



## WHOLE SCHOOL READING SYLLABUS

### EYFS

#### Being A Reader In EYFS

##### Intent

There is a clear focus on language and communication and emersion in story telling across the early years setting. We strongly believe that a balanced approach is most effective in developing early reading, including storytelling activities to develop sound knowledge and singing and rhyming activities to develop phonological awareness. Prior to the introduction of systematic phonics teaching, activities to develop children's phonological awareness and interest in sounds is key.

When moving into reception, Children learn to read following the Simple View of Reading: we teach both word-reading and language comprehension. Children build on the learning that takes place in Preschool by developing their sound knowledge and ability to orally blend through a systematic phonics programme. Children continue to be immersed in a world of storytelling and start to develop an appreciation in of authors and text. Language continues to be at the heart of adult interactions, modelling and play.

Year	Strand	Objective
EYFS	Word reading	Shows interest in illustrations and words in print and digital books and words in the environment (range5)
		Recognises familiar words and signs such as own name, advertising logos and screen icons (range 5)
		Looks at and enjoys print and digital books independently (range 5)
		Knows that print carries meaning and, in English, is read from left to right and top to bottom (range 5)
		Knows information can be relayed through signs and symbols in various forms (e.g. printed materials, digital screens and environmental print) (range 5)
		Handles books and touch screen technology carefully and the correct way up with growing competence (range 5)
		Begins to develop phonological and phonemic awareness (range 5)
		Shows awareness of rhyme and alliteration (range 5)

		Recognises rhythm in spoken words, songs, poems and rhymes (range 5)
		Claps or taps the syllables in words during sound play (range 5)
		Hears and says the initial sound in words (range 5)
		Begins to develop phonological awareness (range 6)
		Continues a rhyming string and identifies alliteration (range 6)
		Hears and says the initial sound in words (range 6)
		Begins to segment the sounds in simple words and blend them together and knows which letter represents some of them. (range 6)
		Starts to link sounds to letters, naming and sounding the letters of the alphabet (range 6)
		Begins to link sounds to some frequently used digraphs e.g. sh th ee (range 6)
		Begins to read some high frequency words, and to use developing knowledge of letters and sounds to read simple phonetically decodable words in simple sentences (range 6)
		Engages with books and other reading materials at an increasingly deeper level, sometimes drawing on their phonic knowledge to decode words and their knowledge of language structure, subject knowledge and illustrations to interpret the text (range 6)
		Includes everyday literacy artefacts in play such as labels, instructions, signs, envelopes etc. (range 6)
		Begins to recognise some written names of peers, siblings or Mummy/Daddy for example. (range 6)
		Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception (elg)
		Read words consistent with their phonic knowledge by sound-blending (elg)
		Say a sound for each letter in the alphabet and at least 10 digraphs (elg)
EYFS	Comprehension	Listens to and joins in with stories and poems, when reading one to one and in small groups (range 5)
		Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories (range 5)
		Begins to be aware of the way stories are structured, and to tell own stories (range 5)
		Talks about events and principle characters in stories and suggests how the story might end (range 5)
		Enjoys an increasing range of print and digital books, both fiction and non-fiction (range 6)
		Uses vocabulary and forms of speech that are increasingly influenced by their experiences of reading (range 6)
		Describes main story settings, events and principal characters in increasing detail (range 6)
		Re-enacts and reinvents stories they have heard in their play (range 6)
		Knows that information can be retrieved from books, computers and mobile digital devices (range 6)
		Is able to recall and discuss stories or information that has been read to them, or they have read themselves (range 6)

		Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play (elg)
		Anticipate – where appropriate – key events in stories (elg)
		Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary (elg)

# Year 1

## **Being A Reader In year 1**

### **Intent**

Children learn to read following the Simple View of Reading: we teach both word-reading and language comprehension.

#### Word reading

Children learn a simple alphabetic code followed later by a more complex code. All reading books progress cumulatively, matched to the sounds children know.

#### Language comprehension

We help children to enjoy stories and poems from the minute they come into school. We know and love the books we read aloud, so children will want to hear the same story again and again. We use similar emphases and intonation on each reading, so children can join in the retelling.

Our picture books are for *all* children, whether they can read or not:

- For those who are still learning to read, we help them retell the story.
- For children who are able to read, we encourage them to re-read the story.

#### Developing a life-long love of reading

Children will be able to demonstrate that they have secured the phonemes in sets 1,2 and 3 of the RWI phonics scheme. They will be able to use this knowledge to read both real and pseudo words and will demonstrate they have reached at least the expected standard in the phonics screening check.

Year	Strand	Objective
Y1	Word reading	Apply phonic knowledge and skills as the route to decode words.
		Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.
		Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.
		Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.
		Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings.
		Read other words of more than one syllable that contain taught GPCs.
		Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s).
		Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.

		Re-read these books to build up their fluency and confidence in word reading.
Y1	Comprehension	Listening to and discussing a wide range of <b>poems, stories and non-fiction</b> at a level beyond that at which they can read independently.
		Being encouraged to link what they read or hear read to their own experiences.
		Becoming very familiar with <b>key stories, fairy stories and traditional tales</b> , retelling them and considering their particular characteristics.
		Recognising and joining in with predictable phrases.
		Learning to appreciate <b>rhymes and poems</b> , and to recite some by heart.
		Discussing word meanings, linking new meanings to those already known.
		Drawing on what they already know or on background information and vocabulary provided by the teacher.
		Checking that the text makes sense to them as they read and correcting inaccurate reading.
		Discussing the significance of the title and events.
		Making inferences on the basis of what is being said and done.
		Predicting what might happen on the basis of what has been read so far.
		Participate in discussion about what is read to them, taking turns and listening to what others say.
		Explain clearly their understanding of what is read to them.

# Year 2

## Being A Reader In year 2

### Intent

Children learn to read following the Simple View of Reading: we teach both word-reading and language comprehension.

### Word reading

Children learn a simple alphabetic code followed later by a more complex code. All reading books progress cumulatively, matched to the sounds children know. Children learn to read multisyllabic words, words containing common suffixes and common exception words. Children in year 2 work to utilise their phonics skills in order to become fluent readers without the reliance on overt sound blending in order to allow children to focus on their understanding rather than individual words.

### Language comprehension

We help children to enjoy stories and poems from the minute they come into school. We know and love the books we read aloud, so children will want to hear the same story again and again. We use similar emphases and intonation on each reading, so children can join in the retelling. Within Reading Together sessions, children build on developing comprehension skills, including making inferences from a text, through specific taught sessions that build upon (reading mechanics) and early comprehension skills covered in EYFS.

### Developing a life-long love of reading

Children will be able to demonstrate that they have secured the phonemes in sets 1,2 and 3 of the RWI phonics scheme. They will be able to use this knowledge to read both real and pseudo words and will demonstrate they have reached at least the expected standard in the phonics screening check.

Year	Strand	Objective
Y2	Word reading	Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.
		Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.
		Read accurately words of two or more syllables that contain the same graphemes as above.
		Read words containing common suffixes.
		Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.
		Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.
		Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.
		Re-read these books to build up their fluency and confidence in word reading.

Y2	Comprehension	Listening to, discussing and expressing views about a wide range of <b>contemporary and classic poetry, stories and non-fiction</b> at a level beyond that at which they can read independently.
		Discussing the sequence of events in books and how items of information are related.
		Becoming increasingly familiar with and retelling a <b>wider range of stories, fairy stories and traditional tales</b> .
		Being introduced to non-fiction books that are structured in different ways.
		Recognising simple recurring literary language in stories and poetry.
		Discussing and clarifying the meanings of words, linking new meanings to known vocabulary.
		Discussing their favourite words and phrases.
		Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.
		Drawing on what they already know or on background information and vocabulary provided by the teacher.
		Checking that the text makes sense to them as they read and correcting inaccurate reading.
		Making inferences on the basis of what is being said and done.
		Answering and asking questions.
		Predicting what might happen on the basis of what has been read so far.
		Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say.
		Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

# Year 3

## Being A Reader In Key Stage 2

### Intent

As children transition into KS2 we want them to learn to develop their love of reading further by reading widely; to see reading as pleasure and as a source for information to support their development as learners. Children leaving Carnforth will be fluent, expressive readers with a passion for reading and an ability to articulate an opinion on what they read justifying their views with increasing independence and drawing on evidence from the text. Children will broaden their vocabulary and sentence structures through application of their ever-growing vocabulary which they develop through their broad diet of reading. We will ensure children have access to the best books available, written by authors for children to read and enjoy. Books that will encourage children to:

- Feel something: curiosity, anger, anxiety, excitement, amusement.
- Seek something: pleasure, challenge, fulfilment, comfort, escape.
- Learn something new, either connected with something we're teaching or something they might already be interested in.

Year	Strand	Objective
Y3	Word reading	Apply their improving knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet.
		Beginning to read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.
Y3	Comprehension	Listening to and discussing a <b>range of fiction, poetry, plays, non-fiction and reference books or textbooks</b> .
		Reading books that are structured in some different ways and reading for a range of purposes.
		Beginning to use <b>dictionaries</b> to check the meaning of words that they have read.
		Increasing their familiarity with a range of books, including <b>fairy stories, myths and legends</b> , and retelling some of these orally.
		Identifying themes and conventions in a range of books.
		Preparing <b>poems</b> and <b>play scripts</b> to read aloud and to perform, increasingly showing understanding through intonation, tone, volume and action.
		Discussing some words and phrases that capture the reader's interest and imagination.
		Beginning to recognise some different forms of poetry [for example, free verse, narrative poetry].
		Beginning to check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.
		Asking simple questions to improve their understanding of a text.
		Drawing simple inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
Beginning to predict what might happen from details stated and implied [based on content, simple themes or text types].		



		Beginning to identify main ideas drawn from more than one paragraph and summarising these.
		Beginning to identify how language, structure, and presentation contribute to meaning.
		Retrieve and record simple information from <b>non-fiction</b> .
		Participate with support 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.

# Year 4

## Being A Reader In Key Stage 2

### Intent

As children transition into KS2 we want them to learn to develop their love of reading further by reading widely; to see reading as pleasure and as a source for information to support their development as learners. Children leaving Carnforth will be fluent, expressive readers with a passion for reading and an ability to articulate an opinion on what they read justifying their views with increasing independence and drawing on evidence from the text. Children will broaden their vocabulary and sentence structures through application of their ever-growing vocabulary which they develop through their broad diet of reading. We will ensure children have access to the best books available, written by authors for children to read and enjoy. Books that will encourage children to:

- Feel something: curiosity, anger, anxiety, excitement, amusement.
- Seek something: pleasure, challenge, fulfilment, comfort, escape.
- Learn something new, either connected with something we're teaching or something they might already be interested in.

Year	Strand	Objective
Y4	Word reading	Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet.
		Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.
Y4	Comprehension	Listening to and discussing a <b>wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</b> .
		Reading books that are structured in different ways and reading for a range of purposes.
		Using dictionaries to check the meaning of words that they have read.
		Increasing their familiarity with a wide range of books, including <b>fairy stories, myths and legends</b> , and retelling some of these orally.
		Identifying themes and conventions in a wide range of books.
		Preparing <b>poems</b> and <b>play scripts</b> to read aloud and to perform, showing understanding through intonation, tone, volume and action.
		Discussing words and phrases that capture the reader's interest and imagination.
		Recognising some different forms of poetry [for example, free verse, narrative poetry].
		Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.
		Asking questions to improve their understanding of a text.
		Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
Predicting what might happen from details stated and implied [based on content, simple themes or text types].		

		Identifying main ideas drawn from more than one paragraph and summarising these.
		Identifying how language, structure, and presentation contribute to meaning.
		Retrieve and record information from <b>non-fiction</b> .
		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.

# Year 5

## Being A Reader In Key Stage 2

### Intent

As children transition into KS2 we want them to learn to develop their love of reading further by reading widely; to see reading as pleasure and as a source for information to support their development as learners. Children leaving Carnforth will be fluent, expressive readers with a passion for reading and an ability to articulate an opinion on what they read justifying their views with increasing independence and drawing on evidence from the text. Children will broaden their vocabulary and sentence structures through application of their ever-growing vocabulary which they develop through their broad diet of reading. We will ensure children have access to the best books available, written by authors for children to read and enjoy. Books that will encourage children to:

- Feel something: curiosity, anger, anxiety, excitement, amusement.
- Seek something: pleasure, challenge, fulfilment, comfort, escape.
- Learn something new, either connected with something we're teaching or something they might already be interested in.

Year	Strand	Objective
Y5	Word reading	Apply their initial knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.
Y5	Comprehension	Continuing to read and discuss a range of <b>fiction, poetry, plays, non-fiction and reference books or textbooks.</b>
		Reading books that are structured for a range of purposes.
		Increasing their familiarity with a range of books, including <b>myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.</b>
		Recommending books that they have read to their peers, beginning to give reasons for their choices.
		Identifying and discussing themes and conventions in and across a range of writing.
		Beginning to make comparisons within and across books.
		Learning a <b>range of poetry</b> by heart.
		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.
		Checking that a text makes sense to them, discussing their understanding and exploring the meaning of words in context.
		Beginning to ask questions to improve their understanding.
		Beginning to draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
		Beginning to predict what might happen from details stated and implied [based on challenging texts, themes, conventions and knowledge about the author or genres].

	Beginning to make simple summaries of the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.
	Beginning to identify how language, structure and presentation contribute to meaning.
	Beginning to discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.
	Beginning to distinguish between statements of fact and opinion.
	Beginning to retrieve, record and present information from <b>non-fiction</b> .
	Begin 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.
	Beginning to explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and beginning to use notes where necessary.
	Beginning to provide reasoned justifications for their views.

# Year 6

## Being A Reader In Key Stage 2

### Intent

As children transition into KS2 we want them to learn to develop their love of reading further by reading widely; to see reading as pleasure and as a source for information to support their development as learners. Children leaving Carnforth will be fluent, expressive readers with a passion for reading and an ability to articulate an opinion on what they read justifying their views with increasing independence and drawing on evidence from the text. Children will broaden their vocabulary and sentence structures through application of their ever-growing vocabulary which they develop through their broad diet of reading. We will ensure children have access to the best books available, written by authors for children to read and enjoy. Books that will encourage children to:

- Feel something: curiosity, anger, anxiety, excitement, amusement.
- Seek something: pleasure, challenge, fulfilment, comfort, escape.
- Learn something new, either connected with something we're teaching or something they might already be interested in.

Year	Strand	Objective
Y6	Word reading	Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.
Y6	Comprehension	Continuing to read and discuss an <b>increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</b>
		Reading books that are structured in different ways and reading for a range of purposes.
		Increasing their familiarity with a wide range of books, including <b>myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.</b>
		Recommending books that they have read to their peers, giving reasons for their choices.
		Identifying and discussing themes and conventions in and across a wide range of writing.
		Making comparisons within and across books.
		Learning a <b>wider range of poetry</b> by heart.
		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.
		Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.
		Asking questions to improve their understanding.
		Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
		Predicting what might happen from details stated and implied [based on more challenging texts, themes, conventions and knowledge about the author or genres].

	Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.
	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.
	Distinguish between statements of fact and opinion.
	Retrieve, record and present information from <b>non-fiction</b> .
	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.
	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.
	Provide reasoned justifications for their views.