Foster a love of reading (lifelong)
Develop the vocabulary to accurately express themselves
Develop fluent, enthusiastic and critical readers

At Tollgate Primary School, we believe that the teaching of reading is integral to a child's understanding and appreciation of the world around them; a platform that allows our children to see beyond what they know, share in cultural experiences and develop the vocabulary they need to effectively express themselves. Our reading curriculum strives to foster a lifelong love of reading. We cultivate the behaviours that they will need to be discerning readers as they read frequently and widely using a range of evidence-based strategies and discuss what they read. This curriculum is delivered through synthetic phonics, a linked approach to shared and guided reading, home reading, reading across the curriculum, regular opportunities for independent reading and hearing quality texts read aloud every day. All of these are essential components as they offer the range of opportunities needed to develop fluent, enthusiastic and critical readers.

Word Reading: Phonics & Decoding							
Nursery	**Reception**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Create sounds.	Continue to apply oral segmenting and blending.	Apply phonic knowledge and skill as the route to decode.	Automatic decoding begins to become embedded.	Decoding is quicker and more accurate.	Read most words fluently. Decode unfamiliar words with increasing speed and skill.	Read most words fluently. Decode unfamiliar words with increasing speed and skill, recognising meaning through contextual cues.	Reading fluently with *full* knowledge of all statutory exception words, root words, prefixes, suffixes.
Develop an appreciation for rhyming & rhythmic activities	Continue a rhyming string.	Blend sounds in unfamiliar words.	Reading accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes	Applying growing knowledge of root words and prefixes to begin to read aloud.	Applying knowledge of root words and prefixes to begin to read aloud fluently.	Applying knowledge of root words and prefixes to read aloud fluently.	

Hearing & saying initial sounds of words.	Read regular words with accuracy.	Segment and blend CVCCC and CCCVC	Accurately read most words of two or more syllables.				
CVC application.	Segment and blend CVCC and CCVCC	Apply spelling rules (ai and ay)					
Oral segmenting and blending		Read words with contractions.					
Read some common exception words. Eg: to (Summer 1) the (Summer 2)	Read some common exception words. Eg: He (Autumn) when (Spring) their (Summer)	Read some common exception words. Eg: children (Autumn) would (Spring) through (Summer)					
Showing interest in illustrations and handling books independently.							

Prediction							
Nursery	**Reception**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Suggest what might happen next or how a story might end based on pictures and discussions with others.	Make predictions based on the front cover.	Rely on own knowledge to make predictions based on the title. Explain reasons for their predictions.	Make plausible predictions based on what they have read as well as using their own knowledge.	Make predictions based on what has been stated and relevant prior knowledge.	Make predictions based on what has been stated or implied.	Make plausible predictions supported by relevant evidence.	Make plausible predictions prior to reading a piece of text and during their reading.

				Justify their predictions.	Justify their predictions using the text.	Modify predictions as they read on.	Confirm and modify predictions in light of new information.
Suggest what might happen next based on the actions of characters.							

Inferential Reading							
Nursery	**Reception**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
		The Wonder					
Use pictures to determine feelings. Verbalise how characters feel.	Children understand the feelings of characters in texts they listen to.	Answer how and why questions.	Discuss the meaning of new words in support of inference.	Support inferences through some textual evidence.	Justify inferences with support from text.	Justify inferences independently.	Draw hidden inferences.
		Make inferences about a character' feelings using what they say and do with direct references to pictures.	Pick up on more subtle references when making inferences.	Use specific points to justify inferences.	Consolidate the skill of justifying with reference to a specific point.	Provide one or pieces of evidence to support each point made.	Draw evidence from different places across the text.

Fluency							
Nursery	**Reception**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Join in during group recitation.	Begin to read simple phrases showing understanding by the way it is read.	Read aloud,	Automatic decoding is embedded.	Read new words outside their spoken vocabulary, making good guesses at pronunciation.	Read speedily. Notice where commas create phrasing within a sentence.	Read aloud a wider range of age appropriate texts. Read most words effortlessly.	Read a wider range of age appropriate texts fluently and with confidence. Show understanding through tone, intonation and volume.

Literal Understanding & Retrieval							
Nursery	**Reception**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Recall key facts from a story that has been read to them.	Use visual literacy to answer questions about a character/events in a story.	Locate information found explicitly in a book.	Skim and scan the text to locate answers.	Read around words and phrases.	Retrieve across a wider range of paragraphs/ texts.	Locate quotations.	Suggest how language would need to change for different audiences
			Navigate different paragraphs of information.	Ask questions to improve their understanding.	Skim an entire page/text.	Identify the author's viewpoint.	Analysis of mood/setting/character.
			Draw on vocabulary to answer questions.	Dictionary used to support with challenging vocabulary.			Support own viewpoint.
			Draw on prior knowledge to answer questions.				