

GFJS Reading Curriculum

	Skills	Year 3	Year 4	Year 5	Year 6
Text levels		Book banding: White, Lime + Brown books (By end of year 3: Lime)	Book banding: Brown + Grey books (By end of year 4: Brown)	Book banding: Grey + Blue books (By end of year 5: Grey)	Book banding: Blue + Red books (By end of year 6: Blue)
Range of Texts		*Reading for themselves a wide range of books, including fairy stories, myths and legends listening to 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		* Reading for themselves 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 a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary	
Decoding AF1	<ul style="list-style-type: none"> ❖ Phonic blending ❖ Reading high frequency sight words ❖ Accurate, automatic reading ❖ Monitoring own reading for sense ❖ Self-correction ❖ Fluency ❖ Expression and intonation 	*apply their growing knowledge of root words, prefixes and suffixes to read aloud the new words they meet *read further exception words, noting the unusual correspondences between spelling and sound and where these occur in the word		*apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), to read aloud new words that they meet	
Retrieval AF2	<ul style="list-style-type: none"> ❖ Retelling ❖ Sequencing ❖ Skimming and scanning ❖ Summarising ❖ Recasting ❖ Answering <i>find it</i> questions ❖ Asking <i>find it</i> questions 	*increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally *asking questions to improve their understanding of a text *identifying main ideas drawn from more than one paragraph and summarising these *retrieve and record information from non-fiction		*asking questions to improve their understanding *summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas *retrieve, record and present information from non-fiction	
Inference AF3	<ul style="list-style-type: none"> ❖ Predicting ❖ Explaining causes and effects ❖ Justifying opinions ❖ Identifying evidence to support opinion ❖ Drawing conclusions ❖ Drama in role 	*checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context *predicting what might happen from details stated and implied *drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence *asking questions to improve their understanding of a text		*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 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 distinguish between statements of fact and opinion	
Text Structure AF4	<ul style="list-style-type: none"> ❖ Recognise, explain function of and use structural organisers ❖ Recognise features of different text types ❖ Explaining how features match 	*recognising some different forms of poetry *retrieve and record information from non-fiction *identifying how structure, and presentation contribute to meaning *reading books that are structured in different ways and reading for a range of purposes		*reading books that are structured in different ways and reading for a range of purposes *identifying and discussing conventions in and across a wide range of writing *identifying how structure and presentation contribute to meaning	
Vocabulary AF5	<ul style="list-style-type: none"> ❖ Work out meanings of words using grammar, contextual, morphology and etymology clues ❖ Skimming and scanning for synonyms and anonyms ❖ Generating synonyms and anonyms ❖ Explaining impact of words and 	*apply their growing knowledge of root words, prefixes and suffixes to understand the meaning of new words they meet *using dictionaries to check the meaning of words that they have read * explaining the meaning of words in context *discussing words and phrases that capture the reader's interest and imagination *identifying how language contributes to meaning		*apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), to understand the meaning of new words that they meet *identifying how language contributes to meaning asking questions to improve their understanding *discuss and evaluate how authors use language, including figurative language, considering the impact on the reader	
Comparing & Contrasting AF6 (new)	<ul style="list-style-type: none"> ❖ Identifying similarities and differences ❖ Identifying compare and contrast vocabulary ❖ Recording similarities and differences 	*identifying themes and conventions in a wide range of books *reading books that are structured in different ways and reading for a range of purposes		*making comparisons within and across books *reading books that are structured in different ways and reading for a range of purposes *identifying and discussing themes and conventions in and across a wide range of writing	
Reviewing & Performing AF7 (new)	<ul style="list-style-type: none"> ❖ Discussing ❖ Debating ❖ Questioning ❖ Evaluating ❖ Reviewing ❖ Presenting ❖ Performing 	*listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks *preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action *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 *asking questions to improve their understanding of a text		*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 *asking questions to improve their understanding *recommending books that they have read to their peers, giving reasons for their choices *participate in discussions about books, 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	