Reading – Curriculum Intent

Key Area	Nursery	Reception	Year 1	Year 2	Year 3
DECODING TEXT	Show an interest in text through:	Read simple words and sentences by:	Read phonically decodable texts accurately by:	Read texts closely matched to their phonic knowledge accurately by:	Read age appropriate text accurately by:
	noticing some familiar logos	matching sounds to letters and graphemes	matching all 40+ graphemes to their phonemes	knowing the different phonemes that are represented by graphemes	knowing unusual phoneme/ grapheme correspondences
	noticing some print such as the first letter of their name recognising their name	recognising some whole words including their name and some common exception words	reading familiar words without sounding out including some common exception words and words with contractions	reading many words automatically including common exception words	reading most words automatically including many Y3/4 further exception words
	understanding that text is read from left to right and top to bottom	· sounding and blending most words including noticing words endings -s.	knowing how to word problem solve by breaking unfamiliar words in different ways and combining to read and understand. Including: · sounding and blending phonically regular words · noticing word endings, -es, -ing, -ed, -er, -est, using syllable boundaries	knowing how to word problem solve by breaking unfamiliar words in different ways and combining to read and understand. Including: · attempting alternative sounds for graphemes; deciding which makes sense · noticing root words, prefixes and suffixes including -ly -ment, –ness, –ful –less, - tion using syllable boundaries	knowing how to word problem solve by breaking unfamiliar words in different ways and quickly combining to read and understand. Including: - noticing root words, prefixes, suffixes, (including re–, sub–, inter–, super-, anti-, auto-, -ation, -ous, -tion, - sion, -ssion, –cian) - using syllable boundaries
		Develop reading fluency by:	Develop reading fluency by:	Develop reading fluency by:	Develop reading fluency by:
		re-reading familiar text	re-reading words, phrases and sentences that required some sounding out on the first read	independently re-reading words, phrases, and sentences when the text required some slow decoding	independently re-reading text that required some slow decoding or when the text doesn't make sense to them

COMPREHENDING TEXT				
	pointing to and looking carefully at each word as they read and knowing a full stop shows them they have got to the end of the sentence	looking carefully at each word without pointing to be able to read simple phrases at a good pace with appropriate expression	recognising and knowing how to use punctuation (. , "" ! ?) to read longer phrases at a good pace with appropriate expression and intonation	using a wider range of punctuation to read texts at a good pace, with appropriate intonation and expression. Reading silently most of the time.
Develop the language and vocabulary needed to understand text by:	Develop the language and vocabulary needed to understand text by:	Develop the language and vocabulary needed to understand text by:	Develop the language and vocabulary needed to understand text by:	Develop the language and vocabulary needed to understand text by:
singing songs and rhymes repeating words and phrases from familiar stories	experiencing story language and rhyme and using it in play. discussing unfamiliar vocabulary with an adult	discussing possible meanings of unfamiliar words and phrases	considering if their understanding of a word or phrase makes sense in the text and explaining how they know	discussing alternative meanings of words and phrases and choosing the most appropriate
	reciting the alphabet and recognising the letters in order	knowing alphabetical order	using simple dictionaries and glossaries to find the meaning of unfamiliar words they meet when reading	knowing how to use the quartiles of the dictionary to locate and find out the meaning of unfamiliar words they have read
Understand texts they listen to by:	Understand texts they can read accurately and fluently and those they listen to by:	Understand texts they can read accurately and fluently and those they listen to by:	Understand texts they can read accurately and fluently and those they listen to by:	Understand texts they can read accurately and fluently and those they listen to by:
paying attention to the pictures and words in a book	talking with an adult about how the text links to their own experiences or to other stories they have heard	discussing relevant background knowledge (what they have done/ seen/ heard) and information from the teacher	using relevant background knowledge (what they have done/ seen/ heard) or information from the teacher	drawing on background knowledge to identify themes in a text
developing play around their favorite stories using props	talking with an adult about the things the text made them wonder and guessing what is going to happen based on what they know and stories they have heard	discussing with an adult and their peers what the text made them wonder and making sensible predictions based on what they know and what has been read so far	wondering and asking themselves questions when reading or as they listen to text and predicting what might happen based on what has been read so far	asking themselves questions and making sensible predictions as they read from information stated and implied
	noticing when they hear something they don't understand and	noticing when they read a word or phrase they don't understand and	noticing when they read a word or phrase they don't understand and	noticing when they encounter parts of the text they do not understand and

		asking an adult to explain	asking an adult, or their peers to explain	knowing what they can do to help them understand e.g. re-reading, reading on, using the context	actively using a range of strategies to support their understanding
		drawing on their own experiences to infer how a character might be feeling or why they are behaving in a particular way	by joining ideas in the text and drawing on their own experiences to infer how a character might be feeling or why they are behaving in a particular way	by joining ideas in the text to make inferences about characters' feelings and actions and checking on these assumptions by drawing on their background knowledge	integrating information from different parts of the text as they read and knowing when and how to relate their background knowledge to the text to explain characters' motives, feelings and attitudes. Considering their thinking and explaining how they arrived at their assumptions.
	making comments about a story they have heard	talking with an adult about what has happened in a story	retelling a story in sequence, giving the main events	drawing together information from across a number of sentences to sum up what is known about a character, event or idea.	identifying main ideas drawn from more than one paragraph and summarising these
	Develop a positive attitude to reading by:	Develop a positive attitude to reading by:	Develop a positive attitude to reading by:	Develop a positive attitude to reading by:	Develop a positive attitude to reading by:
	enjoying sharing books with an adult enjoying rhymes and songs	listening to a range of stories and rhymes. choosing from a wide range of texts	listening to and discussing a wide range of poems, non-fiction texts and stories including fairy stories and traditional tales	listening to and discussing a wide range of contemporary and classic poetry, non-fiction and stories including a wider range of stories, fairy stories and traditional tales	reading, listening to, discussing, and retelling a wide range of poetry, plays, non-fiction (including reference or textbooks) and fiction including fairy stories, myths and legends.
	talking about their favourite books and stories	talking about their favourite books and stories	discussing books they have read, with their peers	discussing books they have read, with their peers and considering why others might want to read them	reading books by authors they have not met before and considering why others might want to read them

RESPONSE TO TEXT		Show their understanding of texts they have heard and read by:	Show their understanding of texts they have heard and read by:	Show their understanding of texts they have heard and read by:	Show their understanding of texts they have heard and read by:
	making comments about a story	talking with an adult about their favourite part of a story	talking with peers, taking turns and listening to others, about what they like or dislike about a text	participating in guided discussions about books, poems, and other texts, explaining and discussing their understanding and considering the opinions of others	participating in discussions about books, poems and other texts, explaining and discussing their understanding and considering the opinions of others
	developing play around their favorite stories using props	participating in role play of familiar stories	using role play to explore the characters and themes of texts including fairy stories and traditional tales	using discussion, role play and other drama techniques to explore themes of texts	discussing, and using drama techniques to explore themes, such as the triumph of good over evil, in texts including myths and legends
		answering 'how' and 'why' questions about their experiences and in response to stories.	answering questions in discussion with an adult including making simple inferences	explaining and discussing their understanding of a text and answering literal and inferential questions	retrieving and recording significant information in fiction and non-fiction texts and using this to answer literal and inferential questions
ANALYSING TEXT	Discuss and evaluate how authors use language structures and presentation by:	Discuss and evaluate how authors use language structures and presentation by:	Discuss and evaluate how authors use language structures and presentation by:	Discuss and evaluate how authors use language structures and presentation by:	Discuss and evaluate how authors use language structures and presentation by:
	repeating words and phrases from familiar stories joining in with rhymes and songs	noticing and talking with an adult about interesting words and phrases in text read to them	talking to adults and their peers about interesting words and phrases in texts read to them	recognising and talking about literary language in stories and poetry and discussing words and phrases that interest them	discussing how words and phrases capture the reader's interest and imagination