



Waddington All Saints Academy

A L.E.A.D. Academy

# Reading Curriculum

## Year 1 to Year 6



"You can find magic wherever  
you look. Sit back and relax all  
you need is a book!"

– Dr. Seuss

# Overarching Principles

## Subject Intent

We believe that a quality English curriculum should develop children's love of and enthusiasm for reading, writing and discussion.

Reading, writing, speaking and listening lay the foundation for lifelong learning and work; they allow children to access all curricular areas and by being literate, all learners will therefore be able to embrace a wider range of opportunities in all aspects of their lives. At All Saints we believe that reading is fundamental to all areas of education so a holistic approach is taken in order for every child to become the best reader possible.

We give all children the opportunity to enter the magical worlds that books open to them. We aim to inspire an appreciation of our rich and varied literary heritage and a habit of reading widely and often, developing children culturally, emotionally, intellectually, socially and spiritually. Reading is at the core of our curriculum. We teach children to be confident and fluent readers who will have a lifelong love of books and reading. Reading also enables pupils both to acquire knowledge and to build on what they already know. We believe that a thorough grasp of reading is crucial to a high-quality education and will give our children the confidence and tools they need to become learners for life.

Substantive Knowledge	Disciplinary Knowledge	Connecting themes
<ul style="list-style-type: none"><li>❖ Phonic decoding</li><li>❖ reading comprehension</li><li>❖ reading fluency</li><li>❖ interpreting and discussing authorial intent</li><li>❖ apply reading skills throughout the curriculum</li></ul>	<ul style="list-style-type: none"><li>❖ The pursuing of understanding others communication in varied form, by developing our own fluency, comprehension and understanding</li></ul>	<ul style="list-style-type: none"><li>❖ Our Reading curriculum is centred around high quality texts, of which children learn to increasingly draw parallels and comparisons across terms and years and curriculum subjects</li><li>❖ Sequences of work with cross-curriculum intent, which present the substantive elements within each sequence.</li></ul>

## Key Subject Teaching Approach at All Saints

- ❖ Rigorous and sequential phonics teaching – from reception – following the Little Wandle Letters and Sounds Revised Scheme and linked decodable texts
- ❖ Quality talk informs our English curriculum – it is a precursor to both reading and writing – and future life success
- ❖ Fluency and Comprehension skills are taught within reading sessions and across the wider curriculum
- ❖ There are daily phonics sessions (KS1 and as needed in KS2), writing lessons, reading lessons, sharing of a class novel, love of reading sessions, book buddies and a weekly class book club

## Assessment

- ❖ Phonics screening and assessment - Little Wandle Assessments
- ❖ NTS assessments for Year 2-5 and Year 1 in the summer term, which include reading age, standardised score and specific fundamental reading skills in retrieval, inference and vocabulary.
- ❖ SATs assessments in Year 6
- ❖ Baseline test at the beginning of each year.

# Reading Overview – Class Novels

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y1	Jack and the Jelly Beanstalk Little Red	Letter to Santa Magical Christmas Box Poem	Katie in London	Vlad and the Great Fire of London	The Squirrels that squabbled	Beegu
Y2	Classic Story Books	Fantastic Mr Fox By Roald Dahl	The Boy who Grew Dragons by Andy Shepherd	The Boy who Grew Dragons by Andy Shepherd	Marge in Charge by Isla Fisher	The Twits by Roald Dahl
Y3	Omar Accidental – Trouble Magnet by Zanib Mian	Charlotte’s Web by E.B. White	How to Train your Dragon by Cressida Cowell	The Ancient Egyptian Sleepover By Steven	Charlie Changes in to Chicken by Sam	Iron Man by Ted Hughes

				Davies	Copeland	
Y4	The Last Bear by Hannah Gold	The Lion, the Witch and the Wardrobe by C.S.Lewis	The Firework Maker's Daughter by Phillip Pullman	Leo and the Gorgon's Curse by Joe Todd-Stanton	The Boy at the Back of the Class by Onjali Q Rauf	When the Mountains Roared by Jess Butterworth
Y5	Wonder by R.J. Palacio	Cosmic by Frank Cottrell Boyce	I am Malala by Malala Yousafzai	The Explorer by Katherine Rundell	The Girl of Ink and Stars by Kiran Milwood Hargreaves	Holes by Louis Sacher
Y6	The Boy in the striped Pyjamas by John Boyne	Letters from the Lighthouse by Emma Carroll	Pig Heart Boy by Malorie Blackman	Sky Song by Abi Elphinstone	Darwin's Dragons by Lindsey Galvin	The Final Year by Matt Goodfellow

Alongside exposure to varied and many picture books, story books, animations and poetry, children in KS2 also enjoy reading and reciting nursery rhymes and songs, using Makaton as a method of communicating and sharing stories as a class, individually, with an adult or partner and with their reading buddies.

Alongside half termly novels read as a class (and used for writing and reading lessons as appropriate – see writing curriculum document), KS2 also use the Ashley Booth Reading Curriculum for teaching reading comprehension, indirectly embedding vocabulary, inference, retrieval, summarising, predicting and explaining skills, as per the Reading Framework 2023. This is taught with opportunity for children to reflect on their reading, discuss ideas and develop their own preferences. This enables children to be exposed to wide and broad texts across different mediums, to show that reading is all encompassing in development of knowledge for all curriculum elements and necessary for lifelong learning. Children have a reading journal in which to record their reading reflections and learning.

# Progression in Key Reading skills

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Decoding</b>	<ul style="list-style-type: none"> <li>+apply phonic knowledge to decode words</li> <li>+speedily read all 40+ letters/groups for 40+ phonemes</li> <li>+read accurately by blending taught GPC</li> <li>+read common exception words</li> <li>+read common suffixes (-s, -es, -ing, -ed, etc.)</li> <li>+read multisyllable words containing taught GPCs</li> <li>+read contractions and understanding use of apostrophe</li> <li>+read aloud phonically-decodable texts</li> </ul>	<ul style="list-style-type: none"> <li>*secure phonic decoding until reading is fluent</li> <li>*read accurately by blending, including alternative sounds for graphemes</li> <li>*read multisyllable words containing these graphemes</li> <li>*read common suffixes</li> <li>*read exception words, noting unusual correspondences</li> <li>*read most words quickly &amp; accurately without overt sounding and blending</li> </ul>	<ul style="list-style-type: none"> <li>*apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet</li> <li>*read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</li> </ul>	<ul style="list-style-type: none"> <li>*apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet</li> <li>*read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</li> </ul>	<ul style="list-style-type: none"> <li>*apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet</li> </ul>	<ul style="list-style-type: none"> <li>*apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet</li> </ul>
<b>Range of Reading</b>	<ul style="list-style-type: none"> <li>+listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</li> <li>+being encouraged to link what they read or hear read to their own experiences</li> </ul>	<ul style="list-style-type: none"> <li>*listening to, discussing and expressing 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</li> </ul>	<ul style="list-style-type: none"> <li>*listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>*reading books that are structured in different ways and reading for a range of purposes</li> </ul>	<ul style="list-style-type: none"> <li>*listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>*reading books that are structured in different ways and reading for a range of purposes</li> </ul>	<ul style="list-style-type: none"> <li>*continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>*reading books that are structured in different ways and reading for a range of purposes</li> <li>*making comparisons within and across books</li> </ul>	<ul style="list-style-type: none"> <li>*continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>*reading books that are structured in different ways and reading for a range of purposes</li> <li>*making comparisons within and across books</li> </ul>
<b>Familiarity with texts</b>	<ul style="list-style-type: none"> <li>*becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</li> <li>*recognising and joining in with predictable phrases</li> </ul>	<ul style="list-style-type: none"> <li>*becoming increasingly familiar with and retelling a wide range of stories, fairy stories and traditional tales</li> <li>*recognising simple recurring literary language in stories and poetry</li> </ul>	<ul style="list-style-type: none"> <li>*increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> <li>*identifying themes and conventions in a wide range of books</li> </ul>	<ul style="list-style-type: none"> <li>*increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> <li>*identifying themes and conventions in a wide range of books</li> </ul>	<ul style="list-style-type: none"> <li>*increasing 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</li> <li>*identifying and discussing themes and conventions in and across a wide range of writing</li> </ul>	<ul style="list-style-type: none"> <li>*increasing 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</li> <li>*identifying and discussing themes and conventions in and across a wide range of writing</li> </ul>
<b>Poetry &amp; Performance</b>	<ul style="list-style-type: none"> <li>*learning to appreciate rhymes and poems, and to recite some by heart</li> </ul>	<ul style="list-style-type: none"> <li>*continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</li> </ul>	<ul style="list-style-type: none"> <li>*preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> <li>*recognising some different forms of poetry</li> </ul>	<ul style="list-style-type: none"> <li>*preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> <li>*recognising some different forms of poetry</li> </ul>	<ul style="list-style-type: none"> <li>*learning a wider range of poetry by heart</li> <li>*preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</li> </ul>	<ul style="list-style-type: none"> <li>*learning a wider range of poetry by heart</li> <li>*preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</li> </ul>
<b>Word meanings</b>	<ul style="list-style-type: none"> <li>*discussing word meanings, linking new meanings to those already known</li> </ul>	<ul style="list-style-type: none"> <li>*discussing and clarifying the meanings of words, linking new meanings to known vocabulary</li> <li>*discussing their favourite words and phrases</li> </ul>	<ul style="list-style-type: none"> <li>*using dictionaries to check the meaning of words that they have read</li> </ul>	<ul style="list-style-type: none"> <li>*using dictionaries to check the meaning of words that they have read</li> </ul>		
<b>Understanding</b>	<ul style="list-style-type: none"> <li>*drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>*checking that the text makes sense to them as they read and correcting inaccurate reading</li> </ul>	<ul style="list-style-type: none"> <li>*discussing the sequence of events in books and how items of information are related</li> <li>*drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>*checking that the text makes sense to them as they read and correcting inaccurate reading</li> </ul>	<ul style="list-style-type: none"> <li>*checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> <li>*asking questions to improve their understanding of a text</li> <li>*identifying main ideas drawn from more than one paragraph and summarising these</li> </ul>	<ul style="list-style-type: none"> <li>*checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> <li>*asking questions to improve their understanding of a text</li> <li>*identifying main ideas drawn from more than one paragraph and summarising these</li> </ul>	<ul style="list-style-type: none"> <li>*checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> <li>*asking questions to improve their understanding</li> <li>*summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas</li> </ul>	<ul style="list-style-type: none"> <li>*checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> <li>*asking questions to improve their understanding</li> <li>*summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas</li> </ul>
<b>Inference</b>	<ul style="list-style-type: none"> <li>*discussing the significance of the title and events</li> <li>*making inferences on the basis of what is being said and done</li> </ul>	<ul style="list-style-type: none"> <li>*making inferences on the basis of what is being said and done</li> <li>*answering and asking questions</li> </ul>	<ul style="list-style-type: none"> <li>*drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> </ul>	<ul style="list-style-type: none"> <li>*drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> </ul>	<ul style="list-style-type: none"> <li>*drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> </ul>	<ul style="list-style-type: none"> <li>*drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> </ul>
<b>Prediction</b>	<ul style="list-style-type: none"> <li>*predicting what might happen on the basis of what has been read so far</li> </ul>	<ul style="list-style-type: none"> <li>*predicting what might happen on the basis of what has been read so far</li> </ul>	<ul style="list-style-type: none"> <li>*predicting what might happen from details stated and implied</li> </ul>	<ul style="list-style-type: none"> <li>*predicting what might happen from details stated and implied</li> </ul>	<ul style="list-style-type: none"> <li>*predicting what might happen from details stated and implied</li> </ul>	<ul style="list-style-type: none"> <li>*predicting what might happen from details stated and implied</li> </ul>
<b>Authorial Intent</b>			<ul style="list-style-type: none"> <li>*discussing words and phrases that capture the reader's interest and imagination</li> <li>*identifying how language, structure, and presentation contribute to meaning</li> </ul>	<ul style="list-style-type: none"> <li>*discussing words and phrases that capture the reader's interest and imagination</li> <li>*identifying how language, structure, and presentation contribute to meaning</li> </ul>	<ul style="list-style-type: none"> <li>*identifying how language, structure and presentation contribute to meaning</li> <li>*discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> </ul>	<ul style="list-style-type: none"> <li>*identifying how language, structure and presentation contribute to meaning</li> <li>*discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> </ul>
<b>Non-fiction</b>		<ul style="list-style-type: none"> <li>*being introduced to non-fiction books that are structured in different ways</li> </ul>	<ul style="list-style-type: none"> <li>*retrieve and record information from non-fiction</li> </ul>	<ul style="list-style-type: none"> <li>*retrieve and record information from non-fiction</li> </ul>	<ul style="list-style-type: none"> <li>*distinguish between statements of fact and opinion</li> <li>*retrieve, record and present information from non-fiction</li> </ul>	<ul style="list-style-type: none"> <li>*distinguish between statements of fact and opinion</li> <li>*retrieve, record and present information from non-fiction</li> </ul>
<b>Discussing reading</b>	<ul style="list-style-type: none"> <li>*participate in discussion about what is read to them, taking turns and listening to what others say</li> <li>*explain clearly their understanding of what is read to them</li> </ul>	<ul style="list-style-type: none"> <li>*participate in discussion about books, poems &amp; other works that are read to them &amp; those that they can read for themselves, taking turns and listening to what others say</li> <li>*explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</li> </ul>	<ul style="list-style-type: none"> <li>*participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say</li> </ul>	<ul style="list-style-type: none"> <li>*participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say</li> </ul>	<ul style="list-style-type: none"> <li>*recommending books that they have read to their peers, giving reasons for their choices</li> <li>*participate in discussions about books, building on their own and others' ideas and challenging views courteously</li> <li>*explain and discuss their understanding of what they have read, including through formal presentations and debates, *provide reasoned justifications for their views</li> </ul>	<ul style="list-style-type: none"> <li>*recommending books that they have read to their peers, giving reasons for their choices</li> <li>*participate in discussions about books, building on their own and others' ideas and challenging views courteously</li> <li>*explain and discuss their understanding of what they have read, including through formal presentations and debates, *provide reasoned justifications for their views</li> </ul>

Objectives for Year 3 and Year 4 are and so are reprinted identically.

Objectives for Year 5 and Year 6 are and so are reprinted identically.

# Key Learning to remember:

	Word Reading	Comprehension
EYFS	<ul style="list-style-type: none"><li>• Say a sound for each letter in the alphabet and at least 10 digraphs.</li><li>• Read words consistent with their phonic knowledge by sound-blending.</li><li>• Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li></ul>	<ul style="list-style-type: none"><li>• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li></ul>
Year 1	<ul style="list-style-type: none"><li>• Can confidently and accurately blend sounds where appropriate, in unfamiliar words and/or texts.</li><li>• Can confidently and accurately read the full range of common exception words for YR 1</li><li>• Can read pseudo (alien) words with accuracy and fluency.</li></ul>	<ul style="list-style-type: none"><li>• Securely know a range of key stories, fairy stories and traditional tales; retell them orally with confidence and without support.</li><li>• Can answer questions about a familiar book that is read to me.</li></ul>
Year 2	<ul style="list-style-type: none"><li>• Read most common exception words.</li><li>• In age-appropriate books, the pupil can:<ul style="list-style-type: none"><li>• Read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words.</li></ul></li><li>• Sound out most unfamiliar words accurately, without</li></ul>	<ul style="list-style-type: none"><li>• Read age appropriate book fluently</li><li>• Answer questions and make some inferences.</li><li>• Check for sense</li></ul>

	undue hesitation.	
<b>Year 3</b>	<p>Reads most of the Y3/4 common exception words by sight noting unusual correspondence between spelling and sound.</p> <ul style="list-style-type: none"> <li>• Read with fluency a range of age-appropriate text types.</li> </ul> <p>Read at a speed sufficient for them to focus on understanding (at least 90 words per minute).</p>	<ul style="list-style-type: none"> <li>• Without prompting, draw inferences and justify with evidence e.g. characters' feelings, thoughts and motives, from their actions or words.</li> <li>• Explain, with sufficient detail, their understanding of the text e.g. explain events; describe a character's actions.</li> <li>• Retrieve and record information confidently from texts</li> </ul>
<b>Year 4</b>	<ul style="list-style-type: none"> <li>• Read almost all common exception words automatically, noting unusual correspondence between spelling and sound.</li> <li>• Read with fluency and automaticity a range of age-appropriate text types from those specified for YRs 3 and 4.</li> </ul> <p>Reads all of the Y3/4 common exception words by sight noting unusual correspondence between spelling and sound.</p>	<ul style="list-style-type: none"> <li>• Without prompting, draw inferences &amp; justify with evidence e.g. characters' feelings, thoughts &amp; motives, from their actions or words. Draw comparisons.</li> <li>• Identify how language, structure &amp; presentation contribute to meaning e.g. 'threatening' means that a storm is close &amp; could be dangerous.</li> <li>• Provide explanations which show their high level of understanding of the text.</li> </ul>
<b>Year 5</b>	<ul style="list-style-type: none"> <li>• Reads almost all of the Year 5/6 statutory spelling words.</li> <li>• Determine with confidence the meaning of new words by applying morphological knowledge of root words and affixes from the YR 5-6 Spelling appendix.</li> <li>• With little guidance, use appropriate intonation, tone and volume when reciting or reading aloud to an audience, to make the meaning clear</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss and evaluate how authors use language, including figurative language (e.g. simile, metaphor, imagery) and its effect on the reader.</li> <li>• Make comparisons within and across texts e.g. compare two works by one author.</li> <li>• Draw inferences and justify these with evidence from the text e.g. explain how and why a character's feelings changed, how they know this; make considered predictions.</li> <li>• Distinguish fact from opinion, with an awareness of ambiguity.</li> </ul>

# Year 6

- I can read age-appropriate books with confidence and fluency (including whole novels).
- I can work out the meaning of words from the context.

- I can explain and discuss my understanding of what I have read, drawing inferences and justifying these with evidence.
- I can summarise main ideas, identifying key details and using quotations for illustration.
- I can evaluate how authors use language, including figurative language, considering the impact on the reader.
- I can make comparisons within and across books.

<https://www.gov.uk/government/publications/national-curriculum-in-england-english-programmes-of-study/national-curriculum-in-england-english-programmes-of-study>

<https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy>

<https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/>