

# CWPS Reading Curriculum (NC 2014)

	Year 1 Secure (1s)	Year 2 Secure (2s)	Year 3 Secure (3s)
<p><b>Approximate order of skills:</b></p> <p><b>WORD READING</b></p> <p><b>COMPREHENSION</b></p> <p><b>Assessment:</b></p> <p><i>Children securely working at the EXPECTED STANDARD (EX) at the end of an NC year will be shown as (S) on Target Tracker. Those 'just' working at EX will be shown as (W+) on Target Tracker.</i></p> <p><i>Children working at (W), (B+) or (B) are WORKING TOWARDS (WT).</i></p> <p><i>Children who have demonstrated all the skills in their year group's band and are also demonstrating a greater depth of understanding in a variety of contexts are working ABOVE (AB). They are recorded as (S+) on Target Tracker.</i></p> <p><i>Children who move from (S) to (S) each year will have made expected progress (6 Points).</i></p>	<p><b>Band 1</b></p> <p>A child working at the EXPECTED Level at the end of Year 1 will demonstrate the following:</p> <ul style="list-style-type: none"> <li>• Can use letter sounds to work out and read new words.</li> <li>• Can say quickly the sound of all the letters and letters groups.</li> <li>• Can read new words correctly by blending taught letter and letter group sounds.</li> <li>• Can read some common exception words and see where the letter sounds are different.</li> <li>• Can read some common exception words and see where the letter sounds are different.</li> <li>• Can read words made up of known letter sounds and which have endings –s, –es, –in, –ed and –est.</li> <li>• Can read words of more than one syllable using taught sounds.</li> <li>• Can read words like I'm, I'll and we'll and understand that the apostrophe represents the missing letter or letters.</li> <li>• Can read aloud books that use taught letters and letter groups.</li> <li>• Can use known sounds to re-read books more fluently and with more confidence.</li> <li>• Can enjoy and understand a wide range of stories, poems and non-fiction texts that can't yet be read independently by hearing them being read and by talking about them with others.</li> <li>• Can enjoy stories and texts read independently or read to them which link to personal experiences.</li> <li>• Can enjoy reading key stories, fairy stories and traditional tales – they know them well, can retell them and comment on their special features.</li> <li>• Can enjoy and understand rhymes and poems, and can recite some by heart.</li> <li>• Can explain the meaning of known words and can talk about the meaning of new words. Can link the meaning of new words to known words.</li> <li>• Can use what has been read or heard, or information given by a teacher, to help understand what they are reading.</li> <li>• Can usually spot if a word has been read wrongly by following the sense of the text.</li> <li>• Can talk about the title and events in books read or heard.</li> <li>• Can say how characters might feel in a story read or heard based on what is said and done.</li> <li>• Can say what might happen next in a story.</li> <li>• Can take part in a group talk about what has been listened to. Can take it turns and listen to what others have to say.</li> <li>• Can explain clearly their understanding of texts which have been read to them.</li> </ul>	<p><b>Band 2</b></p> <p>A child working at the EXPECTED Level at the end of Year 2 will demonstrate the following:</p> <ul style="list-style-type: none"> <li>• Can use known sounds to decode words automatically and their reading is fluent.</li> <li>• Can read and blend taught sounds and recognise alternative sounds for letters or groups of letters.</li> <li>• Can read words of two or more syllables that contain taught sounds.</li> <li>• Can read words containing common suffixes.</li> <li>• Can read further common exception words and see where the sounds do not match.</li> <li>• Can read most words quickly and accurately without needing to sound and blend unknown words.</li> <li>• Can read aloud books (within their reading level), without making many errors. Can sound out new words without long pauses.</li> <li>• Can re-read books sounding out new words correctly to improve speed and confidence.</li> <li>• Can enjoy and understand books by listening and talking about them and by expressing views on poems, stories and non-fiction texts that which have been read to them.</li> <li>• Can enjoy reading and discussing the order of events in books and how items of information are related.</li> <li>• Can enjoy reading by knowing a wider range of stories, fairy stories and traditional tales and can retell them to others.</li> <li>• Can enjoy reading by recognizing repeated themes and ideas in stories and poems.</li> <li>• Can explain the meaning of known words and ask about the meaning of new words. Can link the meaning of new words to those already known.</li> <li>• Can talk about favourite words and phrases.</li> <li>• Enjoy reading poems and knows some off by heart. Can say what they like and don't like about a poem.</li> <li>• Can change their voice when reading a poem to make it clearer.</li> <li>• Can use what has been read or heard, or information given by a teacher, to help understand what they are reading.</li> <li>• Can spot if a word has been read wrongly by following the sense of the text.</li> <li>• Can say how the characters might feel in a story on the basis of what is said and done.</li> <li>• Can ask and answer simple questions about the books or stories they are reading.</li> <li>• Can say what might happen next in a story based on what has happened so far.</li> <li>• Can take part in a group talk about what has been listened to. Can take it turns and listen to what others have to say.</li> <li>• Can explain what they think about books, poems and other material they have read or heard.</li> </ul>	<p><b>Band 3</b></p> <p>A child working at the EXPECTED Level at the end of Year 3 will demonstrate the following:</p> <ul style="list-style-type: none"> <li>• Can use their knowledge of root words, prefixes (including dis-, mis-, il-, im-, ir-) and suffixes (including –ly) to help read aloud and to understand the meaning of new words.</li> <li>• Can read further exception words including words that do not follow spelling patterns.</li> <li>• Can make reading fun by listening to and discussing stories, poems, plays and non-fiction work.</li> <li>• Show that they enjoy reading by reading lots of different types of book.</li> <li>• Can read a wide range of books including fairy stories, myths and legends and retell some of them to others.</li> <li>• Can tell you what a book they are reading is about.</li> <li>• Can read aloud poems and perform play scripts.</li> <li>• Can discuss words in the books that excite them.</li> <li>• Can understand what they have read, checking that it makes sense by talking to others about it.</li> <li>• Can ask questions about the texts that they have read to aid understanding.</li> <li>• Can work out what a character in a book is feeling by the actions they take and can explain how I know.</li> <li>• Can predict what might happen from the clues in the text.</li> <li>• Can tell someone about the main ideas in a paragraph.</li> <li>• Can say how a text is organized to help understanding (i.e. paragraphs, headings, sub-headings and inverted commas to show speech).</li> <li>• Can use non-fiction to find out information on a subject.</li> <li>• Can talk about books and poems and can take turns in telling people about them.</li> </ul>

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	Year 3 Secure (3s)	Year 4 Secure (4s)	Year 5 Secure (5s)
<p><b>Approximate order of skills:</b></p> <p><b>WORD READING</b></p> <p><b>COMPREHENSION</b></p> <p><b>Assessment:</b></p> <p><i>Children securely working at the EXPECTED STANDARD (EX) at the end of an NC year will be shown as (S) on Target Tracker. Those 'just' working at EX will be shown as (W+) on Target Tracker.</i></p> <p><i>Children working at (W), (B+) or (B) are WORKING TOWARDS (WT).</i></p> <p><i>Children who have demonstrated all the skills in their year group's band and are also demonstrating a greater depth of understanding in a variety of contexts are working ABOVE (AB). They are recorded as (S+) on Target Tracker.</i></p> <p><i>Children who move from (S) to (S) each year will have made expected progress (6 Points).</i></p>	<p><b>Band 3</b></p> <p>A child working at the EXPECTED Level at the end of Year 3 will demonstrate the following:</p> <ul style="list-style-type: none"> <li>• Can use their knowledge of root words, prefixes (including dis-, mis-, il-, im-, ir-) and suffixes (including -ly) to help read aloud and to understand the meaning of new words.</li> <li>• Can read further exception words including words that do not follow spelling patterns.</li> <li>• Can make reading fun by listening to and discussing stories, poems, plays and non-fiction work.</li> <li>• Show that they enjoy reading by reading lots of different types of book.</li> <li>• Can read a wide range of books including fairy stories, myths and legends and retell some of them to others.</li> <li>• Can tell you what a book they are reading is about.</li> <li>• Can read aloud poems and perform play scripts.</li> <li>• Can discuss words in the books that excite them.</li> <li>• Can understand what they have read, checking that it makes sense by talking to others about it.</li> <li>• Can ask questions about the texts that they have read to aid understanding.</li> <li>• Can work out what a character in a book is feeling by the actions they take and can explain how I know.</li> <li>• Can predict what might happen from the clues in the text.</li> <li>• Can tell someone about the main ideas in a paragraph.</li> <li>• Can say how a text is organized to help understanding (i.e. paragraphs, headings, sub-headings and inverted commas to show speech).</li> <li>• Can use non-fiction to find out information on a subject.</li> <li>• Can talk about books and poems and can take turns in telling people about them.</li> </ul>	<p><b>Band 4</b></p> <p>A child working at the EXPECTED Level at the end of Year 4 will demonstrate the following:</p> <ul style="list-style-type: none"> <li>• Can use an understanding of root words, prefixes (including re-, sub-, inter-, super-, anti-, auto-) and suffixes (including -ation, -ous) to help understand the meaning of new words.</li> <li>• Can read and decode further exception words accurately including words that do not follow spelling patterns.</li> <li>• Show that they enjoy reading by reading a wide range of fiction poetry, plays, non-fiction and reference books or textbooks.</li> <li>• Show that they enjoy reading by reading lots of different types of books and for different reasons.</li> <li>• Can use a dictionary to check the meaning of words.</li> <li>• Can read a wide range of books, fairy stories, myths and legends and retell some of them to others.</li> <li>• Can discuss words and phrases in the books that they read that excite them.</li> <li>• Can discuss different types of poetry (e.g. free verse and narrative poetry).</li> <li>• Can check understanding of what is read by telling someone else what had happened.</li> <li>• Can ask questions about what they are reading to help them understand a complicated text.</li> <li>• Can tell from what they have read how a character is feeling and thinking and why they take an action. Can show the parts of the text that show them this.</li> <li>• Can predict what will happen in a text using details they have already read to help them.</li> <li>• Can summarise what has happened in a text using themes from paragraphs.</li> <li>• Can understand how the use of words in a text, how it is set out and its presentation add to its meaning.</li> <li>• Can find and record information from non-fiction texts over a wide range of subjects.</li> <li>• Can join in a clear reasons discussion about the books and poems read, taking turns and listening to others.</li> </ul>	<p><b>Band 5</b></p> <p>A child working at the EXPECTED Level at the end of Year 5 will demonstrate the following:</p> <ul style="list-style-type: none"> <li>• Can read aloud and understand the meaning of at least half of the words on the Year 5/ 6 word list.</li> <li>• Can read, enjoy, understand and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</li> <li>• Can read, enjoy and understand a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from the past and books from other cultures or traditions.</li> <li>• Can write or give a detailed book review including reasons why they would recommend the book.</li> <li>• Can discuss and compare events, structures, issues, characters and plots of stories, poems and information texts.</li> <li>• Can discuss and compare events, issues and characters within a book.</li> <li>• Can prepare poems and plays to read aloud and perform. Can change their voice to make them sound more interesting to listen to and make the meaning clear.</li> <li>• Can understand what they are reading by checking the book make sense and finding the meaning of new words.</li> <li>• Can ask sensible and interesting questions about the texts to help understanding.</li> <li>• Can explain characters' feelings, thoughts or reasons for their actions. I can explain my thoughts with evidence from the text.</li> <li>• Can predict what might happen in increasingly complex texts by using evidence from the text.</li> <li>• Can talk about why authors use language, including figurative language, and the impact it has on the reader.</li> <li>• Can tell the difference between statements of fact and opinion.</li> <li>• Can find and write down facts and information from non-fiction texts.</li> </ul>

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	Year 5 Secure (5s)	Band 5	Year 6 Secure (6s)	Band 6	Year 6 Exceeding (6s+)	Band 7+
<p><u>Approximate order of skills:</u></p> <p><b>WORD READING</b></p> <p><b>COMPREHENSION</b></p> <p><u>Assessment:</u></p> <p><i>Children securely working at the EXPECTED STANDARD (EX) at the end of an NC year will be shown as (S) on Target Tracker. Those 'just' working at EX will be shown as (W+) on Target Tracker.</i></p> <p><i>Children working at (W), (B+) or (B) are WORKING TOWARDS (WT).</i></p> <p><i>Children who have demonstrated all the skills in their year group's band and are also demonstrating a greater depth of understanding in a variety of contexts are working ABOVE (AB). They are recorded as (S+) on Target Tracker.</i></p> <p><i>Children who move from (S) to (S) each year will have made expected progress (6 Points).</i></p>	<p>A child working at the EXPECTED Level at the end of Year 5 will demonstrate the following:</p> <ul style="list-style-type: none"> <li>• Can read aloud and understand the meaning of at least half of the words on the Year 5/ 6 word list.</li> <li>• Can read, enjoy, understand and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</li> <li>• Can read, enjoy and understand a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from the past and books from other cultures or traditions.</li> <li>• Can write or give a detailed book review including reasons why they would recommend the book.</li> <li>• Can discuss and compare events, structures, issues, characters and plots of stories, poems and information texts.</li> <li>• Can discuss and compare events, issues and characters within a book.</li> <li>• Can prepare poems and plays to read aloud and perform. Can change their voice to make them sound more interesting to listen to and make the meaning clear.</li> <li>• Can understand what they are reading by checking the book make sense and finding the meaning of new words.</li> <li>• Can ask sensible and interesting questions about the texts to help understanding.</li> <li>• Can explain characters' feelings, thoughts or reasons for their actions. I can explain my thoughts with evidence from the text.</li> <li>• Can predict what might happen in increasingly complex texts by using evidence from the text.</li> <li>• Can talk about why authors use language, including figurative language, and the impact it has on the reader.</li> <li>• Can tell the difference between statements of fact and opinion.</li> <li>• Can find and write down facts and information from non-fiction texts.</li> </ul>	<p>A child working at the EXPECTED Level at the end of Year 6 will demonstrate the following:</p> <ul style="list-style-type: none"> <li>• Can read aloud and understand the meaning of all the words on the Year 5/ 6 word list.</li> <li>• Can read, enjoy, understand and discuss books that are written by different authors, in different styles.</li> <li>• Can read books that are structured in different ways for different purposes (e.g. for fun or research).</li> <li>• Can read, enjoy and understand a wide range of books, including from our literary heritage and books from other cultures or traditions.</li> <li>• Can discuss ideas, events, structures, issues, characters and plots of texts across a wide range of writing.</li> <li>• Can discuss and compare themes, structures, issues, characters and plots within a book and between different books.</li> <li>• Can read, understand and learn from a wide range of poetry and can learn longer poems by heart.</li> <li>• Can show understanding of texts by summarising the main ideas over a paragraph or a number of paragraphs, finding key details as evidence to support views.</li> <li>• Can understand how language, structure and presentation contribute to meaning of a text.</li> <li>• Can talk about how authors use language, including figurative language and the impact it has on the reader.</li> <li>• Can show my understanding of texts and poems in presentations and debates and can present information using notes created to help maintain focus.</li> <li>• Can fully explain views with reasons and evidence from the text.</li> </ul>	<p>A child working at the EXCEEDING Level at the end of Year 6 will be <u>beginning or working within some</u> of the following:</p> <ul style="list-style-type: none"> <li>• Can read a wide range of fiction and non-fiction, including in particular whole books, short stories, poems and plays with a wide coverage of genres, historical periods, forms and authors.</li> <li>• Can read high-quality works:             <ul style="list-style-type: none"> <li>○ from English literature, both pre-1914 and contemporary, including prose, poetry and drama;</li> <li>○ from Shakespeare;</li> <li>○ from seminal world literature.</li> </ul> </li> <li>• Can choose and read books independently for challenge, interest and enjoyment.</li> <li>• Can re-read books encountered earlier to increase familiarity with them and provide a basis for making comparisons.</li> <li>• Can learn new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries.</li> <li>• Can make inferences and refer to evidence in the text.</li> <li>• Can know the purpose, audience for and context of writing and draw on this knowledge to support comprehension.</li> <li>• Can check understanding to make sure that what is read makes sense.</li> <li>• Can read critically through:             <ul style="list-style-type: none"> <li>○ knowing how language, including figurative language, vocabulary choice, grammar, text structure and organizational features, presents meaning;</li> <li>○ recognising a range of poetic conventions and understanding how these have been used;</li> <li>○ studying setting, plot and characterization, and the effects of these;</li> <li>○ understanding how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play;</li> <li>○ making critical comparisons across texts;</li> <li>○ studying a range of authors, including at least two authors in depth each year.</li> </ul> </li> </ul>			