

Reading Curriculum

Entry Level 1

[..\Reading\Reading, listening and responding to text E1.pdf](#)

Autumn	Spring	Summer
Read words, sentences and paragraphs from a book within a small group on at least three occasions Recall three events from a story on two occasions	Answer at least three questions responding to the text eg who, what, why, where, when, how?	Name three characters that were in a story on at least two occasions

Entry Level 2

[..\Reading\Reading, Listening and Responding to Texts E2.pdf](#)

Autumn	Spring	Summer
Read words, sentences or pages from a book within a small group on 4 occasions.	Recall three events for each story read. Order these events on two occasions.	Answer questions about the ending a story. Give 2 keywords or ideas for an alternative ending. Name 3 characters that were in each story.

Entry Level 3

[..\Reading\Reading to understand E3.pdf](#)

Autumn	Spring	Summer
Identify organisational features in instructional and persuasive texts Identify command verbs Read and follow instructional texts Read and follow persuasive texts	Use knowledge of word types to understand meaning of unfamiliar words Use knowledge of word structure to make sense of unfamiliar words Use punctuation to identify sentences Identify the correct use of punctuation	Read and understand some key words linked to personal, specific to study, work or hobby Read and understand everyday phrases

Level 1

[..\Reading\Scanning text for details L1.pdf](#)

[..\Reading\Interpreting texts L1.pdf](#)

Autumn	Spring	Summer
<p>Highlight at least five key words from the text Explain the meaning of each word Repeat the above for at least three different texts Identify key information in order to answer at least five questions about the text Create at least two closed questions relevant to the text to ask other learners Create at least two open questions relevant to the text to ask other learners</p>	<p>Recognise how language is used to achieve different purposes, such as:</p> <ul style="list-style-type: none">• to instruct• to explain• to describe• to persuade <p>Recognise implied meaning in text Infer meaning from images as well as text Use organisational and structural features to locate information including:</p> <ul style="list-style-type: none">• contents• index• menus• subheadings• paragraphs <p>Identify main events and specific details Explain how different reading strategies can be used to locate information for different purposes</p>	<p>Use reference material effectively to find the meaning of unfamiliar words Apply knowledge of the following to understand words and their meaning:</p> <ul style="list-style-type: none">• word structure• related words• word roots• derivations• words borrowed from other languages <p>Apply knowledge of prefixes to help find meaning</p>

Level 2

[..\Reading\Learning new words L2.pdf](#)

[..\Reading\Comprehension skills-suspense and intrigue L2.pdf](#)

Autumn	Spring	Summer
<p>Create a log of new words from non-fiction texts Find the meanings of these words Create a list of synonyms for five of the new words recently learnt Create a set of resources to support spelling and understanding of words which are appropriate for younger students</p>	<p>Study at least three story openings Explain how the structure creates suspense or mystery</p>	<p>Write about similarities and differences between the structure of the stories you have read Explain how the choice of structure affect what readers think Summarise the techniques used to create suspense and intrigue</p>