Adlington Primary School

Reading

End Points Curriculum Plan

This end points curriculum plan is designed to show the knowledge that will be covered in Reading at Adlington Primary School. The curriculum combines both the conceptual and procedural knowledge within Reading. Information on the organisation and delivery of Reading can be found in the Reading Progression.

At Adlington Primary School we want all of our children to develop the following Reading characteristics during their time with us:

- 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.

Reading End Points Curriculum Plan

	EYFS	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
To read words accurately	- Say a sound for each letter in the alphabet and at least 10 digraphs; -Read words consistent with their phonic knowledge by sound-blending; -Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.	• Apply phonic knowledge and skills as the route to decode words. • Respond speedily with the correct sound to graphemes (letters or groups of letters) 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 of more than one syllable that contain taught GPCs. • Read words with contractions (for example, I'm, I'll, we'll) and understand that the apostrophe represents the omitted letter(s). • Read aloud accurately books that are consistent with phonic knowledge and that do not require other strategies to work out words. • Re-read these books to build up fluency and confidence in word reading. • Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. • Read accurately words of two or more syllables that contain the same graphemes as above. • Read words containing common suffixes.	• Apply a growing knowledge of root words, prefixes and suffixes (etymology and morphology). • Read further exception words, noting the spellings.	• Apply knowledge of root words, prefixes and suffixes. (Note: this should be through normal reading rather than direct teaching.)

		• Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered. • Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. • Re-read books to build up fluency and confidence in word reading.		
To understand texts	- 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.	• Discuss events. • Predict events. • Link reading to own experience. • Join in with stories or poems. • Check that reading makes sense and self-correct. • Infer what characters are like from actions. • Ask and answer questions about texts. • Discuss favourite words and phrases. • Listen to and discuss a wide range of texts. • Recognise and join in with (including role-play) recurring language.	• Draw inferences from reading. • Predict from details stated and implied. • Recall and summarise main ideas. • Discuss words and phrases that capture the imagination. • Retrieve and record information from non-fiction, using titles, headings, sub-headings and indexes. • Prepare poems and plays to read aloud with expression, volume, tone and intonation. • Identify recurring themes and elements of different stories (e.g. good triumphing over evil). • Recognise some different forms of poetry.	• Recommend books to peers, giving reasons for choices. • Identify and discuss themes and conventions in and across a wide range of writing. • Make comparisons within and across books. • Learn a wide range of poetry by heart. • 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. • Check that the book makes sense, discussing understanding and exploring the meaning of words in context.

		• Explain and discuss understanding of texts. • Discuss the significance of the title and events. • Make inferences on the basis of what is being said and done.	• Explain and discuss understanding of reading, maintaining focus on the topic. • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. • Predict what might happen from details stated and implied. • Identify main ideas drawn from more than one paragraph and summarise these. • Identify how language, structure and presentation contribute to meaning. * Ask questions to improve understanding of a text.	• Ask questions to improve understanding. • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. • Predict what might happen from details stated and implied. • Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. • Identify how language, structure and presentation contribute to meaning. • Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. • Retrieve and record information from non-fiction. • Participate in discussion about books, taking turns and listening and responding to what others say.

Reading Opportunities	
Key Stage 1	**Key Stage 2**
• 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 (Year 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 (Year 3 and 4) • Increase familiarity with a wide range of books, including myths and legends, traditional stories, modern fiction, classic British fiction, play texts and books from other cultures. • Take part in conversations about books. • Learn a wide range of poetry by heart (Year 5 and 6). • Use the school and community libraries. • Look at classification systems (Year 5 and 6). • Look at books with a different alphabet to English. • Read and listen to whole book

Reading Opportunities - Challenge		
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.