

# Reading

---

CURRICULUM FRAMEWORK FOR KEY STAGE 1 AND 2

JMB EDUCATION  
[www.jmbeducation.com](http://www.jmbeducation.com)



Reading – Key Stage 1			
	Beginning reader	Early reader	Developing reader
<b>Decoding</b>	<ul style="list-style-type: none"> <li>Hear and identify sounds</li> <li>Blend sounds orally</li> <li>Sometimes use taught phonic knowledge to identify sounds</li> <li>Read and understand simple sentences</li> <li>Recognise some common words</li> <li>Know that illustrations can support and enhance understanding</li> <li>Recognise that there are letters and that letters go together to make words</li> <li>Identify the first and last letters in words</li> </ul>	<ul style="list-style-type: none"> <li>Apply phonic knowledge to decode words</li> <li>Recognise a growing number of frequently used words or parts of words automatically</li> <li>Use onset and rime to generate new vocabulary</li> <li>Check that reading makes sense when reading aloud and self-correct</li> </ul>	<ul style="list-style-type: none"> <li>Apply phonic knowledge to decode words</li> <li>Recognise a growing number of frequently used words or parts of words automatically</li> <li>Use onset and rime to generate new vocabulary</li> <li>Check that reading makes sense when reading aloud and self-correct</li> </ul>
<b>Comprehension</b>	<ul style="list-style-type: none"> <li>Understand the literal meaning of text read to them</li> <li>Connect reading to own experience</li> <li>Retell stories</li> <li>Make predictions about appropriate stories</li> <li>Know that decoded words have meaning</li> <li>Understand what they have read</li> <li>Join in with stories and poems read aloud and recite some parts by heart</li> </ul>	<ul style="list-style-type: none"> <li>Sequence main events</li> <li>Make connections between texts that have been read</li> <li>Understand the main idea or message in a text</li> <li>Draw inferences about how a character feels based on how they might feel</li> <li>Draw inferences about how a character feels based on information given by the writer and illustrator</li> <li>Use retelling, prediction and questioning to ensure understanding</li> <li>Understand information and recount it</li> <li>Find information in appropriate texts</li> <li>Notice language patterns in stories and poems</li> <li>Begin to understand how a writer's word choices can create atmosphere or humour</li> </ul>	<ul style="list-style-type: none"> <li>Look back at a book or section and understand key ideas, messages or information</li> <li>Use evidence from what has been read to make sensible predictions in narrative and non-narrative books</li> <li>Talk about characters' actions and use clues from the text to support ideas</li> <li>Compare appropriate texts and say why they are similar or different</li> <li>Use the organisational features of non-fiction books to assess their usefulness</li> <li>Understand imagery in appropriate poems</li> <li>Notice the effects of rhyme and rhythm in poetry</li> <li>Say what they like and dislike about poems</li> <li>Understand and discuss picture books in the same way as written text</li> </ul>
<b>Response</b>	<ul style="list-style-type: none"> <li>Know that print conveys meaning</li> <li>Understand what they read and what is read aloud</li> <li>Handle books appropriately and use the correct terminology</li> <li>Use book language to which they have been exposed</li> <li>Repeat familiar/patterned language</li> </ul>	<ul style="list-style-type: none"> <li>Retell a story in sequence, using story language</li> <li>Recount facts from reading</li> <li>Give a personal opinion about characters, events, ideas and messages in texts</li> <li>Show empathy with characters in discussion and in drama activities</li> <li>Begin to recognise the features of the text types with which they are familiar</li> <li>Re-read books for pleasure</li> <li>State preferences about favourite characters and books</li> <li>Use digital sources to find information</li> </ul>	<ul style="list-style-type: none"> <li>Give well thought-out opinions about texts</li> <li>Make personal choices based on own reading preferences</li> <li>Understand that characters can be presented in different ways</li> <li>Refer to the text when expressing an opinion</li> <li>Sustain reading</li> <li>Comment on big ideas and messages in books</li> <li>Use different approaches to reading fiction and non-fiction</li> <li>Use non-fiction material to retrieve information</li> <li>Know that a story can be told from a point of view and discuss it</li> <li>Recognise that there can be similar ideas and messages in books even when the settings, context or genre is different</li> <li>Know the difference between fiction and non-fiction</li> </ul>

Reading – Key Stage 1			
Word Reading – Year 1	<p><b>Phonics</b></p> <ul style="list-style-type: none"> <li>Hear and recognise all 40+ phonemes</li> <li>Match all 40+ graphemes to their phonemes (Phase 3)</li> <li>Identify all 40+ graphemes in reading</li> <li>Know when to use phonic knowledge to decode words</li> <li>Know which parts of words can be decoded using phonics</li> <li>Blend sounds in unfamiliar words based on known GPCs</li> <li>Read common words using phonic knowledge where possible</li> <li>Read words with familiar endings - s, es, ing, ed, er, est</li> <li>Read words of more than one syllable that contain taught GPCs</li> </ul>	<p><b>Contractions</b></p> <ul style="list-style-type: none"> <li>Know that words can have omitted letters and that an apostrophe represents the omitted letters</li> <li>Find contractions in reading</li> <li>Read words with contractions</li> </ul>	<p><b>Reading text</b></p> <ul style="list-style-type: none"> <li>Read phonically decodable texts</li> <li>Read phonically decodable texts with confidence</li> </ul>
Comprehension – Year 1	<p><b>Stories</b></p> <ul style="list-style-type: none"> <li>Know some key stories</li> <li>Recognise key story language</li> <li>Find key story language in stories read aloud or read independently</li> <li>Retell key stories orally using narrative language</li> <li>Recognise repeated or patterned language</li> <li>Identify the key events in a story</li> <li>Make predictions based on the events in the story</li> <li>Know that stories can have similar patterns of events</li> <li>Make links to other stories</li> </ul> <p><b>Characters in a story</b></p> <ul style="list-style-type: none"> <li>Identify the characters in a story</li> <li>Recognise a character's feelings</li> <li>Say why a character has a feeling</li> <li>Give an opinion about a character</li> <li>Know that stories can have similar characters</li> <li>Make links with characters in other stories</li> </ul> <p><b>Poetry</b></p> <ul style="list-style-type: none"> <li>Recognise poems and rhymes</li> <li>Recognise rhyming language</li> <li>Recognise patterned language in poems and rhymes</li> <li>Know some poems and rhymes by heart</li> </ul>	<p><b>Using pictures and text</b></p> <ul style="list-style-type: none"> <li>Use prior knowledge to understand texts</li> <li>Use picture clues to support understanding</li> <li>Use picture clues to deepen understanding</li> <li>Identify unfamiliar words and ask about meaning</li> <li>Use the context to make informed guesses about the meaning of unfamiliar words</li> <li>Discuss the meaning of unfamiliar words</li> </ul> <p><b>Books</b></p> <ul style="list-style-type: none"> <li>Know that there are different kinds of books</li> <li>Know the difference between a story book and an information book</li> <li>Find the title, author and the illustrator of a book</li> </ul> <p><b>Opinions</b></p> <ul style="list-style-type: none"> <li>Say what they like or dislike about a book</li> <li>Say if it reminds them of another story or something that they have experienced</li> <li>Listen to others' ideas about a book</li> <li>Say whether they agree or disagree with other's ideas</li> <li>Say why they agree or disagree with other's ideas</li> </ul>	<p><b>Comprehension skills</b></p> <ul style="list-style-type: none"> <li>Answer retrieval questions about the book</li> <li>Use information from the story to support opinion</li> <li>Understand that a writer can leave gaps for the reader to fill in</li> <li>Answer questions which fill the gaps in a story (inference)</li> </ul>

Reading – Key Stage 1						
Year 1	Beginning reader		Early reader		Developing reader	
Software/websites/ texts						
Topic/Curriculum opportunities						
Cultural Capital opportunities						
SMSC	<p><b>Spiritual</b> English supports spiritual development by engaging children with poetry, fiction and drama. Through English, children can explore and engage with the feelings and values found in a wide range of genres.</p>	<p><b>Moral</b> English supports moral development by enabling children to look at, discuss and evaluate a range of social and moral issues found in a wide range of genres, including newspapers, non-fiction texts and fiction.</p>	<p><b>Social</b> English supports social development by helping children to understand how written and spoken language has changed over time. It also covers social attitudes to the use of language.</p>	<p><b>Cultural</b> English supports cultural development by exposing children to a wide range of written language from a range of cultures. In addition, it supports children to become confident and competent in their own language which is vital to their individual identity.</p>		

## Reading – Key Stage 2

<p>Comprehension – Year 5</p>	<p><b>Theme</b></p> <ul style="list-style-type: none"> <li>Find the theme in a book</li> <li>Compare books with similar themes</li> <li>Explain how books written in different contexts can have similar themes</li> </ul> <p><b>Narrative viewpoint</b></p> <ul style="list-style-type: none"> <li>Understand that a narrative can be told from different points of view - narrator, character</li> <li>Identify the point of view in a narrative</li> <li>Explore how events are viewed from another perspective</li> <li>Understand that the writer may have a viewpoint</li> <li>Identify the writer’s viewpoint. For example, how different characters are presented</li> <li>Explain the writer’s viewpoint with evidence from the text</li> </ul> <p><b>Narrative language</b></p> <ul style="list-style-type: none"> <li>Understand that a writer moves events forward through a balance of dialogue, action and description</li> <li>Explore how dialogue is used to develop character</li> <li>Explore how actions are added to dialogue to move events forward</li> <li>Explore how a writer uses show and not tell techniques to introduce or develop a character</li> <li>Understand that writers use language for precise effect</li> <li>Understand that this may include precise nouns, precisely chosen adjectives, well developed noun phrases, similes, metaphors, personification etc.</li> <li>Find words and language used for effect</li> <li>Explain how the words and language create a precise effect</li> <li>Record effective words and language from reading to use in own writing</li> <li>Understand that a writer uses different sentence structures and techniques to create effects</li> <li>Explore the structures and techniques used - short sentences, rhetorical questions, ellipsis, flashbacks</li> <li>Find examples of structures and techniques used</li> <li>Explain the effect of the use of structure or technique</li> <li>Record examples of effective techniques and structures from reading to use in writing</li> </ul> <p><b>Context</b></p> <ul style="list-style-type: none"> <li>Know that the context in which it was written can affect a text. For example, a classic text reflects how an audience of that time will react</li> <li>Explain how the context of a text reflects the reaction of the audience it was written for</li> </ul>	<p><b>Non-fiction</b></p> <ul style="list-style-type: none"> <li>Understand the difference between fact and opinion</li> <li>Find examples of fact and opinion in texts</li> <li>Explain why one example is fact and another is opinion</li> </ul> <p><b>Opinion</b></p> <ul style="list-style-type: none"> <li>Give a personal point of view about a text</li> <li>Explain the reasons for a viewpoint, using evidence from the text</li> <li>Listen to others’ ideas and opinions about a text</li> <li>Build on others’ ideas and opinions about a text in discussion</li> <li>Question others’ ideas about a text</li> <li>Make connections between other similar texts, prior knowledge and experience</li> <li>Explain why there are connections, using evidence</li> <li>Compare different versions of texts</li> <li>Explain the similarities and differences between different versions of texts</li> <li>Evaluate the effectiveness of different versions of texts</li> </ul>	<p><b>Inference</b></p> <ul style="list-style-type: none"> <li>Understand that inferences can be drawn from different parts of the text</li> <li>Understand that inferences can be made by reading between and beyond the lines</li> <li>Draw inferences such as inferring characters’ feelings, thoughts and motives from their actions at different points in the text</li> <li>Justify inferences with evidence from the text</li> </ul> <p><b>Key ideas</b></p> <ul style="list-style-type: none"> <li>Identify key information from a text</li> <li>Summarise key information in sentences</li> <li>Find key information from different parts of the text</li> <li>Summarise key information from different parts of the text</li> <li>Present an oral overview or summary of a text</li> </ul> <p><b>Making predictions</b></p> <ul style="list-style-type: none"> <li>Make predictions from evidence found and implied information</li> <li>Summarise the main ideas drawn from a text</li> </ul> <p><b>Skimming and scanning</b></p> <ul style="list-style-type: none"> <li>Use skimming and scanning to find information needed</li> <li>Make notes on needed information</li> <li>Organise notes</li> <li>Present information</li> </ul> <p><b>Response to a text</b></p> <ul style="list-style-type: none"> <li>Know that there is a range of narrative genres which includes classic and traditional stories, myths and legends, poems and play scripts</li> <li>Know that these are structured in different ways</li> <li>Discuss and explain how and why they have different structures</li> <li>Know that non-fiction texts are structured to guide the reader to information</li> <li>Explain how the structure guides the reader to find specific information</li> <li>Explain why they enjoyed a book or poem and who might also enjoy it</li> <li>Evaluate the usefulness of a non-fiction book to research questions raised</li> </ul>
-------------------------------	---	---	--