



## Reading Curriculum

All curriculums at Hollymount are founded on the Hollymount Big Picture Curriculum. However, each subject will have specific aims, a coherent progression of skills and knowledge and explicit outcomes for children. These are outlined below.

### Purpose of curriculum

At Hollymount Primary School, we aim to deliver a positive and enthusiastic approach towards acquiring literacy skills. Pupils need to be able to read in order to access the print-rich world in which we live. At Hollymount pupils have access to a range of texts, including both fiction and non-fiction and other forms of media, where we look to establish an appreciation and love of reading. The school environment and teaching and learning all reflect a strong emphasis on reading for pleasure. Teachers plan for a range of contexts, purposes and audiences so pupils are reading for meaning. We aim for them to leave school as confident and reflective readers.

### Progress of skills and knowledge

KS1	Year 1		Year 2		
Skills	Word Reading	Reading Comprehension	Start of Year 2	Word Reading	Reading Comprehension
	Pupils should be taught to: <ul style="list-style-type: none"> <li>♣ apply phonic knowledge &amp; skills as the route to decode words</li> <li>♣ respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</li> <li>♣ read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</li> <li>♣ read common exception words, noting unusual correspondences between</li> </ul>	Pupils should be taught to: <ul style="list-style-type: none"> <li>♣ develop pleasure in reading, motivation to read, vocabulary and understanding by:               <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> <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> </li> </ul>	By the beginning of year 2, pupils should be able to read all common graphemes. They should be able to read unfamiliar words containing these graphemes, accurately and without undue hesitation, by sounding them out in books that are matched closely to each pupil's level of word reading knowledge. They should also be able to read many common words containing GPCs taught so far [for example, shout, hand, stop, or dream], without needing to blend the sounds out loud first. Pupils' reading of common exception words	Pupils should be taught to: <ul style="list-style-type: none"> <li>♣ continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</li> <li>♣ read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</li> <li>♣ read accurately words of two or more</li> </ul>	Pupils should be taught to: <ul style="list-style-type: none"> <li>♣ develop pleasure in reading, motivation to read, vocabulary and understanding by:               <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> <li>♣ discussing the sequence of events in books and how items of information are related</li> <li>♣ becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</li> </ul> </li> </ul>



<p>spelling and sound and where these occur in the word</p> <ul style="list-style-type: none"><li>♣ read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings</li><li>♣ read other words of more than one syllable that contain taught GPCs</li><li>♣ read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)</li><li>♣ 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</li><li>♣ re-read these books to build up their fluency and confidence in word reading.</li></ul>	<ul style="list-style-type: none"><li>♣ learning to appreciate rhymes and poems, and to recite some by heart</li><li>♣ discussing word meanings, linking new meanings to those already known</li><li>♣ understand both the books they can already read accurately and fluently and those they listen to by: drawing on what they already know or on background information and vocabulary provided by the teacher; check that the text makes sense to them as they read and correcting inaccurate reading; discuss the significance of the title and events; make inferences on the basis of what is being said and done; predict what might happen on the basis of what has been read so far; participate in discussion about what is read to them; take it in turns and listen to what others say and explain clearly their understanding of what is read to them.</li></ul>	<p>[for example, you, could, many, or people], should be secure. Pupils will increase their fluency by being able to read these words easily and automatically. Finally, pupils should be able to retell some familiar stories that have been read to and discussed with them or that they have acted out during year 1.</p> <p>During year 2, teachers should continue to focus on establishing pupils' accurate and speedy word reading skills. They should also make sure that pupils listen to and discuss a wide range of stories, poems, plays and information books; this should include whole books. The sooner that pupils can read well and do so frequently, the sooner they will be able to increase their vocabulary, comprehension and their knowledge across the wider curriculum.</p>	<p>syllables that contain the same graphemes as above</p> <ul style="list-style-type: none"><li>♣ read words containing common suffixes</li><li>♣ read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li><li>♣ read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</li><li>♣ read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</li><li>♣ re-read these books to build up their fluency and confidence in word reading.</li></ul>	<ul style="list-style-type: none"><li>♣ being introduced to non-fiction books that are structured in different ways</li><li>♣ recognising simple recurring literary language in stories and poetry</li><li>♣ discussing and clarifying the meanings of words, linking new meanings to known vocabulary</li><li>♣ discussing their favourite words and phrases</li><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><li>♣ understand both the books that they can already read accurately and fluently and those that they listen to by: ♣ 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><li>♣ making inferences on the basis of what is being said and done</li><li>♣ answering &amp; asking questions</li></ul>
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					<ul style="list-style-type: none"> <li>♣ predicting what might happen on the basis of what has been read so far</li> <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</li> <li>♣ explain &amp; discuss their understanding of books, poems &amp; other material</li> </ul>
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Yr3&4		Year 3		Year 4	
Skills	Word Reading	Reading Comprehension	Word Reading	Reading Comprehension	
	<p><b>By the beginning of year 3,</b> pupils should be able to read books written at an age appropriate interest level. They should be able to read them accurately and at a speed that is sufficient for them to focus on understanding what they read rather than on decoding individual words. They should be able to decode most new words outside their spoken vocabulary, making a good approximation to the word's pronunciation. As their decoding skills become increasingly secure, teaching should be directed more towards developing their vocabulary and the breadth and depth of their reading, making sure that they become independent, fluent and enthusiastic readers who read widely and frequently. They should be developing their understanding and enjoyment of stories,</p>	<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>♣ develop positive attitudes to reading and understanding of what they read by:</li> <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> <li>♣ using dictionaries to check the meaning of words that they have read</li> <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 English – key</li> </ul>	<p><b>By the beginning of year 4,</b> pupils should be able to read books written at an age appropriate interest level. They should be able to read them accurately and at a speed that is sufficient for them to focus on understanding what they read. They should be able to decode most new words outside their spoken vocabulary, making a good approximation to the word's pronunciation. Their decoding skills should be secure; teaching should be directed towards developing their vocabulary and the breadth and depth of their reading, making sure that they become independent, fluent and enthusiastic readers who read widely and frequently. They should be developing their understanding and enjoyment of stories, poetry, plays</p>	<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>♣ understand what they read, in books they can read independently, by:</li> <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>♣ drawing inferences such as inferring characters' feelings, thoughts &amp; motives from their actions, and justifying inferences with evidence</li> <li>♣ predicting what might happen from details stated and implied</li> <li>♣ identifying main ideas drawn from more than one paragraph and summarising these</li> </ul>	



<p>poetry, plays and non-fiction, and learning to read silently. They should also be developing their knowledge and skills in reading non-fiction about a wide range of subjects. They should be learning to justify their views about what they have read: with support at the start of year 3 and increasingly independently by the end of year 4. Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>♣ 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</li> <li>♣ read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</li> </ul>	<p>stages 1 and 2 26 Statutory requirements</p> <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>♣ discussing words and phrases that capture the reader's interest and imagination</li> <li>♣ recognising some different forms of poetry [for example, free verse, narrative poetry]</li> </ul>	<p>and non-fiction, and learning to read silently. They should also be developing their knowledge and skills in reading non-fiction about a wide range of subjects. They should be learning to justify their views about what they have read independently by the end of year 4.</p>	<ul style="list-style-type: none"> <li>♣ identifying how language, structure, and presentation contribute to meaning</li> <li>♣ retrieve and record information from non-fiction</li> <li>♣ participate in discussion about both books that are read to them &amp; those they can read for themselves, taking turns/listening to others</li> </ul>
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Yr5&6	Year 5		Year 6	
	Word Reading	Reading Comprehension	Word Reading	Reading Comprehension
	<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>♣ 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.</li> <li>♣ By the beginning of year 5, pupils should be able to read aloud a wider range of poetry and books written at an age-appropriate interest level with accuracy</li> </ul>	<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>♣ maintain positive attitudes to reading &amp; understanding of what they read by:</li> <li>♣ continuing to read &amp; discuss an increasingly wide range of fiction, poetry, plays, non-fiction &amp; reference books or textbooks</li> <li>♣ reading books that are structured in different ways and reading for a range of purposes</li> </ul>	<p><b>Pupils should be</b> reading widely and frequently, outside as well as in school, for pleasure and information. They should be able to read silently, with good understanding, inferring the meanings of unfamiliar words, and then discuss what they have read.</p> <p>During years 6, teachers should continue to emphasise pupils'</p>	<p><b>Pupils should be taught to:</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>♣ maintain positive attitudes to reading &amp; understanding of what they read by:</li> <li>♣ continuing to read &amp; discuss an increasingly wide range of fiction, poetry, plays, non-fiction &amp; reference books or textbooks</li> </ul>



and at a reasonable speaking pace. They should be able to read most words effortlessly and to work out how to pronounce unfamiliar written words with increasing automaticity. If the pronunciation sounds unfamiliar, they should ask for help in determining both the meaning of the word and how to pronounce it correctly. They should be able to prepare readings, with appropriate intonation to show their understanding, and should be able to summarise and present a familiar story in their own words. They should be reading widely and frequently, outside as well as in school, for pleasure and information. They should be able to read silently, with good understanding, inferring the meanings of unfamiliar words, and then discuss what they have read.

Teachers should continue to emphasise pupils' enjoyment and understanding of language, especially vocabulary, to support their reading and writing. Pupils' knowledge of language, gained from stories, plays, poetry, non-fiction and textbooks, will support their increasing fluency as readers, their facility as writers, and their comprehension. As in years 3 and 4, pupils should be taught to enhance the effectiveness of their writing as well as their competence. It is essential that pupils whose decoding skills are poor are taught through a rigorous and systematic phonics programme so that they catch up rapidly with their peers in terms of their decoding and spelling. However, as far as possible,

- ♣ increasing their familiarity with a wide range of books, including myths, legends & traditional stories, modern fiction, fiction from our literary heritage, & books from other cultures & traditions
- ♣ recommending books that they have read to their peers, giving reasons for their choices
- ♣ identifying & discussing themes & conventions in & across a wide range of writing
- ♣ making comparisons within and across books
- ♣ learning a wider range of poetry by heart
- ♣ preparing poems & plays to read aloud & to perform, showing understanding through intonation, tone & volume so that the meaning is clear
- ♣ understand what they read by:
  - ♣ checking that the book makes sense to them, discussing their understanding & exploring the meaning of words in context
  - ♣ asking questions to improve their understanding
  - ♣ drawing inferences such as inferring characters' feelings, thoughts & motives from their actions & justifying inferences with evidence
  - ♣ predicting what might happen from details stated and implied

enjoyment and understanding of language, especially vocabulary, to support their reading and writing. Pupils' knowledge of language, gained from stories, plays, poetry, non-fiction and textbooks, will support their increasing fluency as readers, their facility as writers, and their comprehension. As in years 3 and 4, pupils should be taught to enhance the effectiveness of their writing as well as their competence. It is essential that pupils whose decoding skills are poor are taught through a rigorous and systematic phonics programme so that they catch up rapidly with their peers in terms of their decoding and spelling. However, as far as possible, these pupils should follow the upper key stage 2 programme of study in terms of listening to books and other writing that they have not come across before, hearing and learning new vocabulary and grammatical structures, and having a chance to talk about all of these.

By the end of year 6, pupils' reading and writing should be sufficiently fluent and effortless for them to manage the general demands of the curriculum in year 7, across all subjects and not just in English, but there will continue to be a need for pupils to learn subject specific vocabulary.

- ♣ 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 myths, legends & traditional stories, modern fiction, fiction from our literary heritage, & books from other cultures & traditions
- ♣ recommending books that they have read to their peers, giving reasons for their choices
- ♣ identifying & discussing themes & conventions in & across a wide range of writing
- ♣ making comparisons within and across books
- ♣ learning a wider range of poetry by heart
- ♣ preparing poems & plays to read aloud/to perform, showing understanding through intonation, tone & volume so meaning is clear
- ♣ understand what they read by:
  - ♣ checking that the book makes sense to them, discussing their understanding & exploring the meaning of words in context
  - ♣ asking questions to improve their understanding
  - ♣ drawing inferences such as inferring characters' feelings, thoughts & motives from their actions & justifying inferences with evidence
  - ♣ predicting what might happen from details stated and implied



	<p>these pupils should follow the upper key stage 2 programme of study in terms of listening to books and other writing that they have not come across before, hearing and learning new vocabulary and grammatical structures, and having a chance to talk about all of these.</p>	<ul style="list-style-type: none"> <li>♣ summarising the main ideas drawn from more than one paragraph, identifying key details</li> <li>♣ identifying how language, structure &amp; presentation contribute to meaning</li> <li>♣ discuss &amp; evaluate how authors use language, including figurative language, considering the impact on the reader</li> <li>♣ distinguish between statements of fact &amp; opinion</li> <li>♣ retrieve, record &amp; present information from non-fiction</li> <li>♣ participate in discussions about books that are read to them &amp; those they can read for themselves, building on their own and others' ideas &amp; challenge</li> <li>♣ explain and discuss their understanding of what they have read, including through formal presentations/ debates, maintaining a focus on the topic &amp; using notes where necessary</li> <li>♣ provide reasoned justifications for their views.</li> </ul>		<ul style="list-style-type: none"> <li>♣ summarising the main ideas drawn from more than one paragraph, identifying key details</li> <li>♣ identifying how language, structure &amp; presentation contribute to meaning</li> <li>♣ discuss &amp; evaluate how authors use language, including figurative language, considering the impact on the reader</li> <li>♣ distinguish between statements of fact &amp; opinion</li> <li>♣ retrieve, record &amp; present information from non-fiction</li> <li>♣ participate in discussions about books that are read to them &amp; those they can read for themselves, building on their own and others' ideas &amp; challenge</li> <li>♣ explain and discuss their understanding of what they have read, including through formal presentations/ debates, maintaining a focus on the topic &amp; using notes where necessary</li> <li>♣ provide reasoned justifications for their views.</li> </ul>
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### Impact on children

Attainment and Progress in standards	Responsible and Respectful Global Citizens	Hollymount Values	Success in their next stage in education	Confidence and independence
All pupils will have a coherent understanding of a variety of reading skills.	Children can use their reading experiences and understanding to develop	<b>Happiness</b> – children will have a love of reading. Children will be able to learn from a	Pupils will be prepared to transfer their reading knowledge and skills to the	Hollymount aims to have confident readers by the end of KS2, who have a



They will be fluent readers, able to decode automatically and understand what is read. Children will be able to refer to the text to answer questions and have a positive attitude towards reading.

empathy. Learning from various characters and situations will teach them a lot about themselves and others.

By varying text types, children will broaden their knowledge, developing their vocabulary and grammar skills.

Reading can open so many doors; teaching children about our world, our community and those within it.

variety of text types and will be passionate readers.

**Responsibility** – children will take responsibility for their learning, becoming confident fluent readers. They will naturally read for pleasure and understand the importance of reading. In class, children will have allocated reading time and within KS2, will be responsible for their book choices (making sure they are being challenged).

**Respect** – children will respect a range of authors and learn to have empathy. They will use this in their everyday lives and their reading experiences will help them develop who they are.

**Appreciation** – children will value authors and what they learn from reading. In class, children will be introduced to a range of authors and texts, broadening their experiences.

next stage of their education as learning is embedded and secure.

good understanding of what they are reading and can learn from it. Children will be independent learners by the end of KS2, ready for Secondary School.