Parkwood Reading Curriculum

| | FS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|----------------|---------------|------------------|-------------------|------------------|---------------------|----------------------|----------------------|
| Being a Reader | Fluency | Fluency | Fluency | Fluency | Fluency | Fluency | Fluency |
| | Read and | Read accurately | Read aloud | Read 90 -120 | Read 100-140 | Read 120 – 160 | Read 140-180 |
| | understand | texts which are | books, sounding | words per | words per minute. | words per minute. | words per minute. |
| | simple | consistent with | out unfamiliar | minute. | Children can read | Children can read | Children can read |
| | sentences. | their phonic | words | Fluency is | silently and aloud, | silently, they | silently, they |
| | | knowledge. | accurately, | developed using | reading fluently | recognise words | recognise words |
| | | | automatically | whole | enough to gain | automatically and | automatically and |
| | | | and without | class/group | meaning, re- | group words | group words |
| | | To re-read texts | undue | choral and echo | reading where | quickly to help | quickly to help |
| | | to build up | hesitation. | reading. | necessary. Children | them gain meaning | them gain |
| | | confidence and | | | can use expression | from what they | meaning from |
| | | fluency in word | | | confidently when | read. Fluent | what they read. |
| | | reading. | | | reading aloud. | readers read aloud | Fluent readers |
| | | | Read words | | | effortlessly and | read aloud |
| | | | accurately and | | | with expression. | effortlessly and |
| | | | fluently with | | | Their reading | with expression. |
| | | | over 90 words | | | sounds natural, as | Their reading |
| | | | per minute in an | | | if they are | sounds natural, as |
| | | | age-related text. | | | speaking. | if they are |
| | | | | | | | speaking. |
| Word Reading | Decoding | Decoding | Decoding | Decoding | Decoding | Decoding | Decoding |
| | Decode | Decode words | Decode words | Decodes new | Decodes new | Reads most words | Reads most words |
| | simple | using phonic | using phonic | words, testing | words, testing out | effortlessly and | effortlessly and |
| | regular words | skills. | skills until | out different | different | focusses on all the | focusses on all the |
| | using phonics | Blend sounds in | automatic | pronunciations | pronunciations and | letters in a word to | letters in a word |
| | and read | unfamiliar | decoding has | and corrects | corrects where | ensure it is read | to ensure it is read |
| | them | words using the | become | where needed, | needed, based on | correctly. | correctly. |
| | accurately. | GPCs that | embedded and | based on own | own experience. | Sight Vocabulary | Sight Vocabulary |
| | - | they have been | reading is | experience. | Sight Vocabulary | Pays attention to | Pays attention to |
| | | taught. | fluent. | Sight Vocabulary | Reads common | both meaning and | both meaning and |
| | | | Blend | and Root Words | exception words | pronunciation of | pronunciation of |

| | Sight | Respond | the sounds in | Reads common | noting unusual | new vocabulary | new vocabulary |
|---------------|---------------|--------------------|------------------|------------------|--------------------|--------------------|--------------------|
| | Vocabulary | speedily, giving | words that | exception words | correspondences. | when reading | when reading |
| | , | the correct | contain the | and applies a | Root | themselves or | themselves or |
| | Read some | sound to | graphemes | growing | Words/Prefixes/Su | being read to. | being read to. |
| | sight words | graphemes for | taught | knowledge of | ffixes | Root | Root |
| | linked to RWI | all of the 40+ | so far, | root words, | Applies a growing | Words/Prefixes/Su | Words/Prefixes/S |
| | | phonemes. | especially | prefixes and | knowledge of root | ffixes | uffixes |
| | | Read words | recognising | suffixes. | words, prefixes | Applies growing | |
| | | containing | alternative | | and suffixes to | knowledge of root | Accurately reads |
| | | taught | sounds for | | read aloud and | words, prefixes | individual words |
| | | GPCs. | graphemes. | | understand the | and suffixes to | key to the |
| | | | | | meaning of new | read aloud and to | meaning of a |
| | | Sight | Read most | | words. | understand the | sentence or |
| | | Vocabulary and | words | | | meaning new | paragraph (not |
| | | Root words | of two or more | | | words. | reading invitation |
| | | Read words | syllables. | | | | as imitation). |
| | | containing -s, | | | | | Applies growing |
| | | -es, -ing, | Sight | | | | knowledge of root |
| | | -ed and -est | Vocabulary and | | | | words, prefixes |
| | | endings. | Root words | | | | and suffixes to |
| | | Read words | Read most | | | | read aloud and to |
| | | with | words | | | | understand the |
| | | contractions, | containing | | | | meaning new |
| | | e.g. I'm, I'll and | common | | | | words. |
| | | we'll. | suffixes.* | | | | |
| Comprehension | Listens to | Joins in with | Deduction | Deduction | Deduction | Deduction | Deduction |
| | stories | discussions | Checks the text | -Checks the text | -Checks the text | -Checks the text | -Checks the text |
| | accurately | about a text, | makes sense to | makes sense to | makes sense to | makes sense to | makes sense to |
| | anticipating | taking turns and | them by | them by | them by discussing | them by discussing | them by discussing |
| | key events | listening | discussing their | discussing their | their | their | their |
| | and | to what others | understanding | understanding. | understanding. | understanding. | understanding. |
| | respond to | say. | with an adult. | -Asks questions | -Asks questions to | -Asks questions to | -Asks questions to |
| | what they | | Discuses and | to clarify. | clarify. | clarify. | clarify. |
| | hear with | Discusses word | clarifies the | -Retrieves and | -Retrieves and | -Retrieves and | -Retrieves and |
| | | meaning and | | records | records | records | records |

| relevant | link new | meaning of | information from | information from | information from | information from |
|--------------|------------------|------------------|---------------------|---------------------|---------------------|---------------------|
| comments, | meanings to | words. | non-fiction texts. | non-fiction texts. | non-fiction texts. | non-fiction texts. |
| questions or | those | Asks questions | Inference | Inference | Inference | Inference |
| actions. | already known. | about a text. | -Infers characters' | -Infers characters' | -Infers characters' | -Infers characters' |
| | | | feelings thought | feelings thought | feelings thought | feelings thought |
| | Makes | Inference | and motives from | and motives from | and motives from | and motives from |
| Shows | simple | Makes | their actions. | their actions. | their actions. | their actions. |
| understandin | inferences. | inferences on | -Justifies their | -Justifies their | -Justifies their | -Justifies their |
| g | | the | inferences with | inferences with | inferences with | inferences with |
| when talking | | basis of what is | evidence from | evidence from the | multiple pieces of | multiple pieces of |
| with others | Predicts what | being said | the text. | text. | evidence from the | evidence from the |
| about | might | and done. | Prediction | Prediction | text. | text. |
| what they | happen on the | | Predicts what | Predicts what | Prediction | Prediction |
| have read. | basis of what | Prediction | might happen | might happen from | Predicts what | Predicts what |
| | has been read | Predicts what | from details | details stated and | might happen from | might happen |
| Retells | so far. | might happen | stated and | implied. | details stated and | from details stated |
| simple, | | on the basis of | implied. | Purpose/Evaluatio | implied. | and implied. |
| familiar | Retells familiar | what has been | Purpose/Evaluati | n | Purpose/Evaluatio | Purpose/Evaluatio |
| stories. | stories in | read so far in a | on | -Demonstrates an | n | n |
| | increasing | text. | -Demonstrates an | understanding of | -Discusses and | -Discusses and |
| | detail. | | understanding of | figurative | evaluates how | evaluates how |
| | | | figurative | language. | authors use | authors use |
| | Links what they | Purpose/Evalua | language. | -Identifies how | language to impact | language to |
| | have read or | tion | -Identifies how | language structure | on the reader. | impact on the |
| | have read to | | language | and presentation | - Make | reader. |
| | them to their | Recognises | structure and | contribute to | comparisons within | - Make |
| | own | simple recurring | presentation | meaning. | and across books. | comparisons |
| | experiences. | literary | contribute to | - Identifies and | - Summarises main | within and across |
| | | language in | meaning. | summarises main | ideas identifying | books. |
| | | stories and | - Identifies and | ideas drawn from | key details that | - Summarises main |
| | | poetry. | summarises main | text. | support this. | ideas identifying |
| | | | ideas drawn from | - Reads for | - Distinguishes | key details that |
| | | Discusses the | text. | different purposes, | between | support this. |
| | | sequence of | - Reads for | engaging with | statements of fact | - Distinguishes |
| | | events in books. | different | | and opinion. | between |

| | purposes, | books structured in | - Reads for | statements of fact |
|------------------|--------------------|---------------------|---------------------|--------------------|
| Discusses items | engaging with | different ways. | different purposes | and opinion. |
| of information | books structured | | engaging with | - Reads for |
| are related. | in different ways. | | books structured in | different purposes |
| | | | different ways. | engaging with |
| Makes links | | | | books structured |
| between the | | | | in different ways. |
| text | | | | |
| they are reading | | | | |
| and other texts | | | | |
| they have read | | | | |