










Heymann Primary and Nursery Reading Curriculum intent

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
DECODING TEXT	Phonological awareness development through:	Read a wide range of texts accurately and effortlessly by:						
	Body percussion <ul style="list-style-type: none">• Copying / suggesting patterns• Instrument sounds Copying patterns <ul style="list-style-type: none">• Voice sounds• Speech detection: sentences made up of individual words Environmental sounds <ul style="list-style-type: none">• Outdoor noises• Pirate / seaside sounds• Alliteration• Recognising words can begin with the same initial phoneme Segmenting & Blending <ul style="list-style-type: none">• Blending words segmented by an adult• CVC I spy games• Coping robot arms to segment CVC words Rhythm & Rhyme <ul style="list-style-type: none">• rhyme detection – identifying / matching rhyming pairs• Rhyme production – changing ends of words to create new rhyming word	<ul style="list-style-type: none">• matching sounds to letters and graphemes (See Little Wandle Phase 3)• recognising some whole words including taught phonemes, their name and common exception words from Little Wandle up to phase 4• sounding and blending most words with graphemes taught in Little Wandle scheme.	<ul style="list-style-type: none">• matching sounds to letters and graphemes (See Little Wandle Phase 5)• reading whole words including taught phonemes and common exception words from Little Wandle up to phase 5• 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 with graphemes taught in Little Wandle scheme.• noticing word endings -s, -es, -ing, -ed, -er, -est,• using syllable boundaries	<ul style="list-style-type: none">• use phonic knowledge to read automatically and with pace.• read most words automatically including all Y2 common exception words.• word problem solve by breaking down unfamiliar words in different ways Including:• attempting different sounds for graphemes to work out which makes sense.• identifying the taught suffixes to help to read unfamiliar words. (including -ly -ment, –ness,–ful – less, - tion)• Identifying words parts for 2 or more syllables	<ul style="list-style-type: none">• read some words with unusual phoneme/grapheme correspondences.• read most words automatically including many further Y3/4 common exception words.• word problem solve by breaking unfamiliar words in different ways and quickly combining to read and understand. Including:<ul style="list-style-type: none">• noticing root words, prefixes, suffixes, (including re–, sub–, inter–, super-, anti-, auto-, -ation, -ous, - tion, - sion, -ssion, –cian)• - using syllable boundaries to see words or word parts within words	<ul style="list-style-type: none">• apply what is known about similar words to pronounce and understand new words with unusual ph:gr correspondences correctly.• read most words automatically including all further Y3/4 common exception words.• apply my knowledge of roots, prefixes and suffixes to read unfamiliar words.(including -in, -il,- im, -ir, -ture, -ation, -ous)	<ul style="list-style-type: none">• accurately read multisyllabic words without omitting syllables or letters, or mispronouncing unusual ph:gr correspondences.• Read most words automatically including many further Y5/6 common exception words.• apply my knowledge of a broader range roots, prefixes and suffixes quickly and accurately to read unfamiliar words. (–fer, –ance,-ancy, –ent,-ence, –ency, -ible, -able)	<ul style="list-style-type: none">• read most words automatically including all further Y5/6 common exception words.• automatically apply knowledge of roots, prefixes and suffixes (morphology) and see the links and similarities between words (etymology and analogy) to read unfamiliar words with accuracy, pace and understanding.
	Develop reading fluency by:							
		<ul style="list-style-type: none">• re-reading familiar 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	<ul style="list-style-type: none">• re-reading words, phrases and sentences that required some sounding out on the first read• looking carefully at each word without pointing• to be able to read simple phrases at a good pace with appropriate expression	<ul style="list-style-type: none">• independently re-reading words, phrases, and sentences when the text required some slow decoding• recognising and knowing how to use punctuation (. , “ ” ! ?) to read longer phrases at a good pace with appropriate expression and intonation	<ul style="list-style-type: none">• independently re-reading text that required some slow decoding or when the text doesn’t make sense to them• using a wider range of punctuation to read texts at a good pace, with appropriate intonation and expression. Reading silently most of the time.	<ul style="list-style-type: none">• re-reading parts of text to improve pace, expression and intonation• using a growing awareness of audience and purpose to read with appropriate expression and intonation when reading aloud	<ul style="list-style-type: none">• reading smoothly and accurately with appropriate expression and intonation that matches their interpretation of the text	<ul style="list-style-type: none">• reading a wide range of text accurately and at pace; controlling their tone, pitch, pace and volume to create atmosphere
COMPREHENDING TEXT	Develop the language and vocabulary needed to understand text by:							
	 <ul style="list-style-type: none">• experiencing story language and rhyme and• using it in play• discussing unfamiliar vocabulary with an adult	<ul style="list-style-type: none">• experiencing story language and rhyme and• using it in play• discussing unfamiliar vocabulary with an adult• reciting the alphabet and recognising the letters in order	<ul style="list-style-type: none">• discussing possible meanings of unfamiliar words and phrases• knowing alphabetical order	<ul style="list-style-type: none">• considering if their understanding of a word or phrase makes sense in the text and explaining how they know• using simple dictionaries and glossaries to find the meaning of unfamiliar words they meet when reading	<ul style="list-style-type: none">• discussing alternative meanings of words and phrases and choosing the most appropriate• knowing how to use the quartiles of the dictionary to locate and find out the meaning of unfamiliar words they have read	<ul style="list-style-type: none">• attempting alternative meanings of words and phrases and choosing the most appropriate as they read• to locate words quickly in a dictionary to check the meaning of words that they have read	<ul style="list-style-type: none">• discussing how morphology helps to understand unfamiliar words• discussing how inference and context help to understand unfamiliar words• Using a dictionary to check a suggested meaning and consider which definition is the most relevant to the context	<ul style="list-style-type: none">• using their knowledge of morphology to clarify unfamiliar words• using inference and context to clarify unfamiliar words• Using dictionaries confidently and efficiently to locate information about words met in reading and to identify the most appropriate meaning of a word from alternative definitions
	Understand texts they can read accurately and fluently and those they listen to by:							
	 <ul style="list-style-type: none">• children to become familiar with identified stories that link to own experiences eg going to a park with an adult and based on familiar settings respond to I wonder what will happen statements.• supported by an adult to ask questions about words don't understand• using pictures and familiar stories can say how a character might be feeling• children to talk about books answering simple questions(who, what, where)	<ul style="list-style-type: none">• talking with an adult about how the text links to their own experiences or to other stories they have heard• 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	<ul style="list-style-type: none">• discussing relevant background knowledge (what they have done/ seen/ heard) and information from the teacher• 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	<ul style="list-style-type: none">• using relevant background knowledge (what they have done/ seen/ heard) or information from the teacher• 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	<ul style="list-style-type: none">• drawing on background knowledge to identify themes in a text. (such as the triumph of good over evil).• asking themselves questions and making sensible predictions as they read from information stated and implied	<ul style="list-style-type: none">• drawing on background knowledge to identify themes in more complex text• asking themselves questions and making sensible predictions as they read from information stated and implied• Evaluating and revising their predictions as they read on.	<ul style="list-style-type: none">• drawing on background knowledge particularly from other texts to identify and relate to themes• asking questions about ideas and themes as they read. Making predictions as they read drawing on prior knowledge from texts and their own experiences. Using information in the text to evaluate the plausibility of their assumptions.	<ul style="list-style-type: none">• drawing on background knowledge particularly from other texts to identify and relate to more complex themes• asking questions about more complex themes as they read. Making predictions as they read drawing on prior knowledge from their own experiences and other complex texts. Using information in the text to support or alter their assumptions

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
   		<ul style="list-style-type: none"> noticing when they hear something they don't understand and asking an adult to explain drawing on their own experiences to infer how a character might be feeling or why they are behaving in a particular way talking with an adult about what has happened in a story 	<ul style="list-style-type: none"> noticing when they read a word or phrase they don't understand and asking an adult, or their peers to explain 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 retelling a story in sequence, giving the main events 	<ul style="list-style-type: none"> noticing when they read a word or phrase they don't understand and knowing what they can do to help them understand e.g. re-reading, reading on, using the context 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 drawing together information from across a number of sentences to sum up what is known about a character, event or idea. 	<ul style="list-style-type: none"> noticing when they encounter parts of the text they do not understand and actively using a range of strategies to support their understanding 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. identifying main ideas drawn from more than one paragraph and summarising these 	<ul style="list-style-type: none"> noticing when they encounter parts of the text they do not understand and actively using a wide range of strategies to support their understanding using information given and implied to explain characters' feelings and attitudes; to identify the most plausible motive behind a character's actions; and to identify causal antecedents leading to an event. Considering their thinking and providing evidence to justify their inferences. summarising the main ideas drawn from longer texts, identifying key details that support the main idea 	<ul style="list-style-type: none"> noticing when they do not understand an idea or theme in the text and using a range of strategies to support their understanding using information given and implied to identify and explore key ideas and themes. Examining their reasoning and providing evidence from the text to justify their assumptions. making regular, brief summaries of what has been read, considering what is known or can be inferred about a character, event or theme. 	<ul style="list-style-type: none"> noticing when they do not understand the more complex themes in the text and using a range of strategies to support their understanding using information given and implied to identify and explore key ideas and more complex themes. Examining their reasoning and using evidence from the text to confirm or adjust their assumptions. making regular, brief summaries of what has been read, considering what is known or can be inferred in relation to more complex themes, giving examples from the text
	Develop a positive attitude to reading by:							
	<ul style="list-style-type: none"> joining with rhyming refrain (see nursery rhyme and reading spine) 	<ul style="list-style-type: none"> listening to a range of stories and rhymes. choosing from a wide range of texts children to join in with rhyming refrain (see nursery rhyme and reading spine) talking about their favourite books and stories 	<ul style="list-style-type: none"> listening to and discussing a wide range of poems, non-fiction texts and stories including fairy stories and traditional tales discussing books they have read, with their peers 	<ul style="list-style-type: none"> 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 discussing books they have read, with their peers and considering why others might want to read them 	<ul style="list-style-type: none"> 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. reading books by authors they have not met before and considering why others might want to read them 	<ul style="list-style-type: none"> 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. reading books by authors they have not met before and recommending these to their peers 	<ul style="list-style-type: none"> reading and discussing an increasingly wide range of poetry, plays, non-fiction (including reference books or textbooks) and fiction including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions reading books from a wide range of genres and authors and discussing with others 	<ul style="list-style-type: none"> reading and discussing an increasingly wide range of poetry, plays, non-fiction (including reference books or textbooks) and fiction including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions recommending books from a wide range of genres and authors and making links with other texts
RESPONDING TO TEXT 	Show their understanding of texts they have heard and read by:							
	<ul style="list-style-type: none"> talking with an adult about their favourite part of a story participating in role play of familiar stories children to talk about books answering simple questions(who, what, where) 	<ul style="list-style-type: none"> talking with an adult about their favourite part of a story participating in role play of familiar stories answering 'how' and 'why' questions about their experiences and in response to stories. 	<ul style="list-style-type: none"> talking with peers, taking turns and listening to others, about what they like or dislike about a text using role play to explore the characters and themes of texts including fairy stories and traditional tales answering questions in discussion with an adult including making simple inferences 	<ul style="list-style-type: none"> participating in guided discussions about books, poems, and other texts, explaining and discussing their understanding and considering the opinions of others using discussion, role play and other drama techniques to explore themes of texts explaining and discussing their understanding of a text and answering literal and inferential questions 	<ul style="list-style-type: none"> participating in discussions about books, poems and other texts, explaining and discussing their understanding and considering the opinions of others discussing, and using drama techniques to explore themes, such as the triumph of good over evil, in texts including myths and legends retrieving and recording significant information in fiction and non-fiction texts and using this to answer literal and inferential questions 	<ul style="list-style-type: none"> participating in discussions about books, poems and other texts, explaining and discussing their understanding and considering the opinions of others using evidence from the text recognising, discussing, and using drama techniques to explore themes, such as the triumph of good over evil, in texts including myths and legends skimming and scanning to retrieve and record information from non-fiction 	<ul style="list-style-type: none"> building on their own and others' ideas and challenging views courteously recognising discussing, and using drama techniques to explore themes; compare characters; compare differing accounts and viewpoints using information they have gathered from fiction and non-fiction to participate in debates and to create formal presentations. 	<ul style="list-style-type: none"> building on their own and others' ideas and challenging views courteously and providing reasoned justifications for their views recognising discussing, and using drama techniques to explore themes; compare characters; compare differing accounts and viewpoints in more complex texts using information they have gathered from fiction and non-fiction to participate in debates about more complex issues and to create formal presentations.
ANALYSING TEXT 	Discuss and evaluate how authors use language structures and presentation by:							
	Talking with an adult about interesting words and using actions to understand them <ul style="list-style-type: none"> 	<ul style="list-style-type: none"> noticing and talking with an adult about interesting words and phrases in text read to them 	<ul style="list-style-type: none"> talking to adults and their peers about interesting words and phrases in texts read to them Know that language in text differs from spoken language.	<ul style="list-style-type: none"> recognising and talking about literary language in stories and poetry and discussing words and phrases that interest them Know that language in text can have an emotional impact on the reader 	<ul style="list-style-type: none"> discussing how words and phrases capture the reader's interest and imagination Know that the author makes deliberate choices about language and presentation to have an impact on the reader. 	<ul style="list-style-type: none"> discussing words and phrases that capture the reader's interest and imagination and how changing language and presentation can alter and clarify meaning Know that the author's choice of language and presentation directs how the reader perceives characters, settings, topics and themes. 	<ul style="list-style-type: none"> identifying examples of idiomatic and comparative language and exploring how the impact on the reader would change if the author had made different choices Know that the author's use of language and presentation can be interpreted in different ways and justify their interpretation 	<ul style="list-style-type: none"> identifying examples of figurative language and exploring how effectively it is used to suggest meaning and create mental images Know that the author's choice of language and presentation can create bias and the reader needs to consider how this influences their developing opinions, values, and view of the world