

Wood Field Reading Curriculum



Wood Field Reading Curriculum Progression of skills

	Year 2	Year 3	Year 4	Year 5	Year 6
End of Key Stage 2 content domains		2a: Give/explain the meaning of words in context			
Word Reading	To continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.	To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words).	To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill.	To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.	To read fluently with full knowledge of all Y5/ Y6 exception words, root words, prefixes, suffixes/word endings and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.
	To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.	To apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- to begin to read aloud.	To apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.	To apply their growing knowledge of root words, prefixes and suffixes/ word endings, including -sion, -tion, -cial, -tial, -ant /-ance/-ancy, -ent/-ence/-ency, -able/-ably and -ible/ibly, to read aloud fluently.	
	To accurately read most words of two or more syllables.	To apply their growing knowledge of root words and suffixes/ word endings, including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian, to begin to read aloud.	To read all Y3/Y4 exception words, discussing the unusual correspondences between spelling and these occur in the word.	To read most Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.	
	To read most words containing common	To begin to read Y3/Y4 exception words.			

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	suffixes.				
	To read most Y1 and Y2 common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.				
Fluency	To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation.	At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.			
	To reread these books to build up fluency and confidence in word reading.				
	To read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts.				
Comprehension					
End of Key Stage 2 content domains	1a: Draw on knowledge of vocabulary to understand texts				
Understanding and Correcting	To show understanding by drawing on what they already know or on				

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Inaccuracies	background information and vocabulary provided by the teacher. To check that the text makes sense to them as they read and to correct inaccurate reading.				
End of Key Stage 2 content domains	<i>1c: identify and explain the sequence of events in texts</i>	2c: Summarise main ideas from more than one paragraph 2f: identify/explain how information/narrative content is related and contributes to the meaning of the whole 2h: make comparisons within the text			
Comparing, Contrasting and Commenting	To participate in discussion about books, poems and other works that are read to them (at a level beyond which they can read independently) and those that they can read for themselves, explaining their understanding and expressing their views.	To recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.	To discuss and compare texts from a wide variety of genres and writers.	To read a wide range of genres, identifying the characteristics of text types (such as the use of the first person in writing diaries and autobiographies) and differences between text types.	To read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions.
	To become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales.	To use appropriate terminology when discussing texts (plot, character, setting).	To read for a range of purposes.	To 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.	To recognise more complex themes in what they read (such as loss or heroism).
	To discuss the sequence of events in books and how items of information are related.		To identify themes and conventions in a wide range of books.	To identify main ideas drawn from more than one paragraph and to summarise these.	To 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.
			To refer to authorial style, overall themes (e.g. triumph of good over evil) and features (e.g. greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings).	To recommend texts to peers based on personal choice.	To listen to guidance and feedback on the quality of their explanations and contributions to discussions and to make improvements when participating in discussions.
					To draw out key information and to summarise the main ideas in a text.
					To distinguish independently between statements of fact and opinion, providing reasoned justifications for their views.
					To compare characters, settings and themes within a text and across more than one text.
End of Key Stage 2 content domains	1a: Draw on knowledge of vocabulary to understand texts	2f: identify/explain how information/narrative content is related and contributes to the meaning of the whole 2g: identify and explain how meaning is enhanced through choice of words and phrases			
Words in Context and	To discuss and clarify the meanings of words, linking new meanings	To check that the text makes sense to them, discussing their	Discuss vocabulary used to capture readers' interest and	To discuss vocabulary used by the author to create effect including	To analyse and evaluate the use of language, including figurative

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Authorial Choice	to known vocabulary.	understanding and explaining the meaning of words in context.	imagination.	figurative language.	language and how it is used for effect, using technical terminology such as metaphor, simile, analogy, imagery, style and effect.
	To discuss their favourite words and phrases.	To discuss authors' choice of words and phrases for effect.		To evaluate the use of authors' language and explain how it has created an impact on the reader.	
End of Key Stage 2 content domains	<i>1d: make inferences from the text</i> <i>1e: predict what might happen on the basis of what has been read so far</i>	2d: make inferences from the text/explain and justify inferences with evidence from the text 2e: predict what might happen from details stated or implied			
Inference and Prediction	To make inferences on the basis of what is being said and done.	To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives.	To draw inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text.	To draw inferences from characters' feelings, thoughts and motives.	To consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters).
	To predict what might happen on the basis of what has been read so far in a text.	To justify predictions using evidence from the text.	To justify predictions from details stated and implied.	To make predictions based on details stated and implied, justifying them in detail with evidence from the text.	To discuss how characters change and develop through texts by drawing inferences based on indirect clues.
Poetry	To continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation	To prepare and perform poems and play scripts that show some awareness of the audience when reading aloud.	To recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry).	To continually show an awareness of the audience when reading out loud using intonation, tone, volume and action.	To confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect.

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	to make the meaning clear.				
		To begin to use appropriate intonation and volume when reading aloud.	To prepare and perform poems and play scripts with appropriate techniques (intonation, tone, volume and action) to show awareness of the audience when reading aloud.		
End of Key Stage 2 content domains	<i>1b: identify and explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information</i>	2b: Retrieve and record information/ identify key details from fiction and non - fiction			
Non-Fiction	To recognise that non-fiction books are often structured in different ways.	To retrieve and record information from non-fiction texts.	To use all of the organisational devices available within a non-fiction text to retrieve, record and discuss information.	To use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts.	To retrieve, record and present information from non-fiction texts.
			To use dictionaries to check the meaning of words that they have read.		To use non-fiction materials for purposeful information retrieval (e.g. in reading history, geography and science textbooks) and in contexts where pupils are genuinely motivated to find out information (e.g. reading information leaflets before a gallery or museum visit or reading a theatre programme or

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