



**St Gabriel's CE Primary School**

# **English Word Reading & Comprehension Curriculum**

## **Our Vision Statement:**

Our aim is to nurture children with the confidence and self-belief to achieve their best;  
to have the courage to think for themselves;  
to be resilient in their learning and ambitious in their hopes and dreams;  
to live in harmony, respecting others;  
to search and question throughout life's journey;  
to find personal faith;  
and to learn about the Gospel of hope and love found in Jesus Christ.

*Seeking to nurture:*

**Self**-belief    **CourA**ge    **ResI**lience    **Ambi**Tion    **H**armony

*"Stand firm... be courageous" 1 Corinthians 16:13*



# Year 1 English – Word Reading & Reading Comprehension

## National Curriculum Expectations – Year 1

Word Reading	Reading Comprehension – developing the skill, the will and the thrill		
<p><b>Pupils should be taught to:</b> apply <b>phonic knowledge</b> and skills as the route to decode words</p> <p>respond <b>speedily</b> with the correct sound to graphemes (letters or groups of letters) for <b>all 40+ phonemes</b>, including, where applicable, alternative sounds for graphemes</p> <p>read <b>accurately</b> by <b>blending</b> sounds in unfamiliar words containing GPCs that have been taught</p> <p>read <b>common exception words</b>, noting unusual correspondences between spelling and sound and where these occur in the word</p> <p>read words containing taught GPCs and <b>–s, –es, –ing, –ed, –er and –est endings</b></p> <p>read other words of more than one syllable that contain taught GPCs</p> <p>read words with <b>contractions</b> [for example, I’m, I’ll, we’ll], and understand that the <b>apostrophe</b> represents the omitted letter(s)</p> <p><b>read aloud</b> 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 <b>fluency</b> and confidence in word reading.</p>	<p><b>Developing positive attitudes to reading and an understanding of what they read by:</b></p> <p><b>listening</b> to and <b>discussing</b> a wide range of <b>poems, stories</b> and <b>non-fiction</b> at a <b>level beyond that at which they can read independently</b></p> <p>being encouraged to <b>link</b> what they read or hear read to their <b>own experiences</b></p> <p>becoming very familiar with key stories, <b>fairy stories</b> and <b>traditional tales, retelling</b> them and considering their particular characteristics</p> <p>recognising and joining in with <b>predictable phrases</b></p> <p>learning to appreciate <b>rhymes</b> and <b>poems</b>, and to <b>recite some by heart</b></p> <p>discussing <b>word meanings</b>, linking new meanings to those already known</p>	<p><b>Developing their understanding by:</b></p> <p><b>explaining</b> clearly their understanding of what is read to them.</p>	<p><b>Participating in discussion:</b></p> <p>participate in <b>discussion</b> about what is read to them, taking turns and <b>listening</b> to what others say</p>
<b>Comprehension to include reference to VIPERS content domains: Vocabulary, Inference, Prediction, Explanation, Retrieval, Sequencing</b>			



## Year 2 English – Word Reading & Reading Comprehension

### National Curriculum Expectations – Year 2

Word Reading	Reading Comprehension – developing the skill, the will and the thrill		
<p><b>Pupils should be taught to:</b> continue to apply <b>phonic knowledge</b> and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</p> <p>read <b>accurately</b> by <b>blending</b> the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</p> <p>read accurately words of two or more syllables that contain the same graphemes as above</p> <p>read words containing common <b>suffixes</b></p> <p>read further <b>common exception words</b>, noting unusual correspondences between spelling and sound and where these occur in the word</p> <p>read most words <b>quickly</b> and <b>accurately</b>, without overt sounding and blending, when they have been frequently encountered</p> <p><b>read aloud</b> books closely matched to their improving phonic knowledge, <b>sounding out</b> unfamiliar words accurately, automatically and <b>without undue hesitation</b></p> <p>re-read these books to build up their <b>fluency</b> and confidence in word reading.</p>	<p><b>Developing positive attitudes to reading and an understanding of what they read by:</b></p> <p><b>listening</b> to, <b>discussing</b> and <b>expressing views</b> about a wide range of contemporary and classic <b>poetry</b>, <b>stories</b> and <b>non-fiction</b> at a <b>level beyond that at which they can read independently</b></p> <p>discussing the <b>sequence</b> of events in books and how items of information are related</p> <p>becoming increasingly familiar with and <b>retelling</b> a wider range of stories, <b>fairy stories</b> and <b>traditional tales</b></p> <p>being introduced to <b>non-fiction books</b> that are structured in different ways</p> <p>recognising simple <b>recurring</b> literary language in stories and poetry</p> <p>discussing and clarifying the <b>meanings</b> of words, linking new meanings to known <b>vocabulary</b></p> <p>discussing their favourite <b>words</b> and <b>phrases</b></p> <p>continuing to build up a <b>repertoire of poems learnt by heart</b>, appreciating these and <b>reciting</b> some, with appropriate intonation to make the meaning clear</p>	<p><b>Developing their understanding by:</b></p> <p>drawing on what they <b>already know</b> or on background <b>information</b> and <b>vocabulary</b> provided by the teacher</p> <p>checking that the text <b>makes sense</b> to them as they read and correcting inaccurate reading</p> <p>making <b>inferences</b> on the basis of what is being said and done</p> <p>answering and asking <b>questions</b></p> <p><b>predicting</b> what might happen on the basis of what has been read so far</p>	<p><b>Participating in discussion:</b></p> <p>participate in <b>discussion</b> about books, poems and other works that are read to them and those that they can read for themselves, taking turns and <b>listening</b> to what others say</p> <p><b>explain</b> and <b>discuss</b> their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</p>
<b>Comprehension to include reference to VIPERS content domains: Vocabulary, Inference, Prediction, Explanation, Retrieval, Sequencing</b>			



## Year 3 English – Word Reading & Reading Comprehension

### National Curriculum Expectations – lower KS2

Word Reading	Reading Comprehension – developing the skill, the will and the thrill		
<p>Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in <a href="#">English Appendix 1</a>, both to read aloud and to understand the meaning of new words that they meet</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p>	<p><b>Developing positive attitudes to reading and an understanding of what they read by:</b></p> <p><b>listening</b> to and <b>discussing</b> a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>reading books that are structured in different ways and reading for a range of <b>purposes</b></p> <p>using dictionaries to <b>check the meaning</b> of words that they have read</p> <p>increasing their familiarity with <b>a wide range of books</b>, including fairy stories, myths and legends, and retelling some of these orally</p> <p>identifying <b>themes</b> and <b>conventions</b> in a wide range of books</p> <p>preparing poems and play scripts to <b>read aloud</b> and to <b>perform</b>, showing understanding through intonation, tone, volume and action</p> <p><b>discussing</b> words and phrases that capture the reader’s interest and imagination</p> <p>recognising some different forms of <b>poetry</b> [for example, free verse, narrative poetry]</p>	<p><b>Developing their understanding by:</b></p> <p>checking that the text <b>makes sense</b> to them, discussing their understanding and explaining the meaning of words in context</p> <p>asking <b>questions</b> to improve their understanding of a text</p> <p>drawing <b>inferences</b> such as inferring characters’ feelings, thoughts and motives from their actions, and <b>justifying</b> inferences with <b>evidence</b></p> <p><b>predicting</b> what might happen from details stated and implied</p> <p><b>identifying</b> main ideas drawn from more than one paragraph and summarising these</p> <p><b>identifying</b> how language, structure, and presentation contribute to meaning</p> <p><b>retrieve</b> and record information from non-fiction</p>	<p><b>Participating in discussion:</b></p> <p>participate in <b>discussion</b> about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</p>

Comprehension to include reference to **VIPERS** content domains: Vocabulary, Inference, Prediction, Explanation, Retrieval, Sequencing/Summarising



## Year 4 English – Word Reading & Reading Comprehension

### National Curriculum Expectations – lower KS2

Word Reading	Reading Comprehension – developing the skill, the will and the thrill		
<p>Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in <a href="#">English Appendix 1</a>, both to read aloud and to understand the meaning of new words that they meet</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p>	<p><b>Developing positive attitudes to reading and an understanding of what they read by:</b></p> <p><b>listening</b> to and <b>discussing</b> a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>reading books that are structured in different ways and reading for a range of <b>purposes</b></p> <p>using dictionaries to <b>check the meaning</b> of words that they have read</p> <p>increasing their familiarity with <b>a wide range of books</b>, including fairy stories, myths and legends, and retelling some of these orally</p> <p>identifying <b>themes</b> and <b>conventions</b> in a wide range of books</p> <p>preparing poems and play scripts to <b>read aloud</b> and to <b>perform</b>, showing understanding through intonation, tone, volume and action</p> <p><b>discussing</b> words and phrases that capture the reader’s interest and imagination</p> <p>recognising some different forms of <b>poetry</b> [for example, free verse, narrative poetry]</p>	<p><b>Developing their understanding by:</b></p> <p>checking that the text <b>makes sense</b> to them, discussing their understanding and explaining the meaning of words in context</p> <p>asking <b>questions</b> to improve their understanding of a text</p> <p>drawing <b>inferences</b> such as inferring characters’ feelings, thoughts and motives from their actions, and <b>justifying</b> inferences with <b>evidence</b></p> <p><b>predicting</b> what might happen from details stated and implied</p> <p><b>identifying</b> main ideas drawn from more than one paragraph and summarising these</p> <p><b>identifying</b> how language, structure, and presentation contribute to meaning</p> <p><b>retrieve</b> and record information from non-fiction</p>	<p><b>Participating in discussion:</b></p> <p>participate in <b>discussion</b> about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</p>

Comprehension to include reference to **VIPERS** content domains: Vocabulary, Inference, Prediction, Explanation, Retrieval, Sequencing/Summarising



## Year 5 English – Word Reading & Reading Comprehension

### National Curriculum Expectations – Upper KS2

Word Reading	Reading Comprehension – developing the skill, the will and the thrill		
<p>Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in <a href="#">English Appendix 1</a>, both to read aloud and to understand the meaning of new words that they meet</p>	<p><b>Developing positive attitudes to reading and an understanding of what they read by:</b></p> <p>continuing to read and <b>discuss</b> an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks;</p> <p>reading books that are structured in different ways and reading for a range of <b>purposes</b>;</p> <p>increasing their familiarity with a <b>wide range</b> of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions;</p> <p><b>recommending</b> books that they have read to their peers, giving reasons for their choices; identifying and discussing <b>themes</b> and <b>conventions</b> in and across a wide range of writing;</p> <p>making <b>comparisons</b> within and across books; learning a wider range of <b>poetry by heart</b>; preparing poems and plays to read aloud and to perform, showing understanding through <b>intonation, tone</b> and <b>volume</b> so that the meaning is clear to an audience.</p>	<p><b>Developing their understanding by:</b></p> <p>checking that the book <b>makes sense</b> to them, discussing their <b>understanding</b> and exploring the meaning of <b>words in context</b>;</p> <p>asking <b>questions</b> to improve their understanding;</p> <p>drawing <b>inferences</b> such as inferring characters' feelings, thoughts and motives from their actions, and <b>justifying</b> inferences with <b>evidence</b>;</p> <p><b>predicting</b> what might happen from details stated and implied;</p> <p><b>summarising</b> the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas;</p> <p>identifying how <b>language, structure</b> and <b>presentation</b> contribute to meaning.</p>	<p><b>Participating in discussion:</b></p> <p><b>discuss</b> and evaluate how authors use language, including figurative language, considering the impact on the reader;</p> <p>distinguish between statements of <b>fact</b> and <b>opinion</b>;</p> <p><b>retrieve</b>, record and present information from non-fiction;</p> <p>participate in <b>discussions</b> 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;</p> <p><b>explain</b> 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;</p> <p>provide reasoned justifications for their <b>views</b>.</p>

Comprehension to include reference to **VIPERS** content domains: Vocabulary, Inference, Prediction, Explanation, Retrieval, Sequencing/Summarising



## Year 6 English – Word Reading & Reading Comprehension

### National Curriculum Expectations – Upper KS2

Word Reading	Reading Comprehension – developing the skill, the will and the thrill		
<p>Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in <a href="#">English Appendix 1</a>, both to read aloud and to understand the meaning of new words that they meet</p>	<p><b>Developing positive attitudes to reading and an understanding of what they read by:</b></p> <p>continuing to read and <b>discuss</b> an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks;</p> <p>reading books that are structured in different ways and reading for a range of <b>purposes</b>;</p> <p>increasing their familiarity with a <b>wide range</b> of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions;</p> <p><b>recommending</b> books that they have read to their peers, giving reasons for their choices; identifying and discussing <b>themes</b> and <b>conventions</b> in and across a wide range of writing;</p> <p>making <b>comparisons</b> within and across books; learning a wider range of <b>poetry by heart</b>; preparing poems and plays to read aloud and to perform, showing understanding through <b>intonation, tone</b> and <b>volume</b> so that the meaning is clear to an audience.</p>	<p><b>Developing their understanding by:</b></p> <p>checking that the book <b>makes sense</b> to them, discussing their <b>understanding</b> and exploring the meaning of <b>words in context</b>;</p> <p>asking <b>questions</b> to improve their understanding;</p> <p>drawing <b>inferences</b> such as inferring characters’ feelings, thoughts and motives from their actions, and <b>justifying</b> inferences with <b>evidence</b>;</p> <p><b>predicting</b> what might happen from details stated and implied;</p> <p><b>summarising</b> the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas;</p> <p>identifying how <b>language, structure</b> and <b>presentation</b> contribute to meaning.</p>	<p><b>Participating in discussion:</b></p> <p><b>discuss</b> and evaluate how authors use language, including figurative language, considering the impact on the reader;</p> <p>distinguish between statements of <b>fact</b> and <b>opinion</b>;</p> <p><b>retrieve</b>, record and present information from non-fiction;</p> <p>participate in <b>discussions</b> 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;</p> <p><b>explain</b> 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;</p> <p>provide reasoned justifications for their <b>views</b>.</p>

Comprehension to include reference to **VIPERS** content domains: Vocabulary, Inference, Prediction, Explanation, Retrieval, Sequencing/Summarising