



Toddington St. George C of E School Curriculum Intent – Knowledge Builder

English - Primary Curriculum: Reading

Subject Intent Statement:

At Toddington St George we are proud to offer the pupils a text rich learning environment where imagination and creativity can be fuelled. Through our rigorous phonics curriculum, we ensure pupils develop the skills and knowledge they need to develop as confident readers who have a love of books. 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; only pupils who learn to speak, read and write fluently and confidently are able to effectively participate in wider society. By the end of Year 4 all children will be able to read fluently and with confidence in any subjects in their future education.

Year 1	Year 2	Year 3	Year 4
<p>Key knowledge</p> <p>Word reading 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 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,</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 – 538of 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,</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</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</p>

<p>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>How rhyme works</p> <p>What make poetry different from prose</p>	<p>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>Possessive apostrophe</p> <p>Understanding of different types of writing genres</p> <p>contemporary and classic poetry, stories, traditional and by chosen authors non-fiction</p>	<p>Fiction</p> <p>Stories by the Same Author</p> <p>Stories from other cultures 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>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>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>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>Key Skills Overarching</p> <p>Apply phonic knowledge and listening skills</p> <p>Subject specific</p> <p>Word level</p> <p>apply phonic knowledge and skills as the route to decode words</p> <p>respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</p> <p>read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</p> <p>read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</p> <p>read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings</p>	<p>Key Skills</p> <p>Overarching</p> <p>Apply phonic knowledge and listening skills</p> <p>Subject specific</p> <p>Word level</p> <p>continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</p> <p>read accurately by blending 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 suffixes</p> <p>read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</p>	<p>Key Skills: Overarching</p> <p>Apply phonic knowledge and listening skills and general knowledge to interpret what they are reading</p> <p>Subject specific</p> <p>Word level</p> <p>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</p> <p>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</p>	<p>Key Skills: Overarching</p> <p>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</p> <p>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</p> <p>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</p>

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 understand that the apostrophe represents the omitted letter(s)
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
re-read these books to build up their fluency and confidence in word reading.

Comprehension

develop pleasure in reading, motivation to read, vocabulary and understanding by:
listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently

being encouraged to link what they read or hear read to their own experiences
becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
recognising and joining in with predictable phrases

learning to appreciate rhymes and poems, and to recite some by heart
discussing word meanings, linking new meanings to those already known
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

checking that the text makes sense to them as they read and correcting inaccurate reading
discussing the significance of the title and events

read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
re-read these books to build up their fluency and confidence in word reading.

Comprehension

develop pleasure in reading, motivation to read, vocabulary and understanding by:
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

discussing the sequence of events in books and how items of information are related
becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales

being introduced to non-fiction books that are structured in different ways
recognising simple recurring literary language in stories and poetry

discussing and clarifying the meanings of words, linking new meanings to known vocabulary
discussing their favourite words and phrases
continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear

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

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
using dictionaries to check the meaning of words that they have read
increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
identifying themes and conventions in a wide range of books

preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
discussing words and phrases that capture the reader's interest and imagination
recognising some different forms of poetry [for example, free verse, narrative poetry]

understand what they read, in books they can read independently, by:
checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
asking questions to improve their understanding of a text

drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
predicting what might happen from details stated and implied

identifying main ideas drawn from more than one paragraph and summarising these
identifying how language, structure, and presentation contribute to meaning
retrieve and record information from non-fiction

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<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>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>participate in discussion about both books that are read to them and those they can read for themselves</p>	<p>participate in discussion about both books that are read to them and those they can read for themselves</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>