

Curriculum Intent – Knowledge Builder

English - Primary Curriculum: Reading

Subject Intent Statement:

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Key knowledge</p> <p>Word reading</p> <p>Phonological knowledge Correct graphemes – letters or groups of letters for all 40+ phonemes for detail see statutory guidance p 50 – 54 of the National Curriculum</p> <p>all grapheme phoneme correspondences (GPCs) taught in the Early Years foundation stage and the next groups applicable in the synthetic phonics programme followed by the school.</p> <p>Common exception words for Year 1</p> <p>the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our – and/or others, according to the programme used</p> <p>Understanding of different types of writing (genre)</p> <p>Fairy tales</p> <p>Traditional tales</p> <p>The difference between fiction and non-fiction</p>	<p>Key Knowledge</p> <p>Phonological knowledge Correct graphemes – letters or groups of letters for all 40+ phonemes for detail see statutory guidance p 55 – 53 of the National Curriculum</p> <p>all grapheme phoneme correspondences (GPCs) taught in the Early Years foundation stage, Year 1 and the next groups applicable in the synthetic phonics programme followed by the school.</p> <p>Common exception words for Year 2 door, floor, poor, because, find, kind, mind, behind, child, children*, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas – and/or others according to programme used.</p> <p>Note: ‘children’ is not an exception to what has been taught so far but is included because of its relationship with ‘child’</p> <p>Homophones</p> <p>Contractions</p>	<p>Key Knowledge:</p> <p>Phonological and spelling knowledge Revision of all grapheme and phoneme correspondences taught in Key Stage 1</p> <p>Homophones and near homophones</p> <p>Contractions</p> <p>Possessive apostrophe with plural words</p> <p>Word list for Year 3 and 4 p 64 of the national curriculum and guidance in appendix 1 p 59-63</p> <p>Understanding of different types of writing genres Fiction –</p> <p>Stories by the Same Author</p> <p>Stories from other cultures</p> <p>Myths</p> <p>Legends</p> <p>Stories about imaginary worlds</p> <p>Adventure stories</p> <p>Plays and dialogues</p> <p>Non- Fiction</p> <p>Instructions and explanations</p> <p>Non chronological reports</p>	<p>Key Knowledge:</p> <p>Phonological and spelling knowledge Revision of all grapheme and phoneme correspondences taught in Key Stage 1 and Year 3</p> <p>Homophones and near homophones</p> <p>Contractions</p> <p>Possessive apostrophe with plural words</p> <p>Word list for Year 3 and 4 p 64 of the national curriculum and guidance in appendix 1 p59-63</p> <p>Understanding of different types of writing genres Fiction –</p> <p>Myths and legends</p> <p>Fairy stories and play scripts</p> <p>Stories by the same author</p> <p>Fables</p> <p>Stories in familiar settings</p> <p>Fantasy stories</p> <p>Imaginative stories</p> <p>Non-Fiction</p> <p>Instructions and explanations</p>	<p>Key Knowledge:</p> <p>Phonological and Spelling Knowledge</p> <p>Develop knowledge and practice of: Further prefixes and suffixes and understand the guidance for adding them</p> <p>Spell words with silent letters</p> <p>Homophones and similar sounding words</p> <p>Use a dictionary Use a thesaurus</p> <p>Reading Words Pupils can apply their growing knowledge of root words, prefixes, suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet.</p> <p>Revision of the words list for years 3 & 4 found in the National Curriculum and Guidance Appendix 1 Page 16.</p> <p>Revision of the words list for years 5 & 6 found in the National Curriculum and Guidance Appendix 1 Page 23.</p> <p>Understanding of different types of writing Genres:</p> <p>Poetry: Fiction: Plan, draft and write own poem; Reading & dramatic enactment of Matilda by Hilare Belloch.</p>	<p>Key Knowledge:</p> <p>Phonological and Spelling Knowledge Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically as listed in English Appendix 1.</p> <p>Reading Words Pupils continue to apply their growing knowledge of root words, prefixes, suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet.</p> <p>Revision of the words list for years 3 & 4 found in the National Curriculum and Guidance Appendix 1 Page 16.</p> <p>Study of the word list for years 5 & 6 found in the National Curriculum and Guidance Appendix 1 Page 23.</p>

<p>How rhyme works</p> <p>What make poetry different from prose</p>	<p>Possessive apostrophe</p> <p>Understanding of different types of writing genres contemporary and classic poetry, stories, traditional and by chosen authors non-fiction</p>	<p>Newspaper reports</p> <p>Letters</p> <p>Recounts</p> <p>Poetry –</p> <p>Creating images</p> <p>Humorous Poems</p> <p>Poems from around the world</p> <p>Traditional Poems</p> <p>Performance Poems</p> <p>Poetry to express emotions</p>	<p>Information texts</p> <p>Biography</p> <p>Recounts</p> <p>Non chronological reports</p> <p>Persuasive writing</p> <p>Poetry –</p> <p>List Poems and Kennings</p> <p>Poems to Perform</p> <p>Narrative poems</p> <p>Poetic form – syllabic poems</p>	<p>Write a Christmas Haiku</p> <p>Instruction: Non Fiction: Write a set of instructions to make a paper aeroplane.</p> <p>Persuasive Writing: Non-Fiction: Plan and design a Posh Crisp Packet using persuasive writing features.</p> <p>Myths: Fiction Character Descriptions Pandora’s Diary</p> <p>Non Fiction: Comparison of Creation Accounts</p> <p>Historical War Fiction selected according to set: <u>Sets 1 & 2 - War Horse:</u> Narrative account of Joey and Tophorn’s first meeting from Tophorn’s PoV. Writing to convey fear. Comparative account of the horses’ lives hauling ambulances & hauling guns. <u>Sets 3 & 4 Private Peaceful:</u> Adapted activities: Non Fiction: Comparison /discourse on corporal punishment. Adapted activities: Fiction: Play script / news report / emotive letter / diary / Propaganda poster Non Fiction: Argument to discuss the pro- or anti-war stance of the novel Non Fiction: Summary of a character across a novel. <u>Sets 5, 6 & 7 Zlata’s Diary</u> Fiction: Write an informal diary. Non Fiction: Write a formal news report.</p> <p>Stories by Roald Dahl selected according to set. Sets 1 & 2 Boy</p>	
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<p>Key Skills Overarching Apply phonic knowledge and listening skills</p> <p>Subject specific</p> <p>Word level 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</p>	<p>Key Skills Overarching Apply phonic knowledge and listening skills</p> <p>Subject specific</p> <p>Word level 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</p>	<p>Key Skills: Overarching Apply phonic knowledge and listening skills and general knowledge to interpret what they are reading</p> <p>Subject specific</p> <p>Word level 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.</p> <p>Comprehension At this level comprehension becomes increasingly important listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes</p>	<p>Key Skills: Overarching Apply phonic knowledge, listening skills and general knowledge to decode new words and interpret what they are reading</p> <p>Subject specific</p> <p>Word level 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.</p> <p>Comprehension The comprehension skills will be increased by the complexity of the texts studied listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p>	<p>Key Skills: Overarching Read easily, fluently and with good understanding. Develop the habit of reading widely and often, for both pleasure and information. Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language.</p> <p>Subject specific</p> <p>Word Level use further prefixes and suffixes and understand the guidance for adding them spell some words with silent letters (eg knight. psalm, solemn) continue to distinguish between homophones and other words which are often confused use dictionaries to check the spelling and meaning of words use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary use a thesaurus</p> <p>Comprehension Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction. Pupils are encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading,</p>	<p>Key Skills: Overarching Read easily, fluently and with good understanding. Develop the habit of reading widely and often, for both pleasure and information. Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language.</p> <p>Subject specific</p> <p>Word Level use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learned specifically as listed in English Appendix 1</p> <p>Comprehension Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction. Pupils are encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading,</p>

<p>understand that the apostrophe represents the omitted letter(s)</p> <p>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</p> <p>re-read these books to build up their fluency and confidence in word reading.</p> <p>Comprehension</p> <p>develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <p>listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</p> <p>being encouraged to link what they read or hear read to their own experiences</p> <p>becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</p> <p>recognising and joining in with predictable phrases</p> <p>learning to appreciate rhymes and poems, and to recite some by heart</p> <p>discussing word meanings, linking new meanings to those already known</p> <p>understand both the books they can already read accurately and fluently and those they listen to by:</p> <p>drawing on what they already know or on background information and vocabulary provided by the teacher</p>	<p>read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</p> <p>re-read these books to build up their fluency and confidence in word reading.</p> <p>Comprehension</p> <p>develop pleasure in reading, motivation to read, vocabulary and understanding by:</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 they can read independently</p> <p>discussing the sequence of events in books and how items of information are related</p> <p>becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</p> <p>being introduced to non-fiction books that are structured in different ways</p> <p>recognising simple recurring literary language in stories and poetry</p> <p>discussing and clarifying the meanings of words, linking new meanings to known vocabulary</p> <p>discussing their favourite words and phrases</p> <p>continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</p> <p>understand both the books that they can already read accurately and</p>	<p>using dictionaries to check the meaning of words that they have read</p> <p>increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</p> <p>identifying themes and conventions in a wide range of books</p> <p>preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p> <p>discussing words and phrases that capture the reader's interest and imagination</p> <p>recognising some different forms of poetry [for example, free verse, narrative poetry]</p> <p>understand what they read, in books they can read independently, by:</p> <p>checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</p> <p>asking questions to improve their understanding of a text</p> <p>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>predicting what might happen from details stated and implied</p>	<p>reading books that are structured in different ways and reading for a range of purposes</p> <p>using dictionaries to check the meaning of words that they have read</p> <p>increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</p> <p>identifying themes and conventions in a wide range of books</p> <p>preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p> <p>discussing words and phrases that capture the reader's interest and imagination</p> <p>recognising some different forms of poetry [for example, free verse, narrative poetry]</p> <p>understand what they read, in books they can read independently, by:</p> <p>checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</p> <p>asking questions to improve their understanding of a text</p> <p>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p>	<p>discussing a range of stories, poems and non-fiction.</p> <p>Pupils are encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, and to gain knowledge across the curriculum.</p> <p>Pupils can:</p> <p>maintain positive attitudes to reading and an understanding of what they read by:</p> <p>continuing to read and discuss an increasingly wide range of fiction, poetry plays, non-fiction and reference books or text books</p> <p>increasing their familiarity with a wide range of books including myths and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</p> <p>recommending books that they have read to their peers, giving reasons for their choices</p> <p>learning a wider range of poetry by heart</p> <p>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</p> <p>Understand what they read by:</p> <p>Checking the book makes sense to them, discussing their understanding and exploring the meaning of words in context (CD 2a)</p> <p>asking questions to improve their understanding</p>	<p>and to gain knowledge across the curriculum.</p> <p>It is essential that, by the end of their primary education, all pupils are able to read fluently, and with confidence, in any subject in their forthcoming secondary education.</p> <p>Pupils can:</p> <p>maintain positive attitudes to reading and an understanding of what they read by:</p> <p>reading books that are structured in different ways and reading for a range of purposes</p> <p>increasing their familiarity with a wide range of books, including legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</p> <p>identifying and discussing themes and conventions in and across a wide range of writing</p> <p>making comparisons within and across books (CD 2h)</p> <p>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence (CD 2d)</p> <p>identifying how language, structure and presentation contribute to meaning (CD 2f)</p> <p>discuss and evaluate how authors use language, including figurative language, considering the impact on the reader (CD 2g)</p> <p>explain and discuss their understanding of what they have</p>
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<p>checking that the text makes sense to them as they read and correcting inaccurate reading</p> <p>discussing the significance of the title and events</p> <p>making inferences on the basis of what is being said and done</p> <p>predicting what might happen on the basis of what has been read so far</p> <p>participate in discussion about what is read to them, taking turns and listening to what others say</p> <p>explain clearly their understanding of what is read to them.</p>	<p>fluently and those that they listen to by:</p> <p>drawing on what they already know or on background information and vocabulary provided by the teacher</p> <p>checking that the text makes sense to them as they read and correcting inaccurate reading</p> <p>making inferences on the basis of what is being said and done</p> <p>answering and asking questions</p> <p>predicting what might happen on the basis of what has been read so far</p> <p>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</p> <p>explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</p>	<p>identifying main ideas drawn from more than one paragraph and summarising these</p> <p>identifying how language, structure, and presentation contribute to meaning</p> <p>retrieve and record information from non-fiction</p> <p>participate in discussion about both books that are read to them and those they can read for themselves</p>	<p>predicting what might happen from details stated and implied</p> <p>identifying main ideas drawn from more than one paragraph and summarising these</p> <p>identifying how language, structure, and presentation contribute to meaning</p> <p>retrieve and record information from non-fiction</p> <p>participate in discussion about both books that are read to them and those they can read for themselves</p>	<p>predicting what might happen from details stated or implied (CD 2e)</p> <p>summarising the main ideas from more than one paragraph, identifying key details that support the main ideas (CD 2c)</p> <p>distinguish between fact and opinion</p> <p>retrieve, record and present information from non-fiction texts (CD 2b)</p>	<p>read through formal presentations and debates, maintaining a focus on the topic and using notes where necessary</p> <p>provide reasoned justifications for their views</p>
<p>Key Vocabulary</p> <p>Grapheme</p> <p>Phoneme</p> <p>Letter</p> <p>Sound</p> <p>Fairy-tale</p> <p>Traditional tale</p> <p>Story</p> <p>Fiction non-fiction</p> <p>Fact</p> <p>Information</p> <p>Index</p> <p>Contents</p> <p>Poetry</p> <p>Rhyme</p> <p>Poem</p> <p>Author</p> <p>Poet</p>	<p>Key Vocabulary</p> <p>Grapheme</p> <p>Phoneme</p> <p>Letter</p> <p>Sound</p> <p>Predict</p> <p>Retell</p> <p>Discussion</p> <p>Apostrophe</p> <p>Homophone</p> <p>Suffix</p>	<p>Key Vocabulary:</p> <p>From KS1</p> <p>KS2:</p> <p>Image</p> <p>Myth</p> <p>Legend</p> <p>Theme</p> <p>Narrative</p> <p>Reference</p> <p>Non chronological</p> <p>Report</p> <p>Language</p> <p>Structure</p> <p>Feelings</p> <p>Thoughts</p> <p>Motives</p> <p>Evidence</p> <p>Intonation</p> <p>Tone</p> <p>Volume</p>	<p>Key Vocabulary:</p> <p>KS2:</p> <p>Image</p> <p>Myth</p> <p>Legend</p> <p>Theme</p> <p>Narrative</p> <p>Reference</p> <p>Non chronological</p> <p>Report</p> <p>Language</p> <p>Structure</p> <p>Feelings</p> <p>Thoughts</p> <p>Motives</p> <p>Evidence</p> <p>Intonation</p> <p>Tone</p> <p>Volume</p>	<p>Key Vocabulary:</p> <p>From Years 3 & 4</p> <p>Upper KS2:</p> <p>poetry</p> <p>play</p> <p>myths</p> <p>fables</p> <p>varied cultures & traditions</p> <p>traditional stories</p> <p>modern fiction</p> <p>words in context</p> <p>vocabulary</p> <p>predicting</p> <p>summarising</p> <p>fact / opinion</p> <p>retrieve</p> <p>record</p> <p>intonation</p> <p>volume</p> <p>tone</p> <p>discuss</p>	<p>Key Vocabulary:</p> <p>From Years 3, 4 & 5</p> <p>Upper KS2:</p> <p>legends</p> <p>traditional stories</p> <p>varied cultures and traditions</p> <p>themes and conventions</p> <p>comparison</p> <p>inference</p> <p>evidence</p> <p>feelings</p> <p>thoughts</p> <p>motives</p> <p>words in context</p> <p>vocabulary</p> <p>predicting</p> <p>summarising</p> <p>fact / opinion</p> <p>retrieve</p> <p>record</p> <p>intonation</p> <p>volume</p>

					<p>tone language structure figurative language impact upon the reader explain discuss formal presentation debate reasoned justification view point of view</p>
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