Reading Curriculum

Overview

Samuel Barlow
Primary Academy

We empower | We respect | We care

Part of Diverse Academies

Samuel Barlow Primary Academy | **DA** Part of **Diverse Academies**

Overview of objectives – Year 1

pr Pathways to Read

Reading skills	Au1	Au2	Sp1	Sp2	Su1	Su2

- Develop pleasure in reading, motivation to read, vocabulary and understanding
- Listen to, discuss and express views about a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
- Recognise and join in with predictable phrases
- Check that the text makes sense as they read and correct inaccurate reading
- Participate in discussions about what is read to them, taking turns and listening to what others say
- Predict what might happen on the basis of what has been read so far (1e)
- Discuss word meanings, linking new meanings to those already known (1a)
- Explain clearly their understanding of what is being read to them (1b)
- Draw on vocabulary provided by the teacher (1a)
- Discuss the significance of the title and events (1b)
- Be encouraged to link what they read or hear read to their own experiences (1d)
- Make inferences on the basis of what is being said and done (1d)
- Explain clearly their understanding of what is being read to them (1b)
- Retell key stories, fairy stories and traditional tales, and consider their characteristics (1c)
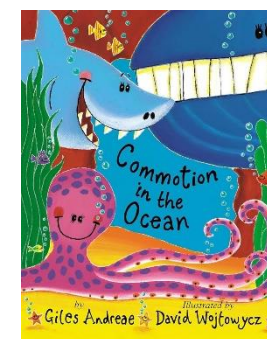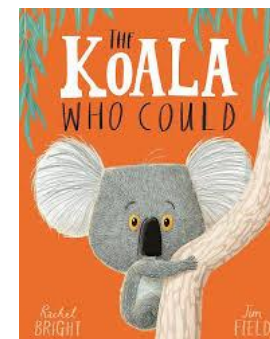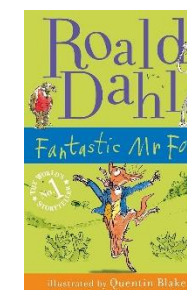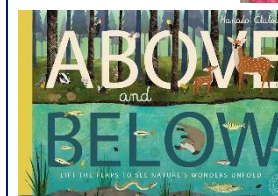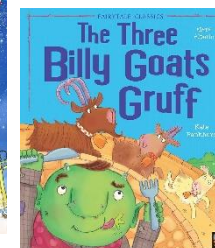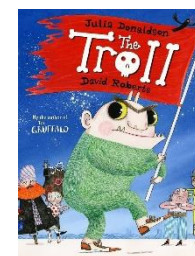
Overview of objectives – Year 2

Reading skills	Au1	Au2	Sp1	Sp2	Su1	Su2

- 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
- Become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales
- 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
- Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves
- Recognise simple recurring literary language in stories and poetry
- Draw on what they already know or on background information and vocabulary
- Check that the text makes sense to them as they read and correct inaccurate reading
- Recognise simple recurring literary language in stories and poetry
- Predict what might happen on the basis of what has been read so far (1e)
- Discuss and clarify the meaning of words, linking new meanings to known vocabulary (1a)
- Discuss the sequence of events in books and how items of information are related (1c)
- Answer and ask questions (1b)
- Make inferences on the basis of what is being said and done (1d)
- Discuss their favourite words and phrases
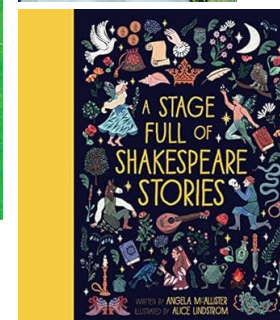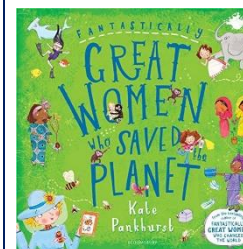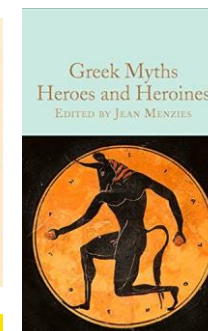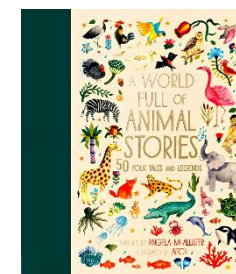- Introduce non-fiction books that are structured in different ways

Overview of objectives – Year 3

Reading skills	Au1	Au2	Sp1	Sp2	Su1	Su2

- Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- Read books that are structured in different ways and read for a range of purposes
- Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
- Check that the text makes sense to them and discuss their understanding
- Participate in discussion about books
- Predict what might happen from details stated and implied (2e)
- Explain meaning of words in context (2a)
- Retrieve and record information (2b)
- Use dictionaries to check the meaning of words that they have read
- Identify themes and conventions in a wide range of books
- Discuss words and phrases that capture the reader's interest and imagination(2g)
- Ask questions to improve understanding
- Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence (2d)
- Identify main ideas drawn from more than one paragraph and summarise
- (2c)
- Identify how language, structure and presentation contribute to meaning (2f)
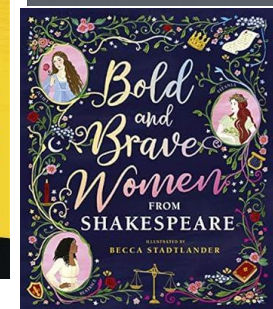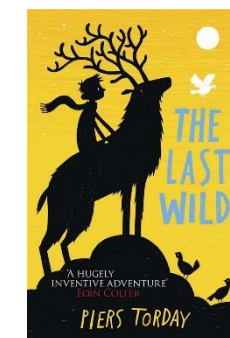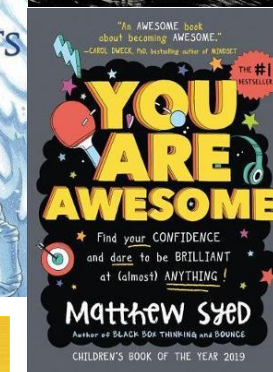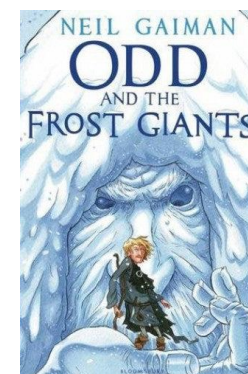- Retrieve and record information from non-fiction (2b)

Overview of objectives – Year 4

Reading skills	Au1	Au2	Sp1	Sp2	Su1	Su2
• Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks						
• Read books that are structured in different ways and read for a range of purposes						
• Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally						
• Check that the text makes sense to them and discuss their understanding						
• Participate in discussion about books						
• Predict what might happen from details stated and implied (2e)						
• Explain meaning of words in context (2a)						
• Retrieve and record information (2b)						
• Use dictionaries to check the meaning of words that they have read						
• Identify themes and conventions in a wide range of books						
• Discuss words and phrases that capture the reader's interest and imagination (2g)						
• Ask questions to improve understanding						
• Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence (2d)						
• Identify main ideas drawn from more than one paragraph and summarise						
• (2c)						
• Identify how language, structure and presentation contribute to meaning (2f)						
• Retrieve and record information from non-fiction (2b)						

Overview of objectives – Year 5

Reading skills	Au1	Au2	Sp1	Sp2	Su1	Su2

- Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- Read books that are structured in different ways and read for a range of purposes
- Increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
- Participate in discussion about books
- Explain and discuss understanding of reading
- Provide reasoned justifications for views
- Recommend books to peers
- Predict what might happen from details stated and implied (2e)
- Explore meaning of words in context (2a)
- Retrieve, record and present information (2b)
- Ask questions to improve understanding
- Identify and discuss themes and conventions
- Make comparisons within and across books (2h)
- Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence (2d)
- Summarise main ideas from more than one paragraph, identifying key details (2c)
- Identify how language, structure and presentation contribute to meaning (2f)
- Evaluate authors' language choice, including figurative language (2g)
- Distinguish between fact and opinion (2d)
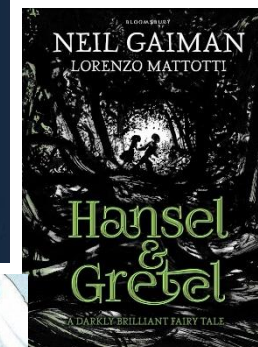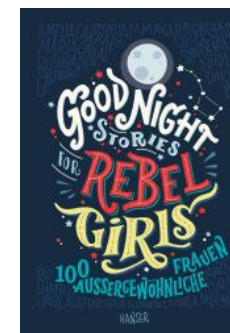
Overview of objectives – Year 6

Reading skills	Au1	Au2	Sp1	Sp2	Su1	Su2

- Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- Read books that are structured in different ways and read for a range of purposes
- Increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
- Participate in discussion about books
- Explain and discuss understanding of reading
- Provide reasoned justifications for views
- Recommend books to peers
- Predict what might happen from details stated and implied (2e)
- Explore meaning of words in context (2a)
- Retrieve, record and present information (2b)
- Ask questions to improve understanding
- Identify and discuss themes and conventions (2d)
- Make comparisons within and across books (2h)
- Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence (2d)
- Summarise main ideas, identifying key details (2c)
- Identify how language, structure and presentation contribute to meaning (2f)
- Evaluate authors' language choice, including figurative language (2g)
- Distinguish between fact and opinion (2d)