

End of Year Curriculum Intent Statement

Nursery	End Point for Year Group
<p>A Reader in Nursery will...</p>	<p>experience: Share stories and rhymes and talk about them, engage in role play linked to stories and rhymes, enjoy books independently, exposed to variety of signs, logos and familiar words e.g. name, print rich environment.</p> <p>be able to: listen to and join in when we read books or sing rhymes look at pictures in a book recognise own name hold a book the right way and turn the pages the right way know some words, signs and logos that are familiar to me talk about a book including characters and main events</p>
<p>Key Vocabulary</p>	<p>Key assessment tasks</p>
<p>Book, page, name, rhyme, song, turn.</p>	<p>Talk about: Stories they know, role play Rhymes they know Logos they recognise Hold a book and turn correctly Recognise name</p>
<p>Learning links to enhance Long Term Memory</p>	<p>World Book Day Story sharing with parents in school Library books to share at home Role play area Reading area Pie Corbett Book Spine</p>

Reception	End Point for Year Group
<p>A Reader in Reception will...</p>	<p>experience: A range of fiction and non-fiction books. Activities to stimulate a love and an awareness of rhyme and alliteration. A print rich environment throughout the curriculum. Role play areas to develop stories further. Engaging and multisensory phonics sessions daily focussing on 44 phonemes and common irregular words. A love of reading throughout the areas of learning.</p> <p>be able to: read some common irregular words identify rhymes and alliteration join in with rhyming patterns read and understand simple sentences demonstrate understanding when talking with others about what they have read make basic predictions identify start and end of a sentence explore and experiment with sounds, words and texts read graphemes for each of the 44 phonemes secure at Phase 4 phonics</p>
<p>Key Vocabulary</p>	<p>Key assessment tasks</p>
<p>Phoneme, grapheme, diagraph, tricky words, blending, segmenting, rhyme, alliteration, capital letter, full stop, sentence</p>	<p>Which word rhymes with...? What do you think will happen next....? Where is the start of this sentence? What do you think about this story? Can you join in with the story? Say GPC when shown CEW reading</p>
<p>Learning links to enhance Long Term Memory</p>	<p>World Book Day Role play area Library in school Parent drop in sessions Pie Corbett Book Spine</p>

Year 1	End Point for Year Group
<p>A Reader in Year 1 will...</p>	<p>Know...</p> <ul style="list-style-type: none"> some books are fiction, some are non-fiction the same sounds can be represented through different GPC how to read with more fluency and expression when words are repetitive in a text, join in with repeated refrains the main parts of a familiar story and how to retell titles and blurbs give information about the book <p>Be able to...</p> <ul style="list-style-type: none"> be secure at phase 5 phonics identify which words appear again and again reading CEW with some fluency and recognises unusual correspondences between spelling and sound re-reads if reading does not make sense re-tell with considerable accuracy discuss significance of title and events make predictions on basis of what has been read make inferences on basis of what is being said and done reads with pace and expression ie pause at full stop; raise voice for question explain difference between fiction and non- fiction texts.
<p>Key Vocabulary</p>	<p>Key assessment tasks</p>
<p>Word, title, blurb, prediction, expression, full stop, fiction, non-fiction</p>	<p>What do you think this book will be about? What do you think will happen next? Why did they do that? Why did they say that? Is this a fiction or non-fiction book? How do you know?</p>
<p>Learning links to enhance Long Term Memory</p>	<p>CEW sponsored challenge Local Library visit Reading Festival World Book Day 100 Book Key Stage 1 Challenge Pie Corbett Book Spine</p>

Year 2	End Point for Year Group
<p>A Reader in Year 2 will...</p>	<p>Know...</p> <ul style="list-style-type: none"> the same sounds can be represented through different GPC, spelling patterns and alternative spellings to aid reading the main events in familiar and unfamiliar texts be able to talk about these confidently, including characters, plot and setting how to take account of punctuation to aid reading for meaning <p>Be able to...</p> <ul style="list-style-type: none"> Secure at phase 6 Recognises and effortlessly decodes most CEW Comments on plot, setting and characters in familiar and unfamiliar stories Recounts main themes and events Comments on structure of the text Use commas, questions marks and exclamation marks to vary expression Read aloud with expression and intonation Reads age appropriate texts with fluency and confidence Recognise: Speech marks, contractions Identify past/present tense Use content and index to locate information
<p>Key Vocabulary</p>	<p>Key assessment tasks</p>
<p>Decode, tricky word, common exception word , comma, question mark, exclamation mark, plot, character, setting, speech marks, contractions, past, present tense, content, index, fiction, non-fiction</p>	<p>Discuss characters, setting and plot, discuss the main themes</p> <ul style="list-style-type: none"> Are they reading with expression, taking account of punctuation? Can they identify speech marks and contractions when reading? Is this happening in the past? Say GPC when shown CEW reading
<p>Learning links to enhance Long Term Memory</p>	<ul style="list-style-type: none"> Reading Festival Lancashire Book Awards 100 Books Challenge Pie Corbett Book Spine Author Study

Year 3	End Point for Year Group
<p>A Reader in Year 3 will...</p>	<p>know:</p> <ul style="list-style-type: none"> become a confident, independent reader phonics and word-reading will shift their focus onto comprehension. that there are different words types when reading characters have different feelings, thoughts and motives through what they have read different representations of sounds that will aid flow of own reading how to read ahead and self-correct to aid fluency and understanding of own reading <p>be able to:</p> <ul style="list-style-type: none"> comment on the way characters relate to one another reads age-appropriate texts at a speed which allows focus on understanding as opposed to decoding individual words self-corrects using the appropriate strategies recognises and effortlessly decodes alternative sounds for graphemes knows which words are essential in a sentence to retain meaning draw inferences such as inferring characters' feelings, thoughts and motives from their actions recognise how commas are used to give more meaning recognise: plurals, pronouns and how used, collective nouns, adverbs explain the difference that adjectives and verbs make develop more confidence to read ahead when looking for clues to determine meaning
<p>Key Vocabulary</p>	<p>Key assessment tasks</p>
<p>Self-correct, graphemes, inference, motives, alternative sounds, commas, plurals, pronouns, collective nouns, adverbs,</p>	<p>Can children identify word type when reading? How do the characters relate to one another? Do they read aloud with awareness of word type and punctuation? Can they explain how adjectives and verbs make a difference when reading? Read without over use of phonics, fluent, self-corrects?</p>
<p>Learning links to enhance Long Term Memory</p>	<p>Author Study Reading Festival 100 Books Challenge Pie Corbett Book Spine</p>

Year 4	End Point for Year Group
<p>A Reader in Year 4 will...</p>	<p>know: -</p> <ul style="list-style-type: none"> how to develop skills to become an increasingly fluent reader, phonics and word types how to building comprehension skills through, prediction, skim and scan techniques to use intonation when reading and taking on roles of different characters to use their phonics skills to tackle new words how to share own experiences and view on what they have read <p>be able to:</p> <ul style="list-style-type: none"> read most words effortlessly at a speaking pace use knowledge of phonics, root words, suffixes and prefixes to determine pronunciation and meaning of unfamiliar words read further CEW noting unusual correspondences between spelling and sound and where these occur in words give a personal point of view on a text re-explain a text with confidence justify inferences with evidence, predicting what might happen from details stated or implied use appropriate voices for characters within a story identify how sentence type can be changed by altering word order, tenses, adding/deleting words or amending punctuation skim and scan to locate information and/or answer a question
<p>Key Vocabulary</p>	<p>Key assessment tasks</p>
<p>Inference, prediction, tense, skim, scan, point of view, implied, root words, suffixes, prefixes, root words</p>	<p>Can children read at pace and with understanding of the text? What do you think about ...? Why do you think that? Do they use intonation when reading, characters, mood?</p>
<p>Learning links to enhance Long Term Memory</p>	<p>100 Books Challenge Pie Corbett Book Spine Novel study Author Visit Local Library Visit</p>

Year 5	End Point for Year Group
<p>A Reader in Year 5 will...</p>	<p>know...</p> <ul style="list-style-type: none"> how to read with pace and fluency, including variation in voice for different elements of speech how to summarise what they have read and make judgements, giving different views based on arguments and discussions how to compare two different texts familiar to them how to make notes that have the main points to create a summary. <p>be able to...</p> <ul style="list-style-type: none"> read at a reasonable speaking pace pronounce unfamiliar words with automaticity read most words effortlessly summarise main points of an argument or discussion within their reading and makes up own mind about issue/s compare two texts appreciate how two people may have a different view on the same event draw inferences and justify with evidence from the text vary voice for direct or indirect speech recognise: clauses within sentences use more than one source when carrying out research create a set of notes to summarise what has been read
<p>Key Vocabulary</p>	<p>Key assessment tasks</p>
<p>Pace, summarise, argument, compare, discussion, inference, justify, direct and indirect speech, clauses, justify</p>	<p>Summarise what you have read about....</p> <p>Summarise points of the argument/discussion</p> <p>Can they read with fluency and vary voice depending on type of speech?</p> <p>Can you justify why you think this? Where is the evidence?</p>
<p>Learning links to enhance Long Term Memory</p>	<p>Pie Corbett Book Spine</p> <p>Author Study</p> <p>Library Visit</p> <p>Author Visit</p> <p>100 Books Upper Key Stage 2</p>

Year 6	End Point for Year Group
<p>A Reader in Year 6 will...</p>	<p>know...</p> <p>talk about the text they are reading and give own opinion on what has been read, discuss if elements are fact or fiction, and draw inferences from what they have read about characters</p> <p>how to explain the motives of characters and their actions giving evidence from the text, using abilities in skimming and scanning</p> <p>the meaning of words using the strategies and knowledge of word classes</p> <p>be able to...</p> <p>determine meaning of new words by applying knowledge of root words, suffixes and prefixes</p> <p>refer to text to support opinions and predictions</p> <p>give a view about choice of vocabulary, structure etc</p> <p>distinguish between fact and opinion</p> <p>appreciate how a set of sentences has been arranged to create maximum effect</p> <p>recognise: complex sentences</p> <p>skim and scan to aide note-taking</p> <p>make predictions based on details stated and implied</p> <p>draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence</p>
<p>Key Vocabulary</p>	<p>Key assessment tasks</p>
<p>Word classes, suffix, prefix, clause, opinion, skim, scan, inference, motives, fact, opinion, predictions, implied, stated</p>	<p>How do you know? What evidence do you have?</p> <p>Is this implied or stated?</p> <p>Why did they use this word?</p> <p>Is this fact or opinion?</p> <p>Why are the sentences arranged in this way?</p> <p>Are skimming and scanning techniques used well to aide note taking?</p>
<p>Learning links to enhance Long Term Memory</p>	