



Trumpington Federation Reading Curriculum

At the Federation, we want all of our readers to be able to read fluently, retrieve information, make inferences and, above all, enjoy books. The statements related to these core aims are highlighted in the curriculum progression document. Our new curriculum, launched in September 2024, is heavily based on the research findings published in the DFE's 2023 Reading Framework. From Year 1 to 6, Reading is an instructional practice or approach where the whole class are focused on the same text, guided by the teacher. Whole class reading sessions allow for children to access high quality texts and quality first teaching, including the modelling of fluent reading with prosody and language-rich discussions which are also modelled by the teacher. Children are taught comprehension skills (e.g. prediction, inference, retrieval and summarising) simultaneously so they are able to access a range of skills in order to understand and build mental models of what they read. Over each half term, texts have been carefully selected and planned to ensure that children are exposed to a wide variety of texts, including poetry, picture books, extracts from longer fiction texts and a range of non-fiction texts.

A session focus on fluency, along with daily reading practise, allows children to become familiar with new words and improve expression while also providing teachers time for the tailored support of children.

Throughout the term, children take part in sessions on reading for pleasure where the class take part in high quality 'book talk' to share their thoughts on books, make links between texts and recommend texts to their peers. Teachers also provide regular opportunities to read for pleasure, including daily story time continue to foster a love of reading among pupils.

Reading lessons across the week should include:

- Teacher modelling of fluent reading with prosody
- Daily practice to read (independently, paired, whole class)
- Teacher asking high quality questions and modelling thinking out loud.
- Opportunities to discuss questions with peers and as a class.
- Book Talk with reading recommendations.
- Reading for Pleasure
- Independent, paired or group tasks to apply skills

The main goal of our reading curriculum is to help pupils to read fluently and build a love of reading for pleasure.

Word Reading	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Phonics and Decoding	<p>Apply phonic knowledge and skills as the route to decode words</p> <p>Say sounds for 40+ graphemes, including one grapheme for each of the 40+ phonemes</p> <p>Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</p> <p>Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</p> <p>Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings</p> <p>Read other words of more than one syllable that contain taught GPCs</p>	<p>Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</p> <p>Read accurately by blending the sounds in words that contain the graphemes for all 40+ phonemes</p> <p>Recognise alternative sounds for graphemes</p> <p>Read accurately words of two or more syllables that contain graphemes taught so far</p> <p>Read words containing common suffixes</p>	<p>Apply his/her growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words he/she meets, to include: dis-, mis-, in-, il-, im-, ir-, -ly; (English Appendix 1)</p>	<p>Apply his/her growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words he/she meets, to include re-, sub-, inter-, super-, anti-, auto-, -ation, -ous; (English Appendix 1)</p>	<p>Read aloud and understand the meaning of new words that he/she meets linked to the expectations of year 5 spelling</p>	<p>Read aloud and understand the meaning of new words that he/she meets linked to the expectations of year 6 spelling</p>
Common Expectation Words	<p>Read many common exception words from (English appendix 1)</p>	<p>Read common exception words, noting unusual correspondences between spelling and sound and</p>	<p>To begin to read Y3/Y4 exception words, noting the unusual correspondences between</p>	<p>To read all Y3/Y4 exception words*, discussing the unusual correspondences between</p>	<p>To read most Y5/ Y6 exception words, discussing the unusual correspondences between</p>	<p>To read all Y5/ Y6 exception words, discussing the unusual correspondences between</p>

	Read words with contractions e.g. I'm, I'll, we'll, and understand that the apostrophe represents the omitted letter(s)	where these occur in the word	spelling and sound, and where these occur in the word (linked to spelling English Appendix 1)	spelling and these occur in the word. (linked to spelling English Appendix 1)	spelling and sound and where these occur in the word.	spelling and sound and where these occur in the word.
Fluency	<p>Read aloud many words containing taught GPCs quickly and accurately without overt sounding and blending</p> <p>Read aloud accurately books that are consistent with developing phonic knowledge and that do not require use of other strategies, such as guessing words from pictures or the context of the sentence, to work out words</p> <p>Re-read phonically decodable books to build up fluency and confidence in word reading</p>	<p>Read words in age-appropriate books accurately and fluently without overt sounding and blending, and sufficiently fluently to allow him/her to focus on understanding rather than decoding</p> <p>Read aloud books closely matched to his/her improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</p> <p>Re-read books, sounding out unfamiliar words accurately, to build up fluency and confidence in word reading</p>	<p>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.</p> <p>Any children who are not fluent readers will be given systematic support specifically for their fluency.</p>			

From NC: The programmes of study for comprehension in years 3 and 4 and years 5 and 6 are similar: the complexity of the writing increases the level of challenge.

Comprehension	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Inference	* making inferences on the basis of what is being said and done	* making inferences on the basis of what is being said and done	* drawing inferences, such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	* drawing inferences, such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence clearly taken from the text.	* drawing inferences, such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.	REPEAT YEAR 5 statement - with more complex examples where appropriate.
Range of texts/familiarity with texts	<p>* joining in with predictable phrases</p> <p>* listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which he/she can read independently</p> <p>* becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</p>	<p>* 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 he/she can read independently.</p> <p>*becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</p>	<p>*listening to and discussing a wide range of fiction, poetry, plays and non-fiction.</p> <p>* reading books that are structured in different ways.</p> <p>* increasing his/her familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally</p>	<p>* listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>* reading for a range of purposes.</p> <p>* reading a wide range of books, including fairy stories, myths and legends, and retell some of these orally.</p>	<p>* continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>* increasing his/her 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.</p>	<p>* reading books that are structured in different ways and reading for a range of purposes (e.g. for research)</p> <p>* increasing his/her familiarity with a wide range of books, including from our literary heritage and books from other cultures and traditions.</p>
Discussing reading/encouraging reading for pleasure	<p>* talking about events in what is read or heard read and link them to his/her own experiences</p> <p>Participate in discussion about what is read to him/her, taking turns and listening to what others say</p> <p>Answer questions in discussion with the teacher and make simple inferences</p>	<p>Participate in discussion about books, poems and other works that are read to him/her and those that he/she can read for himself/herself, taking turns and listening to what others say</p> <p>* Explain and discuss his/her understanding of books, poems and other material, both those that he/she listens to and those</p>	<p>Participate in reasoned discussion about books, poems and other materials that are read to him/her and those he/she can read for himself/herself, taking turns and listening to what others say</p>	<p>Participate in clear reasoned discussion about books, poems and other materials that are read to him/her and those he/she can read for himself/herself, taking turns and listening to what others say</p>	<p>Participate in discussions about books that are read to him/her and those that can be read for himself/herself, building on his/her own and others' ideas and challenging views courteously and with clear reasoning.</p> <p>* recommending books that he/she has read to his/her peers, giving</p>	<p>Participate in discussions about books that are read to him/her and those that can be read for himself/herself, building on his/her own and others' ideas and challenging views courteously and with clear reasoning.</p> <p>Explain and discuss his/her understanding of what he/she has read, including through formal presentations and debates, maintaining a focus on</p>

		that he/she reads for himself/herself			reasons for his/her choices.	the topic and using notes where necessary. Provide reasoned justifications for his/her views
Understanding and correcting inaccuracies (In year 1 and 2 these statements refer both to texts that child can read accurately or text child is listening to)	Retell some of a familiar story/rhyme, when being read to by an adult (one-to-one or in a small group) * drawing on what is already known or on background information and vocabulary provided by the teacher * checking that the text makes sense as he/she reads and corrects inaccurate reading Explain clearly his/her understanding of what is read to him/her	*discussing the sequence of events in books and how items of information are related. * drawing on what he/she already knows or on background information and vocabulary provided by the teacher. * checking that the text makes sense to him/her as he/she reads and corrects inaccurate reading.	* checking that the text makes sense to him/her, discussing his/her understanding of words. * identifying main ideas drawn from within one paragraph and summarise these	* checking that the text makes sense to him/her, discussing his/her understanding and explaining the meaning of words in context. * identifying main ideas drawn from more than one paragraph and summarise these	* identifying and discussing themes and conventions in writing	* identifying and discussing themes and conventions in and across a wide range of writing. (e.g. events, structures, issues, characters) * summarising the main ideas drawn from more than one paragraph, and identifying key details that support the main ideas.
Comparing, contrasting and commenting	* discussing the significance of the title and events	* answering and asking questions.	* asking questions to improve his/her understanding of a text. * identifying themes in books. (I can tell you what a book I am reading is about)	* asking questions to improve his/her understanding of texts with increasing complexity.	*asking questions to improve his/her understanding of complex texts. * making comparisons within a book.	* making comparisons within and across books.
Word meanings in context and author choice	* discussing word meanings, linking new meanings to those already known	* discussing and clarifying the meanings of words, linking new meanings to known vocabulary. * discussing his/her favourite words and phrases.	* discussing words that capture the reader's interest and imagination * identifying how language, structure, and presentation contribute to meaning, including the use of paragraphs, headings, sub-headings and inverted commas to punctuate speech. (I can say how a	* using dictionaries to check the meaning of words that he/she has read. * discussing words and phrases that capture the reader's interest and imagination. * identifying how language, structure, and presentation contribute to meaning, to	* checking that the book makes sense to him/her, discussing his/her understanding and exploring the meaning of words in context * Discuss and evaluate how authors use language, including figurative language,	* identifying how language, structure and presentation contribute to meaning Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader

			text is organised to help me understanding it using paragraphs, headings etc.)	include: paragraphs, use of pronouns for cohesion, inverted commas for speech, apostrophes to mark possession, fronted adverbials	considering the impact on the reader.	
Prediction	* predicting what might happen on the basis of what has been read so far	* predicting what might happen on the basis of what has been read so far	* predicting what might happen from details stated.	* predicting what might happen from details stated and implied	Understand what he/she reads in increasingly complex texts by predicting what might happen from details stated and implied.	REPEAT YEAR 5 statement with more complex examples, where appropriate.
Poetry and performance	* learning to appreciate rhymes and poems, and to recite some by heart	* recognising simple recurring literary language in stories and poetry * continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear	* reading aloud poems and performing play scripts	* recognising some different forms of poetry e.g. free verse, narrative poetry	* 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	* learning a wider range of poetry by heart Perform his/her own compositions to a range of audiences, using appropriate intonation, volume, and movement so that the meaning is clear.
Non-fiction			Retrieve and record information from non-fiction.	Retrieve and record information from non-fiction over a wide range of subjects.	Distinguish between statements of fact and opinion. Retrieve, record and present information from non-fiction.	REPEAT BOTH YEAR 5 statements

* Some of the starts of the SONAR statements have been left out of the table if they were not essential to the meaning of the statement.