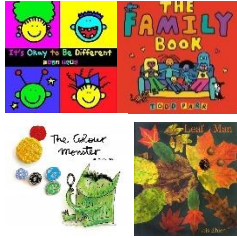















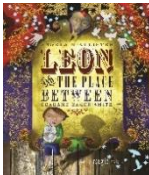
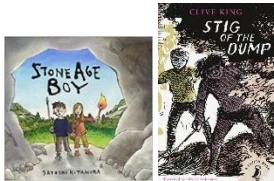

Reading Knowledge Development

		Term 1 Who am I?	Term 2 What do people celebrate?	Term 3 What's where in the world?	Term 4 How have things changed?	Term 5 How do things change and grow?	Term 6 Can we go on an adventure?
EYFS	Area of learning						
	Prior knowledge	<p>Understand the five key concepts about print:</p> <ul style="list-style-type: none"> - Print has meaning - Print can have different purposes - We read English text from left right and from top to bottom - The names of the different parts of a book - Page sequencing <p>Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> - Spot and suggest rhymes - Count or clap syllables in a word - Recognise words with the same initial sound 			Engage in extended conversations about stories, learning new vocabulary.		
	New knowledge	Read individual letters by saying the sounds for them.	Blend sounds into words, so that they can read short words made up of known letter-sound correspondence. Read common exception	Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of	Read common exception words from Phase 3 of Letters & Sounds. ELG – Use and understand recently introduced vocabulary	ELG – Read aloud simple sentences and books that are consistent with their phonic knowledge, including some	Read common exception words from Phase 4 of Letters & Sounds. Demonstrate understanding of what has been read to them by


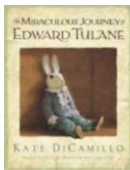
			<p>words from Phase 2 of Letters & Sounds.</p> <p>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p><u>ELG – Anticipate (where appropriate) key events in stories.</u></p>	<p>words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p><u>ELG – Read words consistent with their phonic knowledge by sound-blending.</u></p> <p><u>ELG – Say a sound for each letter of the alphabet and at least 10 digraphs.</u></p>	<p><u>during discussions about stories, non-fiction, rhymes and poems and during role play.</u></p>	<p><u>common exception words.</u></p>	<p>retelling stories and narratives using their own words and recently introduced vocabulary.</p>
	Key vocabulary	<p>Subject: phoneme, grapheme, rhyme, syllables, initial sound, alphabet</p> <p>Content: sibling, community, family...</p> <p>feeling, emotion, fear, worry, happiness, calm, relaxed...</p> <p>autumn, season, drifting, gliding, rustle...</p>	<p>Subject: blend, digraph</p> <p>Content: celebration, festival, religion...</p> <p>Diwali, Mendhi, Rangoli, diva...</p> <p>Hanukah, menorah, dreidel...</p> <p>Nativity, Christmas, Bethlehem, stable...</p>	<p>Subject: digraph, trigraph, phrase, sentence</p> <p>Content: Earth, equator, ocean...</p> <p>disappointment, delighted, harbour, polar...</p> <p>rainforest, canopy, crowded, dense...</p> <p>surprise, delicious, guava, passion-fruit, avocado...</p>	<p>Subject: story, fiction, non-fiction, poem</p> <p>Content: naughty, passengers, reflection, handsome, rescue...</p> <p>bulged, dainty, fortunate, mislaid, ceased...</p>	<p>Content: caterpillar, larva, pupa, chrysalis, emerge, metamorphosis...</p> <p>plant, flower, tree, root, stem, leaves, trunk...</p> <p>oesophagus, cast, absorbed, vibrations, bristles...</p>	<p>Content: stealthy, ogre, bandit, disguise, gaped...</p> <p>shuddering, tumbled, brandished, reclaim, ferociously, exhausted...</p> <p>spluttered, flicker of light, Martian...</p> <p>tusks, poisonous wart, prickles, scrambled...</p>
Year 1	Area of learning						
	Prior knowledge	<p>Read individual letters by saying the sounds for them.</p>	<p>Blend sounds into words, so that they can read short words made up of known letter-sound correspondence.</p> <p><u>ELG – Read words consistent with their phonic knowledge by sound-blending.</u></p>	<p><u>ELG – Say a sound for each letter of the alphabet and at least 10 digraphs.</u></p> <p><u>ELG – Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and</u></p>	<p><u>ELG – Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</u></p>	<p>Read common exception words from Phases 2, 3 and 4 of Letters & Sounds.</p> <p>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p>	



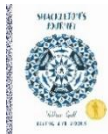

		<u>ELG – Anticipate (where appropriate) key events in stories.</u>	<u>poems and during role play.</u> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.			
New knowledge	<p>Apply phonic knowledge and skills as the route to decode words.</p> <p>Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond which they can read independently.</p> <p>Participate in discussion about what is read to them, taking turns and listening to what others say.</p> <p>Learn to appreciate rhymes and poems, and recite some by heart.</p>	<p>Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.</p> <p>Read other words of more than one syllable that contain taught GPCs.</p> <p>Recognise and join in with predictable phrases.</p> <p>Discuss the significance of the title and events.</p>	<p>Respond speedily with the correct sound to graphemes for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.</p> <p>Discuss word meanings, linking new meanings to those already known.</p> <p>Draw on what they already know or on background information and vocabulary provided by the teacher.</p> <p>Be encouraged to link what they hear or read to their own experiences.</p>	<p>Read books aloud, accurately, that are consistent with their developing phonic knowledge and that do require them to use other strategies to work out words.</p> <p>Predict what might happen on the basis of what has been read so far.</p> <p>Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.</p>	<p>Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p> <p>Re-read books to build up their fluency and confidence in word reading.</p> <p>Check that the text makes sense to them as they read, and correct inaccurate reading.</p> <p>Make inferences on the basis of what is being said and done.</p>	<p>Read words containing taught GPCs and –s, -es, -ing, -ed, -er and –est endings.</p> <p>Read words with contractions and understand that the apostrophe represents omitted letters.</p> <p>Explain clearly their understanding of what is read to them.</p>
Key vocabulary	<p>Subject: decode, poem, rhyme, story, fiction, non-fiction</p> <p>Content: bandy, buckled, waltzing, elegant, entranced...</p> <p>savannah, cub, pride, stalking, chasing...</p>	<p>Subject: blend, polysyllabic, title, events, plot, beginning, middle, end, character, setting</p> <p>Content: breeze, scampered, scurried, scrambling, frantically...</p> <p>evergreen, hibernation, seedling, migration, squawking...</p>	<p>Subject: phoneme, grapheme, meaning, vocabulary</p> <p>Content: lumber, rejoice, florescent, envelop, expanse...</p>	<p>Subject: predict, fairy story, traditional tale, features</p> <p>Content: burrow, gobbled, dashed, tangled, wretched...</p>	<p>Subject: inference</p> <p>Content: perched, industrious, concocting, scavenging, devoured...</p>	<p>Subject: suffix, contraction, apostrophe</p> <p>Content: humpback, slithered, flock, immensely, fiery...</p>

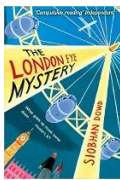

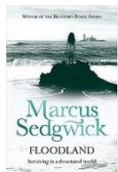

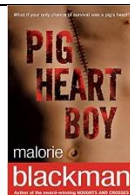

Year 2	Area of learning						
	Prior knowledge	<p>Respond speedily with the correct sound to graphemes for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.</p> <p>Read other words of more than one syllable that contain taught GPCs.</p> <p>Read books aloud, accurately, that are consistent with their developing phonic knowledge and that do require them to use other strategies to work out words.</p> <p>Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond which they can read independently.</p>	<p>Apply phonic knowledge and skills as the route to decode words.</p> <p>Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p> <p>Discuss word meanings, linking new meanings to those already known.</p> <p>Participate in discussion about what is read to them, taking turns and listening to what others say.</p> <p>Make inferences on the basis of what is being said and done.</p>	<p>Re-read books to build up their fluency and confidence in word reading.</p> <p>Draw on what they already know or on background information and vocabulary provided by the teacher.</p>	<p>Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings.</p> <p>Explain clearly their understanding of what is read to them.</p> <p>Discuss the significance of the title and events.</p>	<p>Check that the text makes sense to them as they read, and correct inaccurate reading.</p> <p>Predict what might happen on the basis of what has been read so far.</p>	<p>Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.</p> <p>Learn to appreciate rhymes and poems, and recite some by heart.</p>
	New knowledge	<p>Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</p> <p>Read accurately words of 2 or more syllables that contain taught graphemes.</p>	<p>Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.</p> <p>Read common exception words, noting unusual correspondences between spelling and</p>	<p>Read words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.</p> <p>Re-read books to build up their fluency and confidence in word reading.</p>	<p>Read words containing common suffixes.</p> <p>Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</p> <p>Discuss the sequence of events in books and how</p>	<p>Check that the text makes sense to them as they read and correct inaccurate reading.</p> <p>Predict what might happen on the basis of what has been read so far.</p> <p>Be introduced to non-fiction books that are</p>	<p>Become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales.</p> <p>Continue to build up a repertoire of poems learnt by heart, appreciating those and reciting some with appropriate</p>

		<p>Read aloud books closely matched to their improving phonics knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>Listen to, discuss and express 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.</p> <p>Recognise simple recurring literary language in stories and poetry.</p>	<p>sound and where these occur in the word.</p> <p>Discuss and clarify the meanings of words, linking new meanings to known vocabulary.</p> <p>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.</p> <p>Make inferences on the basis of what is being said and done.</p>	<p>Draw on what they already know or on background information and vocabulary provided by the teacher.</p> <p>Answer and ask questions</p> <p>Discuss their favourite words and phrases.</p>	<p>items of information are related.</p>	<p>structured in different ways.</p>	<p>intonation to make the meaning clear.</p>
	Key vocabulary	<p>Subject: poem, story, fiction, non-fiction, recurring</p> <p>Content: conscience, opinion, thoughts, emotion, eye-witness... village, crops, weeping, scorching, ebony...</p>	<p>Subject: decode, fluent, vocabulary, inference</p> <p>Content: freezing, creaking, towering, hollow, outstretched... hitch, stumble, amaze, beast, creature...</p>	<p>Subject: question, favourite, phrase</p> <p>Content: plague, rebuilt, architect, spread, thatched... dormouse, frosty...</p>	<p>Subject: suffix, sequence</p> <p>Content: arrondissement, priority, preparation, treasured, possessions... taught, understood, tame, wild...</p>	<p>Subject: predict, structure</p> <p>Content: barbaric, cruel, stormy, hunting...</p>	<p>Subject: fairy story, traditional tale, recite</p> <p>Content: apprentice, collapsed, propeller, navvy, tunnelling... disused, definitely, whine, lugged, nuzzled...</p>
Year 3	Area of learning						

	Prior knowledge	<p>Check that the text makes sense to them as they read and correct inaccurate reading.</p> <p>Answer and ask questions</p> <p>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.</p>	<p>Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p> <p>Listen to, discuss and express 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.</p> <p>Discuss their favourite words and phrases.</p>	<p>Read words containing common suffixes.</p> <p>Predict what might happen on the basis of what has been read so far.</p>	<p>Discuss the sequence of events in books and how items of information are related.</p>	<p>Be introduced to non-fiction books that are structured in different ways.</p>	<p>Make inferences on the basis of what is being said and done.</p>
	New knowledge	<p>Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p> <p>Retrieve and record information from non-fiction.</p> <p>Participate in discussion about books that are read to them and those they can read for themselves, taking turns and listening to what others say.</p>	<p>Read further exception words, noting unusual correspondences between spelling and sound, and where these occur in the word.</p> <p>Listen to and discuss a wide range of fiction, poetry and non-fiction.</p> <p>Discuss words and phrases that capture the reader's interest and imagination.</p>	<p>Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet.</p> <p>Predict what might happen from details stated.</p>	<p>Identify how language, structure and presentation contribute to meaning.</p>	<p>Read some books that are structured in different ways and read for different purposes.</p>	<p>Draw inferences such as inferring characters' feelings, thought and motives from their actions.</p>
	Key vocabulary	<p>Subject: check, discuss, retrieve, record</p> <p>Content: relieved, sparkled, wonder, shimmering, immediately...</p> <p>germination, pollination, nutrients, photosynthesis, dispersal...</p>	<p>Subject: discuss, phrase, interest, imagination</p> <p>Content: celandine, wisps, ravine, suspense... eruption, lava, magma, igneous, mantle...</p>	<p>Subject: root word, prefix, suffix, myth, legend</p> <p>Content:</p>	<p>Subject: language, structure, presentation</p> <p>Content: impatiently, lanterns, fidgeted, twitched, dim...</p>	<p>Subject: structure, presentation, purpose</p> <p>Content: prehistoric, gloomy, eerie, dappled, dank...</p>	<p>Subject: inference, character, feeling, though, motive</p> <p>Content: brink, toppled, nothingness, snag...</p>

Year 4	Area of learning	 			 		
	Prior knowledge	<p>Predict what might happen from details stated.</p> <p>Become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales.</p>		<p>Listen to and discuss a wide range of fiction, poetry and non-fiction.</p>	<p>Draw inferences such as inferring characters' feelings, thought and motives from their actions.</p>		
	New knowledge	<p>Use dictionaries to check the meaning of words they have read.</p> <p>Predict what might happen from details stated and implied.</p> <p>Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally.</p>	<p>Ask questions to improve their understanding of a text.</p> <p>Identify main ideas drawn from more than one paragraph and summarise these.</p>	<p>Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or text books.</p> <p>Recognise some different forms of poetry (e.g. free verse, narrative poetry).</p>	<p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence.</p>	<p>Prepare poems and playscripts to read aloud and perform, showing understanding through intonation, tone, volume and action.</p>	<p>Identify themes and conventions in a wide range of books.</p>
	Key vocabulary	<p>Subject: dictionary, predict, implied</p> <p>Content: demanded, scurried, scuttled, scrabbled, barricade...</p> <p>Minotaur, hero, unravel...</p>	<p>Subject: paragraph, summary, main ideas</p> <p>Content: detention, glimpse, succulent, veranda, retorted</p>	<p>Subject: fiction, poem, play, non-fiction, reference book, free verse, narrative, haiku, limerick</p> <p>Content: lulled, generations, troupe, smouldering, wondrous</p>	<p>Subject: inference, character, feeling, thought, motive, action, evidence</p> <p>Content: civilised, yearned, drape, purveyor, boughs...</p> <p>hustling, gnawing, offended, yowling, orbiting...</p>	<p>Subject: playscript, intonation, tone, volume</p> <p>Content: haggling, quivered, brayed, looming...</p>	<p>Subject: theme, convention</p> <p>Content:</p>

Year 5	Area of learning						
	Prior knowledge	<p>Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p> <p>Predict what might happen from details stated and implied.</p> <p>Identify how language, structure and presentation contribute to meaning.</p>	<p>Ask questions to improve their understanding of a text.</p> <p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence.</p>	<p>Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Retrieve and record information from non-fiction.</p> <p>Read some books that are structured in different ways and read for different purposes.</p>	<p>Identify main ideas drawn from more than one paragraph and summarising these.</p>		<p>Prepare poems and playscripts to read aloud and perform, showing understanding through intonation, tone, volume and action.</p>
	New knowledge	<p>Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.</p> <p>Predict what might happen from details stated and implied.</p> <p>Identify how language, structure and presentation contribute to meaning.</p>	<p>Ask questions to improve their understanding.</p> <p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence.</p>	<p>Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words that they meet.</p> <p>Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Retrieve, record and present information from non-fiction.</p> <p>Read books that are structured in different ways and read for a range of purposes.</p>	<p>Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.</p> <p>Distinguish between statements of fact and opinion.</p> <p>Increase their familiarity with a wide range of books, including modern fiction.</p>	<p>Make comparisons within and across books.</p> <p>Increase their familiarity with a wide range of books, including myths, legends and traditional stories.</p>	<p>Prepare poems and playscripts to read aloud and perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.</p>

	Key vocabulary	<p>Subject: predict, stated, implied, language, structure, presentation</p> <p>Content: steeples, ledge, inch, plummeted, frantically...</p> <p>detritus, scavenge, fashioned, burnished, indecipherable...</p>	<p>Subject: inference, character, feeling, thought, motive, action, evidence</p> <p>Content: laboriously, inquisitive, elongated, intertwining, impenetrable...</p>	<p>Subject: root word, prefix, suffix, fiction, non-fiction, poetry, plays, reference, structure, purpose</p> <p>Content: blizzard, crevasses, dehydration, glacier, precipice...</p>	<p>Subject: summarise, main idea, paragraph, supporting, fact, opinion</p> <p>Content: emporium, abuzz, intricate, enchanted, splendour...</p>	<p>Subject: compare, same, different, myth, legend</p> <p>Content: fiend, massacre, prosper, lament, merciless...</p>	<p>Subject: poem, playscript, intonation, tone, volume, audience</p> <p>Content:</p>
Year 6	Area of learning						
	Prior knowledge	Discuss words and phrases that capture the reader's interest and imagination.	Prepare poems and playscripts to read aloud and perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.	Participate in discussion about books that are read to them and those they can read for themselves, taking turns and listening to what others say.	Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.	Increase their familiarity with a wide range of books, including myths, legends and traditional stories and modern fiction.	Identify themes and conventions in a wide range of books. Increase their familiarity with a wide range of books, including myths, legends and traditional stories and modern fiction.
	New knowledge	Provide reasoned justification for their views. Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.	Recommend books that they have read to their peers, giving reasons for their choices. Learn a wide range of poetry by heart.	Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.	Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.	Increase their familiarity with a wide range of books, including fiction from our literary heritage.	Identify and discuss themes and conventions in and across a wide range of writing. Increase their familiarity with a wide range of books, including books from other cultures and traditions.
	Key vocabulary	Subject: interest, imagination, explain, justify, evaluate, figurative language	Content: poverty, plight, destitute, refuge, malevolent...	Content: abandoned, derelict, marauding, desperate, inhabitants...	Content: adaptation, evolution, unfurl, speckled, charcoal... expedition, undiscovered, specimen, enchanted, stranded...	Subject: stanza, verse Content: donor, anguish, procedure, sumptuous, precaution ...	Subject: theme, conventions, illustration, symbolise Content: chaos, refugee, migrating, border, exodus...

		<p>Content: desolate, forbidden, immortal, lacquered, scent...</p> <p>cantilevered, catastrophe, spontaneous, theory, combustion...</p>					
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