opinions.</p>	<p>I can say how well a text is organised in helping me find information.</p>	<p>I can spot words which 'paint a picture' in readers' minds.</p> <p>I can use a dictionary to check the meaning of words I have just read.</p>	<p>I can spot what language an author has used to get across a message.</p>	<p>I can make connections between texts with the same plots, settings and themes.</p>

<p><b>Year 3 - Summer</b> <i>(in most reading)</i></p>		<p>I can prepare <b>poems and play scripts</b> to show an awareness of the listener through the use of pauses, emphasis and pace to entertain and maintain interest.</p> <p>I can read ahead to look for clues to help me understand a text.</p>	<p>I can tell you the main points of longer texts and quote from text.</p>	<p>I can recognise how characters are presented differently.</p> <p>I know the difference between fact and opinion in a text.</p>	<p>I can spot different choices an author has made with grammar and punctuation.</p>	<p>I can identify different language features of different texts (eg, similes, onomatopoeia, alliteration)</p>	<p>I can compare how different texts have presented the same information.</p>	<p>I can make a simple comment about what a text tells us about the time, place and people that are in that text.</p> <p><b>I can recognise different kinds of poetry.</b></p>
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