

Hummersea Primary National Framework
Reading Programme of Study
Year 1

Decoding	Apply phonic knowledge to decode words. Speedily read all 40+ letters/groups for 40+ phonemes. Read accurately by blending taught GPCs. Read common exception words. Read common suffixes(-s, -es, -ing, -ed,). Read multisyllabic words containing taught GPC's. Read contractions and understand apostrophe. Read aloud phonically-decodable text.
Range of Reading	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.
Familiarity with texts	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.
Poetry and Performance	Learning to appreciate rhymes and poems, and to recite some by heart.
Word Meanings	Discussing word meanings, linking new meanings to those already known.
Understanding	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.
Inference	Discussing the significance of the title and events. Making inferences on the basis of what is being said and done.
Prediction	Predicting what might happen on the basis of what has been read so far.
Discussing Reading	Participate in discussion about what is read to them, taking turns and listening to what others say. Explain clearly their understanding of what is read to them.

Hummersea Primary National Framework

Reading Programme of Study

Year 2

	Year 2
Decoding	Secure phonic decoding until reading is fluent. Read accurately by blending recognising alternative sounds for graphemes. Read accurately words of two or more syllables that contain the same graphemes. Read common suffixes Read exception words, noting unusual correspondences between spelling Read most words quickly and accurately, without overt sounding and blending.
Range of Reading	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.
Familiarity with texts	Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales. Recognising simple recurring literary language in stories and poetry.
Poetry and Performance	Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.
Word Meanings	Discussing and clarifying the meanings of words, linking new meanings to known vocabulary. Discussing their favourite words and phrases.
Understanding	Discussing the sequence of events in books and how items of information are related. 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.
Inference	Making inferences on the basis of what is being said and done. Answering and asking questions
Prediction	Predicting what might happen on the basis of what has been read so far
Non-Fiction	Being introduced to non-fiction books that are structured in different ways.
Discussing Reading	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. Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

Hummersea Primary National Framework
Reading Programme of Study
Year 3

	Year 3
Decoding	Apply their growing knowledge of root words, prefixes and suffixes, 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.
Range of Reading	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.
Familiarity with texts	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.
Poetry and Performance	Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. Recognising some different forms of poetry.
Word Meanings	Using dictionaries to check the meaning of words that they have read.
Understanding	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. Identifying main ideas drawn from more than one paragraph and summarising these.
Inference	Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
Prediction	Predicting what might happen from details stated and implied.
Authorial Intent	Discussing words and phrases that capture the reader's interest and imagination identifying how language, structure, and presentation contribute to meaning.
Non-Fiction	Retrieve and record information from non-fiction.
Discussing Reading	Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

Hummersea Primary National Framework
Reading Programme of Study
Year 4

	Year 4
Decoding	Apply their growing knowledge of root words, prefixes and suffixes, 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.
Range of Reading	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.
Familiarity with texts	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.
Poetry and Performance	Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. Recognising some different forms of poetry.
Word Meanings	Using dictionaries to check the meaning of words that they have read.
Understanding	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. Identifying main ideas drawn from more than one paragraph and summarising these.
Inference	Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
Prediction	Predicting what might happen from details stated and implied.
Authorial Intent	Discussing words and phrases that capture the reader's interest and imagination identifying how language, structure, and presentation contribute to meaning.
Non-Fiction	Retrieve and record information from non-fiction.
Discussing Reading	Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

Hummersea Primary National Framework
Reading Programme of Study
Year 5

	Year 5
Decoding	Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words they meet.
Range of Reading	Continuing to read and discuss an increasingly 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. Making comparisons within and across books.
Familiarity with texts	Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions. Identifying and discussing themes and conventions in and across a wide range of writing.
Poetry and Performance	Learning a wider range of poetry by heart. 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.
Understanding	Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. Asking questions to improve their understanding. Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.
Inference	Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
Prediction	Predicting what might happen from details stated and implied.
Authorial Intent	Identifying how language, structure and presentation contribute to meaning. Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.
Non-Fiction	Distinguish between statements of fact and opinion. Retrieve, record and present information from non-fiction.
Discussing Reading	Recommend books that they have read to their peers, giving reasons for their choice. Participate in discussions 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. Explain 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. Provide reasoned justifications for their views.

Hummersea Primary National Framework
Reading Programme of Study
Year 6

	Year 6
Decoding	Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words they meet.
Range of Reading	Continuing to read and discuss an increasingly 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. Making comparisons within and across books.
Familiarity with texts	Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions. Identifying and discussing themes and conventions in and across a wide range of writing.
Poetry and Performance	Learning a wider range of poetry by heart. 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.
Understanding	Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. Asking questions to improve their understanding. Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.
Inference	Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
Prediction	Predicting what might happen from details stated and implied.
Authorial Intent	Identifying how language, structure and presentation contribute to meaning. Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.
Non-Fiction	Distinguish between statements of fact and opinion. Retrieve, record and present information from non-fiction.
Discussing Reading	Recommend books that they have read to their peers, giving reasons for their choice. Participate in discussions 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. Explain 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. Provide reasoned justifications for their views.